Australian Government

Department of Education, Science and Training

Submission to

The House of Representatives Standing Committee on Employment, Workplace Relations and Workforce Participation

Inquiry into Workforce Challenges in the Australian Tourism Sector

October 2006

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Introduction

The Australian Government Department of Education, Science and Training welcomes the opportunity to provide this submission to the House of Representatives Standing Committee on Employment, Workplace Relations and Workforce Participation regarding the Inquiry into Workforce Challenges in the Australian tourism sector.

The tourism and hospitality industry comprises the following nine sectors:
- accommodation;
- cafes and restaurants;
- catering;
- pubs, taverns and bars;
- gaming;
- conferences and events;
- travel agency and tour operators;
- tour operations and cultural tourism; and
- caravan operations.

Tourism and hospitality is the second largest services employing sector with 1.67 million people employed in Australia. By comparison, the largest employing sector in the Australian economy is the wholesale, retail and personal services sector that the Department of Employment and Workplace Relations reports in *Australian Jobs 2005*, employs 2.3 million people.

The tourism and hospitality industry has a high percentage of younger, female employees, who work part-time or casually. The travel agency and tour operators workforce is 71.9 percent female. Employees in the accommodation, cafes and restaurants sector are 54 percent female.

Part-time employment is significant in many sectors of this industry, with 68.9 percent of employees in cafes and restaurants and 39.2 percent of employees in the accommodation sector working part time.

Casual employment is high in many of the industry sectors. The Australian Bureau of Statistics reports that of the 84,000 people employed in the pubs, taverns and bars sector, 57,300 or 68 percent were casually employed (June 2001).

The tourism and hospitality industry also has a 'young' profile across the workforce with 55 percent of employees being between 15 and 35 years of age.

The Service Industries Skills Report (June 2006) indicates that the occupations within the tourism and hospitality industry with the greatest employment growth forecast from 2003-2004 to 2009-2010 are:
- cooks, chefs and waiters in the accommodation, cafes and restaurants sector;
- travel consultants and tour guides in the travel sector; and
- customer service officers in the conference and events sector.

The occupational group with the strongest growth prospect is chefs with growth forecast to be 16.7 percent over the next five years, 2006 to 2011. Cooks have been listed as an occupation in demand since 1993-1994 in the *Skills in Demand Lists,*

States and Territories, 2006, and the precursor *National and State Skill Shortage Lists Australia*, published by the Department of Employment and Workplace Relations. The Migrant Occupations in Demand List, which is prepared for the Department of Immigration and Multi-cultural Affairs, has the equivalent occupation of 'cook' listed for supported skilled migrant entry to Australia. In the 2001 report of the National Industry Skills Initiative Commercial Cookery Working Group, '*Recipe for Change, the future of Commercial Cookery in Australia*', a 2000-person shortfall in chefs was estimated. This was predicted to be exacerbated by an annual three percent growth in the shortfall in the years following.

The terms 'cook', 'chef', 'cooking' and 'commercial cookery' are sometimes used interchangeably. A cook usually refers to someone who has completed a trade certificate (Certificate Level III) in Commercial Cookery and whose job role is cooking; whereas a chef is a leader or manager in a commercial kitchen who also requires management skills. Those who aspire to be chefs are likely to have, or be studying for, a Certificate Level IV in Hospitality, but would preferably complete the higher level management training offered through a Diploma of Hospitality Management (see page 5 of **Appendix A)**.

The Australian Government is strongly committed to working with industry sectors to assist them to address their current and future workforce skills development needs. In particular, the Australian Government is committed to providing high quality skills and training opportunities to increase the uptake of Australian Apprenticeships in the trades, enhance employability skills, and assist lifelong learning through vocational and technical education.

The Australian Government is strongly committed to providing opportunities for all Australians through vocational and technical education (VTE). This commitment was illustrated in the 2006-07 Budget with a record commitment of $10.8 billion to the sector over the next four years – the biggest investment by any government to training.

The value of the *Skills for the Future* package announced on 12 October, including the higher education element, is an additional $837 million over five years. It takes total funding for VTE over the next four years to $11.3 billion, including record funding to States and Territories to manage their training systems.

Skills for the Future focuses on the need for continuous upgrading of skills over the course of an individual's working life and will deliver more opportunities for Australians to gain new skills and help develop a more entrepreneurial workforce. It comprises five components:
• Work Skills Vouchers;
• support for mid-career apprentices;
• Business Skills Vouchers for apprentices;
• more engineering places at university; and
• incentives for higher technical skills.

In addition to the *Skills for the Future* package the total funding comprises:
• $5 billion over the life of the current *Commonwealth-State Skilling Australia's Workforce Agreement* for the provision of training including through Registered Training Providers across all States and Territories;
• establishing 25 Australian Technical Colleges across 24 regions to promote pride and excellence in the teaching and acquiring of trade skills at secondary school level at a cost of $343.6 million;
• helping to ease the early financial burden on apprentices by providing apprentices starting an eligible apprenticeship with a tool kit worth up to $800;

- a $1000 *Commonwealth Trade Learning Scholarship* with $500 paid at the successful completion of each of the first and second years of an apprentice's training in an eligible trade with a small or medium size business;
- extending the *Living Away From Home Allowance* to third-year apprentices who have moved away from home to take up or remain in an apprenticeship; and
- $10.6 million over four years to extend incentives for employers of higher level apprentices in key growth areas.

The Australian Government is also working with the State and Territory Governments through the Council of Australian Governments (COAG) to ensure a genuinely national approach to Australian Apprenticeships, training and skills recognition and to address current and emerging skills needs evident in some parts of the economy.

The scope of this submission is confined to a summary of Australian Government initiatives in promoting and supporting vocational and technical education. These initiatives are accessible to all industries, including tourism and hospitality. The Department of Education, Science and Training administers programmes and legislation to achieve the Australian Government's skills and workforce development policy objectives.

This submission focusses on the second of the five terms of reference of this House of Representatives inquiry:
- current and emerging skill shortages and appropriate recruitment, co-ordinated training and retention strategies.

This submission is organised into six topics:
- overview of key roles in, and responsibilities for, vocational and technical education in Australia;
- Australian Government policy directions in vocational and technical education;
- vocational and technical education strategies and initiatives of relevance to the tourism and hospitality industry;
- vocational and technical education links to schools;
- pathways from school to work; and
- vocational and technical education links to higher education.

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TOPIC 1

OVERVIEW OF KEY ROLES IN AND RESPONSIBILITIES FOR VOCATIONAL AND TECHNICAL EDUCATION IN AUSTRALIA

1.1 The role of the Australian Government

The Australian Government takes a national leadership role in education and training. The Australian Government works with the States and Territories to ensure high quality outcomes for vocational and technical education students, and to achieve national consistency and coherence.

The Australian Government works directly with industry, including the peak industry associations of employer and employee groups, to ensure that the vocational and technical education system is responsive to industry needs.

1.2 The role of the Department of Education, Science and Training

The Department of Education, Science and Training works in collaboration with other Australian Government agencies, States and Territories, industry, other agencies and the community to achieve the Australian Government's objectives. The Department provides quality policy advice, underpinned by research, analysis and evaluation, and efficient national programme management. Strategies and initiatives for the implementation of the Australian Government's policy directions are provided in Topics 3 – 6 of this response.

1.3 The role of States and Territories

States and Territories operate within the framework of national policies and strategies for vocational and technical education to address priorities and needs in their individual jurisdictions.

States and Territories administer their own vocational and technical education systems, including state-level planning, regulation of training providers and the Australian Apprenticeships system, allocation of funds to public and private training providers, setting student fees and charges, and managing the technical and further education institutes.

1.4 Ministerial Council on Vocational and Technical Education

A Ministerial Council on Vocational and Technical Education has been established comprising all the Australian, State and Territory Ministers responsible for vocational and technical education. The Ministerial Council has responsibility for the national training system in relation to strategic policy and priority setting, planning and performance. The Australian Government Minister for Vocational and Technical Education chairs the Council.

The Australian Government and the States and Territories agreed, at the November 2005 Ministerial Council meeting, to a new national training framework. The framework is based on five principles:

1. Industry and business needs, both now and in the future, must drive training policies, priorities and delivery.
2. Clients must receive better quality training and achieve better outcomes, through more flexible and accelerated pathways.
3. Processes must be simplified and streamlined and enhance national consistency.
4. Young people have opportunities to gain a wide range of lasting skills that provide a strong foundation for their working lives.
5. Training opportunities are expanded in areas of current and expected skills shortage.

The national training system includes a National Governance and Accountability Framework and a National Skills Framework. Business and industry are actively engaged at all levels of the training system. A copy of the Framework formed in November 2005 is provided at **Appendix B** or can be found at:
http://www.dest.gov.au/sectors/training_skills/publications_resources/agreement/default.htm

All components of the governance arrangements in the Framework are now in place, the most recent being the registration of TVET Australia Limited, the new Ministerial Company.

1.5 *2005-2008 Commonwealth-State Agreement for Skilling Australia's Workforce*

This Agreement, between the Australian, State and Territory Ministers responsible for training, sets out the terms and conditions of Australian Government funding appropriated under the *Skilling Australia's Workforce Act 2005* for the period 1 July 2005 - 31 December 2008. States and Territories will receive funding of nearly $5 billion over the 2005-2008 quadrennium, including $215 million additional funding compared to 2004 which the States and Territories are required to match. If the additional and matched funding is used for training, up to 128,000 additional vocational and technical education places will be created over the life of the Agreement. Further information is available at:
www.dest.gov.au/sectors/training_skills/publications_resources/agreement/default.htm.

The Agreement recognises that a sharing of commitment between the Australian, State and Territory Governments is essential to maintain an effective national training system that will deliver high quality and nationally consistent training outcomes for industry, communities and individuals. This Agreement also demonstrates the commitment of the Australian, State and Territory Governments to work collaboratively in areas of national priority that support the long-term objectives for the training system as set out in *Shaping Our Future, the National Strategy for Vocational Education and Training 2004-2010*. Further information is available at:
www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/dap/strategy

The Agreement builds on the foundations of an industry-led national training system established over the last decade. The national priorities for the Agreement are:

• improving the system's responsiveness to rapid changes in demand for skills development and addressing skills shortages, especially in traditional trades and in emerging industries;
• delivering improved outcomes for employers, individuals and communities;
• improving quality;
• increasing participation and up-skilling mature age workers; and

- encouraging greater re-engagement in training by Australians who are not fully participating in the labour market.

Through the Agreement, the Australian, State and Territory Governments will work co-operatively to ensure that the national training system is well placed to face the challenges confronting the nation, industry, community and clients.

1.6 The role of industry

The Australian Government is seeking a truly national, business and industry-led vocational and technical education system. The vocational and technical education system sets out formal mechanisms for industry engagement through active participation in industry advisory arrangements at all levels of decision making, and in the development of industry endorsed training packages. These formal mechanisms include:

- direct input to high level training policy and delivery through a direct line of advice to the Ministerial Council on Vocational and Technical Education;
- direct input to quality assurance and national consistency through representation on the National Quality Council, a committee of the Ministerial Council on Vocational and Technical Education;
- determining relevant skills needs for the industry and defining the competencies required in the workplace; and
- direct input to planning decisions through a clearly defined role in developing the States' and Territories' annual plans for training provision.

1.6.1 Training packages and resources

Vocational and technical education in Australia is underpinned by industry-endorsed training packages and the Australian Qualifications Framework (AQF) – for an outline of the AQF see **Appendix C**. Training packages contain competencies and qualifications (groups of competencies), which describe the skills and knowledge needed to perform effectively in the relevant industry workforce. These qualifications and competencies require industry endorsement for implementation nationally. This endorsement is gained through consultation with industry members and industry representation on steering committees and approving bodies to ensure national consistency in quality outcomes.

Traditionally the tourism and hospitality sectors have remained separate in terms of industry representation, training frameworks and training delivery. Over time the two sectors have become more closely integrated, with hospitality enterprises offering tourism services and vice versa. New tourism areas are emerging that have a direct hospitality focus, for example, food and wine tourism and cultural attractions. The sectors now have many shared skills requirements, such as technology and language skills.

The Australian Government funds the development of national training packages through the Industry Skills Councils in consultation with industry. Regular reviews of training packages ensure that they remain current to industry's needs and address emerging workforce skills issues.

Service Skills Australia is the nationally recognised Industry Skills Council for the Australian service industries. The Skills Council provides industry intelligence about current and future skill needs and training requirements for the services industries, including tourism and hospitality. The Skills Council is also responsible for the development, implementation and continuous improvement of quality, nationally recognised training products and services, including training packages.

There are currently two training packages operating, one in the tourism sector and one in the hospitality sector, which articulate industry competencies and integrate those competencies into qualifications to deliver quality, relevant industry skills and training. The Tourism and Hospitality Training Packages were reviewed in 2005 and early 2006 to determine if the qualifications and units of competency remain contemporary with the skills and training needs of this industry. The review process undertaken by Service Skills Australia included consultation with industry stakeholders, including employers and training providers, and has resulted in a number of changes to the training packages. A key change is that the two packages have now been consolidated into the Tourism, Hospitality and Events Training Package (SIT06) and have been submitted to the National Quality Council (NQC) for endorsement. Following endorsement the updated qualifications will be available to be delivered nationally. For details of the qualifications and competencies in the current Tourism and Hospitality Training Packages see **Appendix A**.

A wide range of individual business owners, as well as peak industry organisations, have been involved in the review of the training packages. In this case the industry organisations that provided essential industry advice to the packages' review process include:
- Restaurant and Catering Australia;
- Australian Hotels Associations;
- the Hotel and Motel Accommodation Association; and
- Tourism Hospitality Catering Institute of Australia.

Industry users of the national training system, and their selected training organisations, also benefit from the Australian Government commitment to the Australian Flexible Learning Framework and the resources the Framework produces. In particular, the Framework has supported the development of high quality, interactive learning materials called 'toolboxes' that assist on-line training delivery. The Australian Government has committed $5.3 million to the Framework in the 2006 calendar year, with the largest component being $2.9 million for the development and review of toolboxes.

The Framework's resources support the effective use of the training packages and cover a number of industries including tourism and hospitality. More than 100 toolboxes have been developed since 1999, including the following for tourism and hospitality:
- Indigenous Ecotourism;
- Marketing Tourism Products;
- How Eventive (event management);
- Tourism and Hospitality (tourism, retail and accommodation);
- Tourism and Hospitality (management); and
- Kitchen Operations.

The tourism and hospitality industry toolboxes provide support materials across a range of Australian Qualification Framework (AQF) levels - from Certificate Level II to Advanced Diploma. Detail on the specific toolboxes available for tourism and hospitality can be found at: http://toolboxes.flexiblelearning.net.au/

1.6.2 Industry training activity

The tourism and hospitality industry is actively engaged with the national training system. Figures provided in **Appendix D**, *Training Activity under the Tourism and Hospitality Training Packages – VTE Students*, indicate key areas of enrolment in tourism training are International Tourism Retail, Operations and Guiding; and in hospitality training are Hospitality Operations, Commercial Cookery and Catering Operations.

Data suggests that this industry is now using the capacity of the training packages to take-up higher level skills training, particularly in supervisory skills. Since the revision to the Tourism Training Package in 2002, commencements in Certificate Level IV qualifications in the tourism sector have increased eight-fold. However the corresponding data for Certificate Level IV in the Hospitality Training Package shows an average reduction of commencements by 11.1 percent over the three years, 2002-2005.

1.6.3 Incentives for higher level qualifications

The Australian Government, as part of the 2006-2007 Budget, has responded to industry need for higher level skills by introducing employer incentives for selected Diploma and Advanced Diploma Australian Apprenticeships. This initiative recognises that Diploma and Advanced Diploma qualifications are regarded as entry level qualifications for the technical and para-professional occupations of many contemporary workplaces. Prior to 1 July 2006, employer incentives under the Australian Apprenticeships Programme were limited to Certificate Levels II to IV Australian Apprenticeships.

This measure broadens the Australian Apprenticeships Incentives Programme to assist employers to attract new employees by opening up additional training opportunities at these higher levels particularly targeting childcare, health areas and other skills-rich occupations such as engineering. The Australian Government has allocated $10.6 million over four years to this initiative, which is expected to assist some 10,000 Australian Apprentices.

Currently, Australian Apprenticeships eligible to attract incentives under this measure relate to the children's services, dental, laboratory and engineering sectors. The occupations underpinning this measure are expected to be reviewed annually.

TOPIC 2

THE AUSTRALIAN GOVERNMENT'S POLICY DIRECTIONS IN VOCATIONAL AND TECHNICAL EDUCATION

2.1 Vocational and technical education reforms

In 2005 the Australian Government announced a suite of new initiatives designed to address skills needs, particularly in the traditional trades, including:

- 25 new Australian Technical Colleges in 24 regions throughout Australia. This initiative is aimed at increasing the number of Australian Apprentices in the traditional trades allowing them to secure a Year 12 level education while progressing towards a qualification in the traditional trades, including Commercial Cookery;
- Tool Kits up to the value of $800 to around 34,000 Australian Apprentices each year who enter an Australian Apprenticeship in a skills needs trade;
- a Commonwealth Trade Learning Scholarship of $1,000 to Australian Apprentices undertaking trades with strong skills needs; $500 at the end of the first and $500 at the end of the second year of their training;
- a further 4,500 pre-vocational training places in trades from 1 July 2005;
- an additional 7,000 school-based apprentices through Group Training Organisations from 1 July 2005;
- an additional 20,000 places in the Australian Apprenticeships Access Programme, specifically targeting industries and regions experiencing skills needs; and
- extending the Living Away From Home Allowance paid to Australian Apprentices to the third year of their training.

In addition to these initiatives, in 2006 the Australian Government has provided further assistance to address skills needs including:
- an additional $106.7 million over four years for Australian Apprenticeships Centres;
- 10.6 million over four years to extend incentives for employers at higher level Australian Apprenticeships in key growth areas;
- an extra $6 million to fund the National Skill Shortages Strategy; and
- $53.5 million over four years to support national reforms agreed through the COAG.

2.1.1 Skills for the Future

This new package represents an $837 million investment over five years by the Australian Government. It takes total funding for VTE over the next four years to an astonishing $11.3 billion, including record funding to States and Territories to manage their training systems.

The *Skills for the Future* initiatives focus on the need for continuous upgrading of skills over the course of an individual's working life and will deliver more opportunities for Australians to gain new skills and help develop a more entrepreneurial workforce. It is comprised of five components:
- Work Skills Vouchers;
- support for mid-career apprentices;
- Business Skills Vouchers for apprentices;
- more engineering places at university; and
- incentives for higher technical skills.

Details of the five initiatives are:
- Work Skills Vouchers
  This initiative will give important basic skills to adult Australians who have no formal qualifications so they can lift their productivity and performance in the labour market. The initiative provides up to 30,000 vouchers, valued at up to $3000 each, to purchase appropriate training in literacy and numeracy, basic education courses or vocational Certificate II qualifications;
- Support for Mid-Career Apprentices
  This initiative aims to increase the number of individuals aged 30 years and over participating in trade apprenticeships in areas of identified skills needs. It provides either employer assistance of $150 per week for first year and $100 per week in respect to second year apprentices or a direct income maintenance payment of the same amounts to the apprentice, depending upon the applicable industrial arrangements;
- Business Skills Vouchers for Apprentices
  This initiative aims to encourage apprentices to undertake additional training in small business skills to enhance their future careers. It provides a voucher, worth up to $500, to purchase training in small business skills at any time from completion of the second year of the apprenticeship through to up to two years after completion;
- More Engineering Places at University
  This initiative provides an additional 500 Commonwealth-supported engineering places in Australian universities from 2008. These are in addition to the 510 new engineering places available from 2007 and announced by the Minister for Education, Science and Training on 24 July 2006; and
- Incentive for Higher Technical Skills
  This initiative provides additional incentives to employers of Diploma and Advanced Diploma Australian Apprentices by removing restrictions around prior qualifications held, providing incentives to employers who convert existing employees to Australian Apprentices and expanding the list of eligible qualifications, particularly in the engineering field. These changes provide employer incentives of $1500 at

commencement and $2500 on successful completion, with a total of 24,800 incentives being available for employers over the next five years.

2.2 The Council of Australian Governments

On 10 February 2006, COAG reached agreement on a package of measures designed to underpin a new, genuinely national approach to Australian Apprenticeships, training and skills recognition.

At its most recent meeting on 14 July 2006, COAG noted that work had progressed on:

- accelerated implementation of outcomes-based auditing for Registered Training Organisations;
- effective implementation of full mutual recognition of skills qualifications across Australia;
- an appropriate system for recognition of overseas qualifications;
- portability and recognition of skills and training;
- shortened duration of apprenticeships where competency is demonstrated;
- enabling School- based Australian Apprenticeships;
- allowing intermediate or specialised qualifications as well as full apprenticeships;
- achieving maximum flexibility in training for employers and individuals;
- effective competition between training providers;
- targeted responses to skills shortages in regions;
- understanding skills shortages better; and
- considering further vocational and technical education reforms.

The tourism and hospitality industry will particularly benefit from the initiative to achieve maximum flexibility in training for employers and individuals through improved recognition of prior learning processes.

COAG agreed to a set of measures that will enable people with trade qualifications to move more freely around Australia without undergoing additional testing and registration processes. Australia's national training system will also offer more flexible pathways into trades and measures. Further information regarding COAG resolutions for addressing skills needs is at www.coag.gov.au

2.2.1 Achieving maximum flexibility in training for employers and individuals

Workers with existing skills but no formal recognition of those skills are often required to undertake unnecessary training to gain a qualification. Unnecessary training is inefficient for both industries and workers, delaying training completion, wasting training funds, and affecting the ability of workers to fill skilled positions in a timely way. Recognition of Prior Learning increases the effectiveness and efficiency of skills recognition when complemented with flexible training arrangements.

Recognition of Prior Learning, the process by which a person's existing skills and knowledge are assessed and credited towards the achievement of a national qualification, is beneficial to the employer, employee and the industry in minimising the time and money spent on skills training.

The COAG has agreed to key policy initiatives targeting improved practice and take up of Recognition of Prior Learning including:
- the introduction of a contractual obligation for all Registered Training Organisations and assessment centres in receipt of public funding from 1 January 2007 to offer a

quick and simple process to recognise the existing skills of all workers entering training; and

- the establishment of a joint, three-year Australian, State and Territory Government programme from 1 July 2006 to be agreed on a bilateral basis to build the training system's capacity to deliver quality Recognition of Prior Learning and drive good practice. $11.1 million has been allocated over the three years, 2006-2007 to 2008-2009, to this initiative.

Under the Australian Quality Training Framework standards, Registered Training Organisations must offer Recognition of Prior Learning to all applicants on enrolment and ensure that the process is structured to minimise the time and cost to applicants. Applicants are required to submit suitable evidence of skills and experience. Examples of evidence may include certification, references from past employers, testimonials from clients and work samples.

The COAG initiatives and the *Skilling Australia's Workforce Act* and Agreement require full implementation of a national, competency-based training and licensing system. Such a system has at its heart an assurance that an individual who acquires a competency will be able to apply that competency across a range of industries according to the need for flexibility in meeting skill requirements of industry. The training and licensing systems must ensure that relevant skills can be readily transferred between businesses and industries, for example between five star metropolitan restaurant and outback catering.

TOPIC 3

VOCATIONAL AND TECHNICAL EDUCATION STRATEGIES AND INITIATIVES OF RELEVANCE TO TOURISM AND HOSPITALITY

The Australian Government is now putting in place a truly national training system founded on a partnership between governments and industry.

A key feature of the national training system is that employers and industry play a central and critical role in determining training policies and priorities, and in developing training qualifications that can delivery the skills employers need for the workforce.

One of the Australian Government's highest priorities for the vocational and technical education system is to ensure business and industry directly influences training policy, priorities and delivery. The Department of Education, Science and Training administers programmes and legislation to achieve the Australian Government's policy objectives.

3.1 The National Skills Shortages Strategy

The Australian Government has supported the expansion of the National Skills Shortages Strategy. The Strategy is a partnership between the Australian Government, and key industry groups, and supports innovative and strategic, industry-led projects to address workforce skills development needs.

Since 2004, the Australian Government has funded 36 innovative, practical projects targeting alternative entry and piloting of shorter apprenticeships in over 14 industries. This has included at least nine regional skills projects to assess skills and training needs across a range of industries.

In the 2006 Budget the Australian Government announced an additional $6 million under the Strategy to support vocational and technical education initiatives. These include projects to attract new employees and retain and upskill existing workers.

These projects continue to provide opportunities for industry-led innovation and complement initiatives announced following the COAG meeting in February 2006, that target skills needs in regions, training quality, workforce mobility and training system flexibility and responsiveness.

Innovative approaches to Australian Apprenticeships in key industries experiencing skills needs are being tested through the National Skills Shortages Strategy, with a view to more effectively and efficiently skilling Australia's labour force.   These approaches include accelerated or fast-track Australian Apprenticeships, specialised Australian Apprenticeships pathways and attracting new entrants beyond school leavers. A number of projects have investigated the disincentives that turn young people away from choosing a trade as a career.

3.1.1 Tourism and hospitality projects

Four projects specifically addressing skills needs in the tourism and hospitality industry have been undertaken under the National Skills Shortages Strategy, and its predecessor programme, the National Industry Skills Initiative (1999 – 2003):
* *Skills Shortages for Food Trades in the Hospitality Industry*, producing the *Recipe for Change* report and the Commercial Cookery Action Plan, in 2001;
* *Commercial Cookery Taskforce*, implementing the Cooking Action Plan, from 2001;
* *Investigating skills needs in non-cooking hospitality occupations, 2004-2005;* and
* *Hospitality skills for Indigenous Australians,* 2006.

Two key industry bodies, the Australian Hotels Association and Restaurant and Catering Australia, along with the Australian Chamber of Commerce and Industry, have been involved in projects to address skills needs since 2001.

The 2004-2005 project was auspiced by the Australian Chamber of Commerce and Industry. The Chamber worked with the Australian Hotels Association and Restaurant and Catering Australia investigating non-cooking occupations and skills demand in the accommodation, café and restaurant sectors and aimed to implement practical projects to deal with skills needs, difficulties and shortages.

Project activities have included:
* industry and Registered Training Organisation surveys;
* joint Restaurant and Catering Australia and Australian Hotels Association focus groups; and
* investigating expansion of the tourism and hospitality recruitment pools, with a specific focus on improving the engagement of Indigenous Australians and mature workers in the sectors.

A key outcome from the 2004-2005 project is that the non-cooking occupations in-demand have been identified as front of house, waiting and kitchen hand staff and their supervisors.

Tourism Training Australia commenced a National Skills Shortages Strategy project in 2006 to increase the engagement of Indigenous Australians with the tourism and hospitality industry. The project is providing training in core tourism and hospitality competencies as well as workplace learning opportunities. The Indigenous Australian participants will be:
* provided with mentor support throughout the training and workplace learning period; and

- interviewed and selected for consideration for positions with major hotel chains in the Sydney metropolitan area.

The project will also test this model, of training and workplace learning for Indigenous Australians, in a rural/regional tourism environment.

3.2 Australian Apprenticeships

Australian Apprenticeships are a key element of the Australian Government's approach to maintaining a skilled, flexible and internationally competitive workforce.

The March 2006 Australian Apprenticeships data from the National Centre for Vocational Education Research (NCVER) indicates that across all industries, the number of people commencing an Australian Apprenticeship in a Trades and Related Worker occupation increased by four percent in the 12 months to 31 March 2006. Australian Apprentices in a Trades and Related Worker occupation now account for more than 44 percent of all Australian Apprentices in training, covering trades such as chefs, toolmakers, electricians, motor mechanic, spray painters and panel beaters.

The NCVER March 2006 data also indicates that Australian Apprenticeships have risen from 154,800 in March 1996 to 403,600 in March 2006 - an increase of 161 percent. **Appendix E** provides data regarding Australian Apprenticeships training in the Tourism (THT) and Hospitality (THH) Training Packages.

The 22,700 Australian Apprentices who commenced training in a qualification from the Hospitality and Tourism Training Packages in the 12 months to March 2006 demonstrated an increase from the previous year with commencements approaching the 2003 peak of 24,000.

While recent commencements have reduced at Certificate II level, commencements in Certificate III, which include the trade qualification in Hospitality (Commercial Cookery), continue to increase steadily, reaching nearly 17,000 for the first time in the 12 months to March 2006.

Another significant increase is the number of tourism and hospitality commencements in the 12 months to March 2006 for Certificate IV, which is three times the number for the 12 months to March 2000. Included in this increase is the Certificate IV in Hospitality (Commercial Cookery).

Additional Australian Apprenticeships opportunities will be available in 2007 under the *Skills for the Future* package, announced on 12 October 2006. There are three initiatives, two of which provide specific additional incentives. The two incentives will provide support for employers who train their staff in higher technical skills from 1 January and support for mid-career apprentices will be available from 1 July. The third initiative is the Business Skills Vouchers that encourage Australian Apprentices to undertake additional training in small business skills to enhance their future careers. The vouchers enable apprentices to purchase training in small business skills at any time from completion of the second year of their apprenticeship through to up to two years after completion. The vouchers are worth up to $500 and will be available from 1 January 2007.

3.2.1 User Choice

Under User Choice arrangements, Australian Apprentices and their employers are given choice of the vocational education provider for the off-the-job component of the training. Registered Training Organisations are encouraged to offer more flexible training options,

for example, on-line delivery, or training in the workplace. States and Territories determine funding priorities under current User Choice policy.

3.2.2 Australian Apprenticeships Centres

Australian Apprenticeships Centres provide employers and employees with general information and assistance on all aspects of Australian Apprenticeships. They are responsible for:

- providing information about Australian Apprenticeship options to employers, potential Australian Apprentices and other interested people;
- marketing and promotion of Australian Apprenticeships;
- providing support to employers and Australian Apprentices during their training to encourage successful completion of the Australian Apprenticeship;
- administering Australian Apprenticeships support services, including processing payments for Australian Government incentives;
- working with State and Territory Training Authorities to provide an integrated service for employers and Australian Apprentices; and
- establishing relationships with Job Network Members and other organisations who can assist people to obtain Australian Apprenticeships.

3.2.3 Australian Apprenticeships Incentives Programme

The Australian Apprenticeships Incentives Programme offers incentives to eligible employers who offer employment-related training that will encourage people to acquire and expand their working skills. Incentives are aimed at improving the work skills and competitiveness of the Australian workforce by encouraging employers to provide employment and nationally recognised training opportunities to individuals with few or no skills. Australian Apprenticeships may include full-time, part-time and school-based employment and training arrangements. The Australian Government will provide more that $571 million in 2006-2007 alone to assist employers of Australian Apprentices.

There are two categories of financial incentives available to eligible employers:

- the standard Australian Apprenticeships incentives comprising the commencement, recommencement and completion incentives; and
- additional and special incentives to promote training in particular industries, regions or demographics.

The new *Skills for the Future* Australian Apprenticeships incentives commencing in 2007 are:

- Mid-Career Apprentices
  This incentive will be provided as either an assistance payment to employers or a direct income payment to the apprentice, depending upon applicable industrial arrangements. It aims to increase the number of individuals aged 30 years and over participating in trade apprenticeships in areas of identified skills need. The incentive will be $150 per week for first year and $100 per week in respect of second year apprentices; and
- Higher Technical Skills
  This initiative provides additional incentives to employers of Australian Apprentices undertaking a Diploma or Advanced Diploma. Restrictions will be removed on the list of eligible qualifications, particularly in the engineering field, under which employers can convert existing employees to Australian Apprentices. The employer incentives are $1500 at commencement and $2500 on successful completion, with a total of 24,800 incentives being available for employers over the next five years.

Assistance is also provided to eligible Australian Apprentices through the Living Away from Home Allowance. The allowance provides assistance to eligible Australian

Apprentices in their first three years of training, if they have to move away from their parent's or guardian's home in order to:

- take up an Australian Apprenticeship;
- remain in an Australian Apprenticeship; or
- receive essential, supplementary on-the-job training with another employer.

3.2.4 Group Training

Group training is an employment and training arrangement whereby an organisation employs Australian Apprentices under a training contract and places them with host employers. The organisation undertakes the employer responsibilities for the quality and continuity of the Australian Apprentices' employment and training. The organisation also manages the additional care and support necessary to achieve the successful completion of the training contract. Group training aims to:

- create additional Australian Apprenticeship employment opportunities that otherwise might not have existed;
- provide for continuity of employment of Australian Apprentices through to the completion of their Training Contract; and
- improve the quality and breadth of training to Australian Apprentices, particularly in small and medium sized businesses.

3.2.5 Australian Apprenticeships Access Programme

The Australian Apprenticeships Access Programme provides job seekers, who experience barriers to skilled employment, with pre-vocational training, support and assistance to obtain and maintain an Australian Apprenticeship or move into other employment, further education or training.

3.3 Industry Training Strategies Programme

The Industry Training Strategies Programme supports industry and employers to engage with the national training system. It has a particular emphasis on Australian Apprenticeships. Assistance is provided through:

- Industry Pathfinders, experts that help industry develop innovative training solutions;
- the Integrated Information Service, a website with information about the range of Australian Apprenticeships across all Training Packages for Australian Apprenticeship Centres and Registered Training Organisation is found at http://www.nacinfo.com.au/ ;
- Education and Training Advisers who work through peak industry associations to increase their members' understanding of the national training system; and
- Indigenous projects to increase Indigenous Australians' participation in nationally recognised training.

In 2005-2006 two projects were undertaken directly with tourism and hospitality through Industry Pathfinders:

- an Australian Apprenticeships model was developed, in conjunction with industry, to allow for the fast tracking or acceleration of candidates to a national Certificate Level III in Commercial Cookery; and
- a comprehensive Careers Gateway website was developed by Service Skills Australia - www.careersgateway.com.au that presents the careers available within service industries, including tourism and hospitality.

3.4 Skilled Migration

The Australian Government has an ongoing policy of encouraging skilled migration, specifically targeting migrants who have skills that will contribute to the Australian economy. The Government is committed to ensuring Australia has the best skilled migration programme in areas where skilled Australians are not available.

The Government has maintained the 20,000 extra places in the skilled migration programme between 2005-2006 and 2006-2007, as a responsible way to meet the most pressing skills needs of industry and the research sector. Skilled migration can provide skills growth in short time-frames, facilitating Australia's continued economic growth and complementing other avenues to address skills needs.

There are two specific migration categories that contribute to addressing identified skills needs; the General Skilled Migration (GSM) and Trade Skills Training Visa categories.

The GSM has been evaluated in 2006 with some key reforms recommended, including:

- increasing the English language threshold for GSM visa applicants;
- rewarding GSM visa applicants who have very good English language proficiency by awarding additional points under the GSM Points Test; and,
- placing greater emphasis on skilled work experience in the GSM Points Test.

These reforms are aimed at ensuring that labour market outcomes for successful GSM applicants are enhanced, with a focus on improving employment prospects of international students. Nationwide consultation is being undertaken with industry, State and Territory Governments and education providers on implementation of the reforms.

The Trade Skills Training Visa was introduced from 1 November 2005 and is an initiative to address skills shortages in rural and regional Australia. It enables regional employers to take on full-fee paying overseas Australian Apprentices, who meet the skills requirements, but only in occupations in demand and where employers cannot fill vacancies with Australians.

TOPIC 4

VOCATIONAL AND TECHNICAL EDUCATION LINKS TO SCHOOLS

4.1 Vocational and technical education in schools

Increasing the diversity of education pathways for students at school provides them with opportunities to explore and achieve their potential. The Vocational and Technical Education in Schools programme complements traditional academic pathways, providing both technical skills and employability skills that employers have deemed necessary for work-ready people.

School students undertake formal Vocational and Technical Education in Schools programmes as part of a senior secondary certificate and gain credit towards a nationally recognised vocational and technical education qualification. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation, or a school in partnership with an Registered Training Organisation.

4.2 Australian School-based Apprenticeships

The Australian School-based Apprenticeships programme allows school students to undertake an Australian Apprenticeship on a part-time basis as part of their senior secondary certificate. Australian School-based Apprenticeships students will:

- be enrolled in a senior secondary certificate under the relevant Education Act;
- have the school or education provider acknowledge and endorse the Training Plan or Outline required by the Australian Apprenticeships training contract; and
- have the Australian School-based Apprenticeships competencies and/or qualification recognised on their senior secondary certificate.

Secondary students undertaking Australian School-based Apprenticeships will have made significant progress towards completing their Australian Apprenticeship, providing credit towards a nationally recognised qualification. This pathway provides them with flexibility and choice to explore their skills potential while undertaking their senior school certificate.

4.3 Australian Technical Colleges

As part of a range of measures to address industry skills needs, across States and Territories, the Australian Government is establishing 25 Australian Technical Colleges. The Colleges will provide students with a pathway to a rewarding and sustaining career and ensure that quality vocational and technical education is valued as highly as university education. The Colleges will operate as specialist senior secondary schools for students in Years 11 and 12, providing high quality education and technical training relevant to the trades.

The Colleges are being established in regions that have identified skills needs, a high youth population, and a strong industry base. They must specialise in offering trade training through Australian School-Based Apprenticeships arrangements in at least one of the following preferred industry areas:

- commercial cookery;
- metals and engineering (machinists, fabricators, toolmakers, welders, sheet metal workers);
- automotive (mechanics, auto electricians, panel beaters, vehicle painters);
- building and construction (bricklayers, plumbers, carpenters); and
- electrotechnology (including refrigeration, air-conditioning, electrician).

Of the five Colleges that have commenced in 2006 (Eastern Melbourne, Port Macquarie, Gladstone, Gold Coast and Northern Tasmania), all but Gladstone will be offering trade training in commercial cookery by 2009, with Port Macquarie and Gold Coast commencing commercial cookery training in 2006. It is expected that at least 20 Colleges will open in 2007 and of these six will offer commercial cookery in 2007 with five commencing commercial cookery training in 2008 and 2009.

4.4 Enterprise education

The Australian Government is providing $2.5 million per annum from 2004-2005 to 2007-2008, for the Enterprise Learning for the 21st Century initiative, to fund innovative projects that will encourage young Australians to be more enterprising. Partnerships are encouraged between education authorities, business, industry and local communities to successfully deliver enterprise learning.

TOPIC 5

PATHWAYS FROM SCHOOL TO WORK

In 2005 the Australian Government funded the establishment of the Career Advice Australia initiative. The initiative aims to support all young people from 13 to 19 years of age to help them achieve a successful transition through school, and from school to further education, training and work. The initiative provides $143.2 million from 2005-2006 to 2008-2009, and comprises three key elements:

- enhancing career and transitions capacity through Local Community Partnerships;
- extending industry leadership through the establishment of two networks, Regional Industry Career Advisers and National Industry Career Specialists; and
- improving the professional standard for, and status of, career advice.

5.1 Local Community Partnerships

In partnership with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers and other government and community organisations, Local Community Partnerships assist young people aged 13-19 years to gain the skills, experience and professional guidance to help them achieve a successful transition through school, and from school to further education, training and employment.

The Partnerships provide a significant and valuable role in responding to emerging skills needs and gaps. Where appropriate, they can develop and implement strategies and/or activities that provide opportunities for young people to increase their awareness of the changing skills needs and career opportunities in industry, especially in emerging industries.

From 2006, the network of Local Community Partnerships is being extended to achieve national coverage and a strong focus on ensuring career and transition support services are accessible by all young people.

5.1.1 Structured workplace learning

This programme provides students with structured learning opportunities in a real or simulated workplace. The placement provides on the job training and mentoring that develops students' technical and generic employability skills. The Structured Workplace Learning programme is administered through the national Local Community Partnerships network.

5.2 Regional Industry Career Advisers

The Regional Industry Career Advisers network, established under Career Advice Australia, works in partnership with Local Community Partnerships to engage local business and community to ensure that all young people have access to professional industry career advice. The role of Regional Industry Career Advisers is to:

- providing quality, relevant industry career information, advice and resources, particularly in skills needs areas; and
- raising awareness about the use of employability skills.

Regional Industry Career Advisers also:

- build partnerships for local and regional businesses to promote skills needs in their sectors;

- facilitate employer participation in Local Community Partnerships governance mechanisms;
- increase employer participation in Structured Workplace Learning and Australian School-based Apprenticeships placements;
- promote industry teacher assistant programmes for vocational and technical education in schools delivery; and
- collaborate with the National Industry Career Specialists network, Education and Training Advisers, employers and employer groups, and education authorities in these activities.

5.3 National Industry Career Specialists

The Australian Government is committed to supporting young people from 13 to 19 years of age to achieve a successful transition through school, and from school to further education, training and work. To this end, Career Advice Australia is establishing a network of National Industry Career Specialists to support the work of each Regional Industry Career Advisers. The Industry Career Specialists provide quality, targeted, industry-specific career advice, including information on skills needs and labour markets. The Network covers ten industry sectors, including tourism and hospitality, and has recently been set up as part of Career Advice Australia to:

- develop and provide quality, targeted, industry-specific career advice skills shortages and labour market information to assist the Regional Industry Career Advisers Network;
- raise awareness of emerging industry skills needs, training pathways, occupational and career opportunities and identify strategies to overcome barriers to employer engagement in the career development of young people; and
- collaborate with other National Industry Career Specialists to share best practice in supporting youth career transition.

National Industry Career Specialists work with Industry Skills Councils, industry bodies, Group Training Australia, State Training Authorities and national parent associations. The contracted National Industry Career Specialists organisation for the tourism and hospitality industry is the Australian Chamber of Commerce and Industry.

TOPIC 6

VOCATIONAL AND TECHNICAL EDUCATION LINKS TO HIGHER EDUCATION

The Australian Government works in partnership with the State and Territory Governments and higher education providers to achieve national priorities. The Australian Government has primary responsibility for funding the higher education sector, including student loan arrangements and scholarships. Publicly funded institutions receive, on average, around 58 percent of their operating revenue from Australian Government grants and payments.

Universities and other higher education institutions offer programmes leading to bachelor degrees and a range of postgraduate awards, including higher degrees by research. They also offer some shorter undergraduate and corporate development programmes. Quality assurance for higher education, both domestically and internationally, is maintained through the Australian Higher Education Quality Assurance Framework.

The higher education sector comprises 37 public and two private universities which are autonomous and self-accrediting, four other self-accrediting higher education institutions and over 150 non-self-accrediting higher education providers, including one Australian branch of an overseas university and a number of theological and specialist providers. All but three of the self-accrediting universities and higher education institutions in Australia are established

or recognised under State or Territory legislation. The Australian National University, the Australian Maritime College and the Australian Film, Television and Radio School are established under Commonwealth legislation.

The *Our Universities: Backing Australia's Future* package of reforms provides an integrated policy framework based on the principles of sustainability, quality, equity and diversity. These reforms are being phased in over several years. The package provides a $2.3 billion increase in funding from 2005-2008.

Additional funding, in 2007 and later years, includes a 7.5 percent increase in Commonwealth Grant Scheme funding, which funds individual student places, for those providers that meet governance and workplace requirements; the Workplace Productivity Programme which commenced in 2006; and additional funding under the Learning and Teaching Performance Fund

Other specific funding programmes support quality and collaboration and structural reform in higher education. Key budget measures for 2006-2007 include:

- additional university places in areas of health workforce shortage; and
- a 50 percent increase to the base funding currently available to the higher education sector through the Capital Development Programme to assist universities provide courses in areas that have high infrastructure needs. This will ensure the higher education sector's continued ability to produce quality graduates with the skills the economy needs to be internationally competitive.

Further commitment to industry skills has been made by the Australian Government in the *Skills for the Future* package announced on 12 October with the provision of more engineering places at university. This initiative provides an additional 500 Commonwealth-supported engineering places in Australian universities from 2008. These are in addition to the 510 new engineering places made available from 2007 and announced by the Minister for Education, Science and Training on 24 July 2006.

6.1 Improving credit transfer and articulation

A key priority for the Australian Government is to make it easier for Australians to enter higher education from diverse backgrounds and experiences, including those students transferring from vocational and technical education to higher education. Credit transfer and articulation arrangements increase opportunities for students, with prior vocational and technical education experience and qualifications, to access higher education by facilitating student mobility between institutions and sectors. Students and intending students will be able to take education pathways that recognise previous work and study outcomes and give appropriate credit where these relate to the further studies.

Articulation between vocational and technical education and higher education is based on agreements made between institutions at a local level. These are generally based on vocational and technical education Diploma and Advanced Diploma level courses. Graduates of Diploma and Advanced Diploma courses usually provide credits into three and four-year Bachelor Degrees. Currently, many such agreements exist between institutions, and there is evidence of increasing formal articulation from vocational and technical education to higher education.

The Ministerial Council on Education, Employment, Training and Youth Affairs agreed to pursue two broad strategies to improve credit transfer and articulation. The first is to improve the information available to students. The Ministerial Council has endorsed a draft set of information principles for further consultation with both the higher education and vocational and technical education sectors.

The second strategy is to achieve better implementation of credit transfer and articulation in practice. The Ministerial Council adopted a set of Principles for Good Practice on Credit Transfer and Articulation to provide high-level Ministerial endorsement for further improvements in institutional practice.

6.2 Commonwealth Learning Scholarships

Students are supported in accessing higher education by the Australian Government's Commonwealth Learning Scholarships programme. The Commonwealth Learning Scholarships programme was introduced in 2004 and comprises the Commonwealth Education Costs Scholarships and Commonwealth Accommodation Scholarships.

The Australian Government is committing approximately $406 million over five years from 2005 to 2009, through the Commonwealth Learning Scholarships, to assist students from low socio-economic backgrounds to meet some of the costs of undertaking higher education. Between 2005 and 2009, around 43,000 scholarships will have been allocated to students in need.

6.3 Business-Industry-Higher Education Collaboration Council

As part of the higher education reform package *Our Universities: Backing Australia's Future*, the Business-Industry-Higher Education Collaboration Council fosters greater collaboration between Australian higher education providers, business, industry, and communities. Members of the Council have been drawn from across the business and academic sectors and bring with them enormous experience in their respective fields. Appointments to the Council are made by the Minister for Education, Science and Training. The Council, which was established in 2004, advises the Government on ways to increase collaboration between the higher education sector, the business and industry sector, and the wider community.

The Council's current work includes:
- advising the Government on priorities for university/business/industry collaboration projects for funding from the $46 million Collaboration and Structural Reform Fund that fosters collaboration between universities, industry, business, professional associations and other groups;
- promoting regional engagement between universities and business and industry;
- developing strategies to encourage greater business/industry involvement in the higher education sector;
- facilitating collaboration between Australian universities;
- examining the state of science and engineering infrastructure in Australian universities;
- advising the Government on skills shortages and graduate employability skills; and
- advising the Government on engagement, knowledge transfer and third stream funding.

The Council meets three times a year, and is supported by a high-level working group including representatives from industry and the Australian Vice-Chancellors' Committee.

6.3.1 Collaboration and Structural Reform Fund

The Collaboration and Structural Reform Fund commenced operation on 1 January 2005 with the aim of achieving better higher education outcomes in teaching, learning, research and innovation by promoting structural reform and collaboration in the higher

education sector. Between 2005 and 2009 the Australian Government is providing around $46 million to the Fund.

The priority areas for this funding are major structural change, rationalisation of degree programs and other course offerings, joint development and delivery of courses by two or more higher education providers, and projects which address national skills shortages, particularly in the areas of science, mathematics, engineering and health.

TOPIC 7

CONCLUSION

The information in this submission seeks to highlight elements of Department of Education, Science and Training programmes that relate to the following Inquiry term of reference:

- current and emerging skill shortages and appropriate recruitment, coordinated training and retention strategies.

Further information regarding initiatives is available at www.dest.gov.au.

Qualifications and Units of Competency in Hospitality and Tourism Training Packages

TOURISM TRAINING PACKAGE (THT02)
QUALIFICATIONS

Indigenous Culture Qualification

THT10102   Certificate I in Tourism (Australian Indigenous Culture)

Cross-Industry Tourism Qualifications (Cert II – III)

THT20502   Certificate II in Tourism (Operations)
THT31002   Certificate III in Tourism (Operations)

Sector-Specific Tourism Qualifications (Cert III and IV)

THT30202   Certificate III in Tourism (Retail Travel Sales)
THT30302   Certificate III in Tourism (International Retail Travel Sales)
THT30502   Certificate III in Tourism (Tour Wholesaling)
THT30602   Certificate III in Tourism (Visitor Information Services)
THT30702   Certificate III in Tourism (Attractions and Theme Parks)
THT30902   Certificate III in Tourism (Guiding)
THT40302   Certificate IV in Tourism (Guiding)
THT40402   Certificate IV in Tourism (Natural and Cultural Heritage)

Meetings and Event Management Qualifications

THT30102   Certificate III in Meetings and Events
THT50203   Diploma of Event Management

Cross-Industry Tourism Qualifications (Cert IV – Advanced Diploma)

THT40102   Certificate IV in Tourism (Sales & Marketing)
THT40202   Certificate IV in Tourism (Operations)
THT50102   Diploma of Tourism (Marketing and Product Development)
THT50302   Diploma of Tourism (Operations Management)
THT60102   Advanced Diploma of Tourism Management

NATIONAL COMPETENCY STANDARDS – TOURISM

COMMON CORE (TOURISM/HOSPITALITY)

COR01   Work with Colleagues and Customers
COR02   Work in a Socially Diverse Environment
COR03   Follow Health, Safety and Security Procedures

TOURISM CORE

TCO01   Develop and Update Tourism Industry Knowledge

PLANNING AND PRODUCT DEVELOPMENT UNITS

PPD01   Create and Implement Strategic Product Development Initiatives
PPD02   Research Tourism Data
PPD03   Source and Package Tourism Products and Services
PPD04   Plan and Implement Minimal Impact Operations
PPD05   Plan and Develop Interpretive Activities
PPD06   Plan and Develop Ecologically Sustainable Tourism Operations

PPD07   Plan and Develop Culturally Appropriate Tourism Operations
PPD08   Plan and Develop Meeting/Event Proposal and Bids
PPD09   Develop Conference Programs
PPD10   Develop and Implement Sponsorship Plans
PPD11   Develop and Implement Meeting Event Management Systems and Procedures
PPD12   Develop Host Community Awareness of Tourism
PPD13   Assess Tourism Opportunities for Local Communities
PPD14   Develop and Implement Local/Regional Tourism Plans

SALES AND MARKETING UNITS

SMA01   Make Presentations
SMA02   Plan and Implement Sales Activities
SMA03   Co-ordinate Marketing Activities
SMA04   Establish and Conduct Business Relationships
SMA05   Co-ordinate Marketing Activities
SMA06   Create a Promotional Display/Stand

SALES/OFFICE OPERATIONS UNITS

SOP01   Operate an Automated Information System
SOP02   Source and Provide Destination Information and Advice
SOP03   Access and Interpret Product Information
SOP04   Sell Tourism Products and Services
SOP05   Prepare Quotations
SOP06   Receive and Process Reservations
SOP07   Book and Co-ordinate Supplier Services
SOP08   Operate a Computerised Reservations System
SOP09   Process Non Air Documentation
SOP10   Construct and Ticket Domestic Airfares
SOP11   Construct and Ticket Normal International Airfares
SOP12   Construct and Ticket Promotional International Airfares
SOP13   Apply Advanced Airfare Rules and Procedures
SOP14   Administer Billing and Settlement Plan
SOP15   Process and Monitor Meeting/Event Registrations
SOP16   Organise Functions
SOP17   Maintain Product Inventory
SOP18   Allocate Tour Resources

FIELD / ON SITE OPERATIONS UNITS

Tour Operations:
FTO01   Conduct Pre-Departure Checks
FTO02   Drive Vehicles *
FTO03   Drive Coaches / Buses *
FTO04   Carry Out Vehicle Maintenance and Minor Repairs *
FTO05   Operate and Maintain a 4WD Vehicle
FTO06   Set Up and Operate a Campsite
FTO07   Provide Campsite Catering
FTO08   Operate Tours in a Remote Area

Meetings:
FME01   Coordinate Guest / Delegate Registration at Venue
FME02   Provide On Site Meeting / Event Management Services

Tour Guiding:
FTG01   Work as a Tour Guide
FTG02   Offer Arrival and Departure Assistance
FTG03   Develop and Maintain the General Knowledge Required by Tour Guides
FTG04   Coordinate and Operate a Tour
FTG05   Lead Tour Groups
FTG06   Prepare and Present Tour Commentaries

FTG07	Research and Share General Information on Aboriginal and Torres Strait Islander Culture
FTG08	Interpret Aspects of Local Aboriginal and Torres Strait Islander Culture
FTG09	Present Interpretive Activities
FTG10	Develop Interpretive Content for Ecotourism Activities
FTG11	Manage Extended Touring Programs

Attractions and Theme Parks:

FAT01	Provide On Site Information & Assistance
FAT02	Monitor Entry to Venue
FAT03	Conduct Pre-Event Briefing
FAT04	Operate a Ride Location
FAT05	Load and Unload a Ride
FAT06	Maintain Safety in Water Based Rides
FAT07	Supervise Ride Operations
FAT08	Operate a Games Location
FAT09	Carry out Spruiking
FAT10	Operate Animal Enclosure / Exhibit
FAT11	Provide General Animal Care
FAT12	Rescue Animals
FAT13	Provide Customers with Information on Animals
FAT14	Co-ordinate and Monitor Animal Care
FAT15	Train and Condition Animals
FAT16	Supervise Animal Enclosures / Exhibits
FAT17	Manage Animal Enclosures / Exhibits

GENERAL UNITS

Customer Service

GCS01	Develop and Update Local Knowledge
GCS02	Promote Products and Services to Customers
GCS03	Deal With Conflict Situations

Hygiene, Health, Safety and Security:

GHS01	Follow Workplace Hygiene Procedures
GHS02	Clean Premises and Equipment
GHS03	Provide First Aid

General Administration:

GGA01	Communicate on the Telephone
GGA02	Perform Clerical Procedures
GGA03	Source and Present Information
GGA04	Prepare Business Documents
GGA05	Plan and Manage Meetings
GGA06	Receive and Store Stock
GGA07	Control and Order Stock
GGA08	Plan and Establish Systems and Procedures
GGA09	Manage Projects

Financial Administration:

GFA01	Process Financial Transactions
GFA02	Maintain Financial Records
GFA03	Audit Financial Procedures
GFA04	Prepare Financial Statements
GFA05	Manage Payroll Records

Computer Technology:

GCT01	Access and Retrieve Computer Data
GCT02	Produce Documents on Computer
GCT03	Design and Develop Computer Documents, Reports and Worksheets

Technical & Maintenance Services:
GTM01   Carry Out General Maintenance
GTM02   Carry Out Grounds Maintenance
GTM03   Monitor Water Quality
GTM04   Carry Out Specialist Maintenance and Construction
GTM05   Supervise Maintenance Operations

Merchandise Sales:
GMR01   Sell Merchandise*
GMR02   Advise on Products and Services*
GMR03   Apply Point of Sale Handling Procedures*
GMR04   Minimise Theft*
GMR05   Merchandise Products*

HOSPITALITY TRAINING PACKAGE (THH02)

QUALIFICATIONS

Hospitality Operations Qualifications (Cert I – IV)

THH11002   Certificate I in Hospitality (Operations)
THH21802   Certificate II in Hospitality (Operations)
THH33002   Certificate III in Hospitality (Operations)
THH42602   Certificate IV in Hospitality (Supervision)

Kitchen Operations Qualifications (Cert I – IV)

THH11102   Certificate I in Hospitality (Kitchen Operations)
THH22002   Certificate II in Hospitality (Kitchen Operations)
THH21702   Certificate II in Hospitality (Asian Cookery)
THH31502   Certificate III in Hospitality (Commercial Cookery)
THH32902   Certificate III in Hospitality (Catering Operations)
THH31602   Certificate III in Hospitality (Patisserie)
THH33102   Certificate III in Hospitality (Asian Cookery)
THH41302   Certificate IV in Hospitality (Commercial Cookery)
THH42502   Certificate IV in Hospitality (Catering Operations)
THH41402   Certificate IV in Hospitality (Patisserie)
THH42702   Certificate IV in Hospitality (Asian Cookery)

Cross –Industry Qualifications (Cert IV – Advanced Diploma)

THH51202   Diploma of Hospitality Management
THH60202   Advanced Diploma of Hospitality Management

NATIONAL COMPETENCY STANDARDS – HOSPITALITY

COMMON CORE (TOURISM / HOSPITALITY)

COR01   Work With Colleagues and Customers
COR02   Work in a Socially Diverse Environment
COR03   Follow Health, Safety and Security Procedures

HOSPITALITY CORE

HCO01   Develop And Update Hospitality Industry Knowledge

COMMERCIAL COOKERY

BKA01   Organise and Prepare Food
BKA02   Present Food
BKA03   Receive and Store Stock
BKA04   Clean and Maintain Premises
BCC01   Use Basic Methods of Cookery
BCC02   Prepare Appetisers and Salads
BCC02a   Prepare Sandwiches
BCC03   Prepare Stocks and Sauces
BCC03a   Prepare Soups
BCC04   Prepare Vegetables, Eggs and Farinaceous Dishes
BCC05   Prepare and Cook Poultry and Game
BCC06   Prepare and Cook Seafood
BCC07   Identify and Prepare Meat
BCC08   Prepare Hot and Cold Sweets
BCC09   Prepare Pastry, Cakes and Yeast Goods
BCC10   Plan and Prepare Food for Buffets

BCC11	Implement Food Safety Procedures
BCC12	Prepare Diet Based and Preserved Foods
BCC13	Plan and Control Menu Based Catering
BCC14	Organise Bulk Cooking Operations
BCC15	Organise Food Service Operations
ADCC01	Prepare Pates and Terrines
ADCC02	Plan, Prepare and Display a Buffet
ADCC04	Prepare Portion Controlled Meat Cuts
ADCC05	Handle and Serve Cheese
ADCC06	Prepare Chocolate
ADSF	Select, Prepare and Serve Specialised Food Items
ADSC	Select, Prepare and Serve Specialist Cuisines
S2CC1	Monitor Catering Revenue and Costs
S2CC2	Establish and Maintain Quality Control
S2CC3	Develop a Food Safety Plan

PATISSERIE

BPT01	Prepare and Produce Pastries
BPT02	Prepare and Produce Cakes
BPT03	Prepare and Produce Yeast Goods
ADPT01	Prepare Bakery Products for Patissiers
ADPT02	Prepare and Present Gateaux, Torten and Cakes
ADPT03	Present Desserts
ADPT04	Prepare and Display Petits Fours
ADPT05	Prepare and Model Marzipan
ADPT06	Prepare Desserts to Meet Special Dietary Requirements
ADPT07	Prepare and Display Sugar Work
ADPT08	Plan, Prepare and Display Sweet Buffet Show Pieces
SPT01	Plan and Operate Coffee Shops

COMMERCIAL CATERING

BCAT01	Prepare Foods According to Specific Dietary and Cultural Needs
BCAT02	Package Prepared Foodstuffs
BCAT03	Transport and Store Food in a Safe and Hygienic Manner
BCAT04	Operate a Fast Food Outlet
BCAT05	Apply Cook-Chill Production Processes
BCAT06	Apply Catering Control Principles
ADCAT01	Prepare Daily Meal Plans to Promote Good Health
ADCAT02	Develop Menus to Meet Special Cultural and Dietary Needs
ADCAT03	Select Catering Systems
SCAT01	Manage Facilities Associated with Commercial Catering Contracts
SCAT02	Plan the Total Concept for a Major Event or Function
SCAT03	Prepare Tenders for Catering Contracts
SCAT04	Design Menus to Meet Market Needs
SCAT05	Select Cook-Chill Production Systems

FOOD AND BEVERAGE

BFB01a	Clean and Tidy Bar Areas
BFB01	Operate a Bar
BFB02/3a	Provide a Link Between Kitchen and Service Areas
BFB02/3	Provide Food and Beverage Service
BFB04	Provide Table Service of Alcoholic Beverages
BFB05	Operate Cellar Systems
BFB06	Complete Retail Liquor Sales
BFB08	Provide Room Service
BFB09	Provide Responsible Service of Alcohol
BFB10	Prepare and Serve Non Alcoholic Beverages
BFB11	Develop and Update Food and Beverage Knowledge
ADFB01	Provide Specialist Advice on Food

ADFB02   Provide Specialist Wine Service
ADFB03   Prepare and Serve Cocktails
ADFB6/9/10   Provide Gueridon Service
ADFB07   Provide Silver Service

GAMING

BG01   Operate a Gaming Location
BG02   Operate a TAB Outlet
BG03   Conduct a Keno Game
ADG01   Analyse and Report on Gaming Machine Data
ADG03   Provide Responsible Gaming Services

FRONT OFFICE

BFO01   Receive and Process Reservations
BFO02/3   Provide Accommodation Reception Services
BFO04   Maintain Financial Records
BFO05   Process Financial Transactions
BFO06   Perform Clerical Procedures
BFO07   Communicate on the Telephone
BFO08   Conduct Night Audit
BFO09   Provide Club Reception Services
BFO10   Provide Porter Services

HOUSEKEEPING

BH01   Provide Housekeeping Services to Guests
BH02   Clean Premises and Equipment
BH03/4   Prepare Rooms for Guests
BH05   Launder Linen and Guest Clothes
BH06   Provide Valet Service

SECURITY

BTHS01   Maintain the Security of Premises and Property
BTHS02   Determine & Use Reasonable Security Forces To Control Access To And Exit from Premises
BTHS03   Maintain Safety of Premises and Personnel
BTHS04   Manage Intoxicated Persons
BTHS05   Operate Basic Security Equipment
BTHS06   Apprehend Offenders
BTHS07   Screen Baggage and People to Minimise Security Risk
BTHS08   Escort and Carry Valuables
BTHS09   Control Crowds
BTHS10   Employ Batons and Handcuffs
BTHS11   Interpret Information from Advanced Security Equipment
BTHS12   Operate Central Monitoring / Communication Station
BTHS13   Monitor Field Staff Activity from Control Room
BTHS14   Operate Security Vehicle
BTHS15   Manage Dogs for Patrol
BTHS16   Provide Lost and Found Facility
BTHS17   Observe and Monitor People
ADTHS01   Plan and Conduct Evacuation of Premises
ADTHS02   Provide for Safety of VIP's

GENERAL

Customer Service, Sales and Marketing
GCS01   Develop and Update Local Knowledge
GCS02   Promote Products and Services to Customers
GCS03   Deal with Conflict Situations

GCS04	Make Presentations
GCS05	Organise Functions
GCS06	Plan and Implement Sales Activities
GCS07	Co-ordinate Marketing Activities
GCS08	Establish and Conduct Business Relationships

Hygiene, Health, Safety and Security

GHS01	Follow Workplace Hygiene Procedures
GHS02	Clean Premises and Equipment
GHS03	Provide First Aid

General Administration

GGA01	Communicate on the Telephone
GGA02	Perform Clerical Procedures
GGA03	Source and Present Information
GGA04	Prepare Business Documents
GGA05	Plan and Manage Meetings
GGA06	Receive and Store Stock
GGA07	Control and Order Stock
GGA08	Plan and Establish Systems and Procedures

Financial Administration

GFA01	Process Financial Transactions
GFA02	Maintain Financial Records
GFA03	Audit Financial Procedures
GFA04	Prepare Financial Statements
GFA05	Manage Payroll Records

Computer Technology

GCT01	Access and Retrieve Computer Data
GCT02	Produce Documents on Computer
GCT03	Design and Develop Computer Documents, Reports and Worksheets

Training

GTR01	Coach Others in Job Skills
GTR02	Train Colleagues in the Workplace
GTR03	Prepare for Training
GTR04	Deliver Training
GTR05	Conduct Assessment
GTR06	Review and Promote Training

LEADERSHIP

Workplace Operations:

GLE01	Monitor Work Operations
GLE02	Implement Workplace Health, Safety and Security Procedures
GLE03	Develop and Implement Operational Plans
GLE04	Establish and Maintain a Safe and Secure Workplace
GLE20	Develop and Maintain the Legal Knowledge Required for Business Compliance

People:

GLE05	Roster Staff
GLE06	Monitor Staff Performance
GLE07	Recruit and Select Staff
GLE08	Lead and Manage People
GLE09	Manage Workplace Diversity
GLE10	Manage Workplace Relations
GLE21	Provide Mentoring Support to Business Colleagues

Service, Sales & Marketing:

GLE11	Manage Quality Customer Service
GLE12	Develop and Manage Marketing Strategies

Finance:
GLE13   Manage Finances Within a Budget
GLE14   Prepare and Monitor Budgets
GLE15   Manage Financial Operations

Physical Resources:
GLE16   Manage Physical Assets
GLE17   Manage and Purchase Stock
GLE18   Monitor and Maintain Computer Systems

Business Planning:
GLE19   Develop and Implement a Business Plan

ASIAN COOKERY

Chinese
CH01   Plan a Career in Chinese Cookery
CH02   Use the Principles and Methods of Chinese Cookery
CH03   Prepare and Produce Guangdong (Cantonese) Food
CH04   Prepare and Produce Guangdong and South China Food
CH05   Prepare and Produce Sichuan Food
CH06   Prepare and Produce Sichuan and West China Food
CH07   Prepare and Produce Beijing Food
CH08   Prepare and Produce Beijing and North China Food
CH09   Prepare and Produce Shanghai Food
CH10   Prepare and Produce Shanghai & East China Food
CH11   Prepare and Produce Dim Sums (Sweet, Savoury, Desserts)
CH12   Prepare and Cook Roast Meat Cuts and Poultry
CH13   Design, Plan and Write Chinese Menus
CH14   Prepare and Produce Asian Cold Appetiser Presentation
CH15   Design and Operate Chinese Restaurant Kitchen

Thai
TH01   Plan a Career in Thai Cookery
TH02   Prepare Curry Paste (Gaeng)
TH03   Prepare and Produce Sauces and Dips
TH04   Prepare and Produce Salads, Yam and Larp
TH05   Prepare and Produce Stocks and Soups (Tom Yam)
TH06   Prepare and Produce Meat, Seafood, Poultry and Vegetable Curries
TH07   Prepare and Produce Rice and Noodles (Pad, Khanom)
TH08   Prepare and Produce Thai Desserts
TH09   Design, Plan and Write Thai Menus
TH10   Design and Operate a Thai Restaurant Kitchen

Indian
INDN01   Plan a Career in Indian Cookery
INDN02   Prepare and Produce Curry Powder (Masala)
INDN03   Prepare and Produce Appetisers and Snacks
INDN04   Prepare and Produce Lentils (Dal)
INDN05   Prepare and Produce Soups (eg Rasam)
INDN06   Prepare and Produce Curries (Kare)
INDN07   Prepare and Produce Tandoori food items
INDN08   Prepare and Produce Rice (Biryani, Pulao)
INDN09   Prepare and Produce Indian Breads
INDN10   Prepare and Produce Indian Sweets
INDN11   Prepare and Produce Chutney and Pickles
INDN12   Design, Plan and Write Indian Menus
INDN13   Plan, Design and Operate an Indian Restaurant Kitchen

Indonesian
INDO01   Plan a Career in Indonesian Cookery

INDO02	Prepare and Produce Curry Paste (Bumbu)
INDO03	Prepare and Produce Appetisers and Snacks
INDO04	Prepare and Produce Salads (Gado- Gado, Urap and Rujuk)
INDO05	Prepare and Produce Stocks and Soups (Soto)
INDO06	Prepare and Produce Meat, Poultry, Seafood and Vegetable Curries (Kare)
INDO07	Prepare and Produce Rice and Noodles (Nasi, Mee)
INDO08	Prepare and Produce Sate/Panggang Food Items
INDO09	Prepare and Produce Accompaniment - Prawn Crackers (Krupuk) Nut Crackers (Emping Melinjo)
INDO10	Prepare and Produce Desserts (Kuih Kuih)
INDO11	Design, Plan and Write Indonesian Menus
INDO12	Design and Operate an Indonesian Restaurant Kitchen

Malay and Nonya

MAL01	Plan a Career in Malay-Nonya Cookery
MAL02	Prepare and Produce Curry paste (Rempah)
MAL03	Prepare and Produce Appetisers and Snacks
MAL04	Prepare and Produce Stocks and Soups (Sup)
MAL05	Prepare and Produce Meat, Poultry, Seafood and Vegetable Curries (Kare)
MAL06	Prepare and Produce Salads and Pickles and (Achar, Kerabu, Rujuk)
MAL07	Prepare and Produce Rice and Noodles (Nasi, Mee)
MAL08	Prepare and Produce Satay/Panggang Food Items
MAL09	Prepare and Produce Malay-Nonya Desserts, (Kuih-Kuih)
MAL10	Design, Plan and Write Malay-Nonya Menus
MAL11	Plan, Design and Operate Malay-Nonya Kitchen

Japanese

JA01	Plan a Career in Japanese Cookery
JA02	Prepare and Produce Stock and Soups (Dashi, Shirumono Suimono)
JA03	Prepare and Produce Appetisers
JA04	Prepare and Produce Raw Fish (Sashimi)
JA05	Prepare and Produce Steamed, Simmered, Grilled and Deep/Fried Dishes (Nimono, Yakimono, Agemono, Mushmono)
JA06	Prepare and Produce Salads and Pickles (Sunomono, Aemono, Tskemono)
JA07	Prepare and Produce One Pot Cookery (Nabemono)
JA08	Prepare and Produce Rice Cookery (Gohanmono, Sushi)
JA09	Prepare and Produce Noodles (Menrui)
JA10	Prepare and Fruit Cakes and Sweetmeats (Kudamono Okashi)
JA11	Design, Plan and Write Japanese Menus
JA12	Design and Operate Japanese Restaurant Kitchen

Vietnamese

VIE01	Plan a Career in Vietnamese Cookery
VIE02	Prepare and Produce Appetisers
VIE03	Prepare and Produce Sauces and Dips (Nouc Charm)
VIE04	Prepare and Produce Salads
VIE05	Prepare and Produce Stocks and Soups (Chao Tom, Canh Chua Ca)
VIE06	Prepare and Produce Meat, Poultry, Seafood, Vegetable Dishes
VIE07	Prepare and Produce Rice and Noodles
VIE08	Prepare and Produce Vietnamese Desserts
VIE09	Design, Plan and Write Vietnamese Menus
VIE10	Design and Operate a Vietnamese Restaurant Kitchen

FRAMEWORK FOR THE NEW NATIONAL TRAINING SYSTEM

This paper presents the agreed position of the Australian, State and Territory ('State') Governments for the new national training system, having regard to the feedback received from all jurisdictions and stakeholders during consultations on the Directions Paper *Skilling Australia – New Directions for Vocational Education and Training*.   It provides detail of the arrangements that support *the 2005-08 Commonwealth State Funding Agreement for Skilling Australia's Workforce*.

The national training system will be built around:
- a *National Governance and Accountability Framework,* which establishes the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements to guide the operation and growth of the training system; and
- a *National Skills Framework*, which sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training.

Industry leadership and engagement will be injected into all aspects of the new training system.

GUIDING PRINCIPLES

The Guiding Principles for the national training system will be:
- Industry and business needs, both now and for the future, drive training policies, priorities and delivery.
- Better quality training and outcomes for clients, through more flexible and accelerated pathways, are assured.
- Processes are simplified and streamlined and enhance national consistency.
- Young people have opportunities to gain a wide range of lasting skills that provide a strong foundation for their working lives
- Training opportunities are expanded in areas of current and expected skill shortage.

The detail underpinning the Guiding Principles is included in the Commonwealth-State Agreement for Skilling Australia's Workforce.

NATIONAL GOVERNANCE AND ACCOUNTABILITY FRAMEWORK

Legislation

The Australian Government has established new Commonwealth legislation, *Skilling Australia's Workforce Act 2005,* to reflect its commitment to the new national training system.

The legislation sets out the national objectives and goals for vocational education and training (VET) and the governance, planning, funding and accountability arrangements.

Multilateral and Bilateral Funding Agreements

The multilateral agreement recognises that cooperation and collaboration between the Australian and State Governments are essential to maintain an effective national training system.

It will establish:

- a shared commitment to support national goals and objectives for vocational education and training;
- guiding principles for the national training system;
- the responsibilities of each party to the Agreement;
- national priorities that are to be achieved in the medium term;
- national policies to support the effective operation of the training system;
- national planning arrangements to support improved training outcomes;
- national targets that reflect Australian and State Government policy objectives;
- national outcomes-focussed performance measures that are focused on reducing skill shortages and improving outcomes for key clients;
- national initiatives to advance the training system;
- mechanisms for the release of funds to the States; and
- agreed sanctions for non-achievement of performance measures or other requirements in the Training Funding Agreement.

The bilateral agreements provide an avenue for addressing local diversity within the framework of national consistency. They provide flexibility to implement national priorities and establish performance levels that are relevant to each jurisdiction.

Bilateral agreements include:

- State planning requirements and funding priorities;
- performance reporting; and
- State-specific initiatives, particularly those which are supported by Australian Government funding.

Ministerial Council for Vocational and Technical Education

A new Ministerial Council for Vocational and Technical Education will be established, made up of the Australian and State Government Ministers responsible for training. The roles of the new Ministerial Council and Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) will be clear and explicit.

The Ministerial Council will meet at least once a year and have overall responsibility for the national training system, including strategic policy, priority setting, planning and performance, and key cross sectoral issues impacting on the training system, such as skills forecasting, workforce planning (including skills needs) and articulation between higher education and VET.

The Australian Government will chair the Ministerial Council. The Australian Government will have two votes, each State will have one vote and the Chair will have a casting vote.

Terms of Reference
Ministerial Council for Vocational and Technical Education

The functions of the new Ministerial Council for Vocational and Technical Education will include decision making on national policy and planning issues for the training sector, including:

- approving the national strategy for vocational education and training including national objectives, priorities and performance measures;
- maintaining strong industry leadership of and engagement in the national system;
- establishing arrangements for the delivery of nationally consistent, high quality vocational education and training;

- responding to business, industry and stakeholder advice on issues impacting on the national training system, particularly ways to improve training outcomes;

- ensuring the national strategy and supporting arrangements take account of the strategic needs of the Australian economy, particularly in the areas of workforce planning and skills needs;

- approving national research priorities;

- monitoring the effectiveness of policies and strategies for the national training system;

- addressing strategic areas of overlap between the training, higher education and employment sectors, such a skills forecasting, workforce planning (including skills needs) and articulation between the tertiary sectors;

- agreeing the principles to be applied for the allocation of funding and approving the allocation of that funding on an annual basis;

- approving allocations under the Strategic National Initiatives fund; and

- being accountable to all Parliaments in Australia for the expenditure of government funds including through the Annual National Report via its individual members.

The Ministerial Council and the National Senior Officials Committee will be supported by an independent Secretariat hosted within a State Department. The Secretariat will report to the Chair of the National Senior Officials Committee who will be the Secretary of the Department of Education, Science and Training. It will be managed by the host CEO for payroll and administrative support. Financial support for the Secretariat will be shared between jurisdictions with the Australian Government contributing 50 per cent and the States and Territories contributing the remainder based on the formula for the National Centre for Vocational Education Research (NCVER).

As the Australian National Training Authority ceased operations on 30 June 2005, before the Skilling Australia's Workforce Bills received Royal Assent, interim Secretariat arrangements have been put in place to allow for continued support for the Ministerial Council and CEOs. The Secretariat support to the Ministerial Council and CEOs have been temporarily hosted by the Queensland Department of Education and Training.

National Industry Skills Committee

A National Industry Skills Committee will be established to provide the Ministerial Council with high-level, evidence-based advice on workforce planning, future training priorities and other critical issues facing the training sector.

The membership of the National Industry Skills Committee will be:
- Chair – employer nominated by the Australian Government following consultation with the Ministerial Council;
- employer – representing and nominated by ACCI following Australian Government approval of the nomination;
- employer – representing and nominated by AIG following Australian Government approval of the nomination;
- employer – representing and nominated by BCA following Australian Government approval of the nomination;
- employer – representing and nominated by NFF following Australian Government approval of the nomination;
- National or State Employee Association – representing the ACTU, nominated by the ACTU, following Australian Government approval of the nomination; and

- three industry representatives (employers or employees) – nominated by the Australian Government following consultation with the Ministerial Council.

All employer representatives must be current, active employers.

The Australian Government Minister will approve all appointments and determine their term. Terms would range from two to five years, to allow rolling membership renewal.

In determining the final membership, the Australian Government Minister will ensure there is a good cross-section of members from:
- a range of industries, including emerging industries;
- small, medium and large enterprises; and
- small and large States.

The National Industry Skills Committee will meet four times a year. It will meet with the Ministerial Council ahead of Council meetings, and will hold two of its meetings as joint meetings with the National Senior Officials Committee during each year. It will have the opportunity to comment on any papers presented to the Ministerial Council, and will have the capacity to present its own papers direct to the Ministerial Council.

The National Industry Skills Committee will be required to bring broad-based advice to the Ministerial Council, and to engage formally with all relevant stakeholders, including:
- small, medium and large enterprises, including emerging industries;
- Industry Skills Councils;
- State industry training advisory bodies;
- registered training providers (as partners in the training system);
- group training companies; and
- other bodies with an interest in industry training as deemed appropriate.

The Committee will determine whether broad-based views are obtained through a roundtable or other mechanism, such as standing committees or targeted forums.

The Committee will also play a key role with the National Senior Officials Committee in advising the Ministerial Council on national research priorities to ensure that the system is well positioned to respond to emerging challenges.

Terms of Reference
National Industry Skills Committee

The role of the National Industry Skills Committee is to support the functions of the Ministerial Council by:
- providing high-level, evidence-based advice on workforce planning and future training priorities to ensure the national VET system is meeting the strategic needs of the Australian economy;
- providing advice on industry's research priorities;
- providing advice on improving training delivery, and usability of and access to the national system;
- providing advice on improving training outcomes;
- engaging with the National Quality Council, to ensure industry's views inform the quality assurance arrangements for training packages, accredited courses and registered training providers;
- providing advice on ways that industry can work with Governments to improve

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- outcomes for disadvantaged clients, particularly Indigenous Australians and people with a disability;
- nominating industry representatives to Action Groups;
- directly interacting with the National Senior Officials Committee on issues of relevance to industry;
- providing a business and industry perspective on papers presented at Ministerial Council meetings; and
- providing advice as required by the Ministerial Council.

The Committee's activities will be funded from the Commonwealth-State Agreement for Skilling Australia's Workforce.

The National Industry Skills Committee and the National Quality Council will be supported by an independent Secretariat to be managed within the new Ministerial company that will be formed to incorporate AEShareNet and Australian Training Products Limited. Financial support for the Secretariat will be shared between jurisdictions with the Australian Government contributing 50 per cent and the States and Territories contributing the remainder based on the formula for the NCVER.

National Senior Officials Committee

A National Senior Officials Committee (NSOC) will be established as the administrative arm of the Ministerial Council. It will be responsible for supporting the Ministerial Council, implementing its decisions, driving national collaboration on training matters and monitoring the effectiveness of the national training system.

NSOC will consist of the Chief Executive Officers (CEOs) of the Australian and State Government departments responsible for training. The Committee will be chaired by the CEO of the Australian Government Department responsible for vocational and technical education. CEOs from other portfolios may be invited to participate in NSOC meetings as required to provide a broader perspective on policy and client issues.

NSOC will meet regularly throughout the year, including two joint meetings with the National Industry Skills Committee. These joint meetings will include consideration of:
- national research priorities;
- national Action Groups, including the outcomes of their work; and
- Ministerial Council papers.

The business protocols for NSOC's operations, including the establishment of Action Groups, will be approved by the Ministerial Council.

The Committee will also play a key role with the National Industry Skills Committee in advising the Ministerial Council on national research priorities to ensure that the system is well positioned to respond to emerging challenges.

Terms of Reference
National Senior Officials Committee

The National Senior Officials Committee (NSOC) will be the administrative arm of the Ministerial Council. In fulfilling this function, NSOC will:

- develop a work plan for Ministerial Council business;
- coordinate work on the Ministerial Council's behalf and ensure Ministerial Council

- decisions are executed;
- provide policy advice to the Ministerial Council on matters referred by the Ministerial Council;
- ensure that national policies and their implementation support:
  - training being available through genuine competency-based, flexible and accelerated pathways and structured in a way that meets economic and industry needs rather than being driven by institutional needs;
  - New Apprenticeship pathways being available for all qualifications in Training Packages;
  - qualifications being available that include a mix of competencies across Training Packages; and
  - other priorities as agreed by the Ministerial Council;
- provide advice to the Ministerial Council on and direct national research activities;
- formally engage with the National Industry Skills Committee on industry-related issues;
- form and direct national Action Groups to progress specific policy issues as agreed by the Ministerial Council;
- monitor the effectiveness of governance arrangements supporting the national system;
- consider implications of all proposals before they are presented to the Ministerial Council; and
- oversee national data collection and reporting arrangements.

The Committee will be supported by the Ministerial Council Secretariat. Interim Secretariat arrangements are as for the Ministerial Council.

Action Groups

NSOC will establish specific Action Groups where agreed by the Ministerial Council. They will be established on a needs basis, for a fixed time period, to advance the work of the Ministerial Council and to complement high-level advice of the National Industry Skills Committee.

Each Action Group will be chaired by a CEO of the Australian or State Government departments responsible for training. The Action Groups will report directly to NSOC.

A protocol will be developed by NSOC and approved by the Ministerial Council to govern the process for establishing all Action Groups and ensure an appropriate, balanced membership. This protocol will ensure that appropriate stakeholders, including the National Industry Skills Committee, ACPET, TDA, GTA and other peak bodies, are notified of each Action Group and have an opportunity to nominate representatives. All members on Action Groups will be from an organisation that can support them in carrying out their role on the Action Group. The protocols will not preclude the possibility of joint Chairs where this will enhance the effectiveness of the Group.

The Terms of Reference and membership of each Action Group will be made publicly available on the national training website to be established by DEST.

Where an Action Group requires a budget to undertake its task it will be funded from the Commonwealth-State Agreement for Skilling Australia's Workforce.

Planning and Reporting

National planning and reporting processes will be streamlined and simplified. There will be a strong emphasis on outcomes and outputs of the system (such as client satisfaction levels and competencies and qualifications achieved), rather than simply inputs (such as hours of tuition).

The National Strategy for Vocational Education and Training 2004-2010 will be retained as the key long-term planning document for the national training sector. The key performance measures of the national vocational education and training system will relate to the objectives agreed in that strategy.

The Commonwealth-State Agreement for Skilling Australia's Workforce will establish the national priorities and targets for the national training system, consistent with the National Strategy.

States will develop State VET Plans (either on an annual basis, or as a three-year plan that is updated annually). The State VET Plans will establish:

- how a State or Territory is going to meet the objectives of the National Strategy and the national priorities with all the resources at its disposal;
- how a State is planning to meet the requirements of the Commonwealth-State Agreement for Skilling Australia's Workforce, including national targets and key performance measures;
- how a State is planning to meet the requirements of its bilateral agreement, including State-specific targets and performance measures; and
- planned training delivery for the upcoming year, as agreed with their Training Agency.

State VET Plans will be approved annually by the Australian Government Minister, following consideration and recommendation by the Ministerial Council. State accountability and the release of Australian Government funding to the States will be tied to both satisfactory development of State VET Plans and satisfactory performance against the Plans.

The key national accountability documents will be the Annual National Training Outlook (replacing the ANTA Directions and Resource Allocation Report) and the Annual National Report.

The Annual National Training Outlook will be prepared by DEST. It will draw together information from each State VET Plan and provide a national picture of planned Australian, State and Territory Government activity against the agreed national priorities in the Commonwealth-State Agreement for Skilling Australia's Workforce. It will include an analysis of any gaps in planned training activity. It will be published on the national training website.

The Annual National Report will report on the performance of the national training system against national priorities and key performance measures at both the national and State level. It will draw on data reported through the National Centre for Vocational Education Research (NCVER). A short-term Steering Committee involving the Australian Government and States will be established annually to oversee the preparation of the Annual National Report. The Annual National Report will be approved by the Ministerial Council. It will be tabled in both Houses of the Federal Parliament and available to be tabled in any State and Territory parliament, and published on the national training website.

Data

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) will continue to be the national data management standard.

NCVER will continue to be responsible for data collection and analysis that will inform planning and performance reporting. An annual budget for these functions will be approved from the Commonwealth-State Agreement for Skilling Australia's Workforce for the period of the Agreement, to provide funding certainty and support more efficient planning and resource allocations.

Improvements in data quality will be driven by the National Training Statistics Committee (NTSC). NTSC will be a Committee of NSOC, with Secretariat services provided by NCVER. NTSC membership will be expanded to include an industry representative to be nominated by the National Industry Skills Committee. All members will be sufficiently senior to enable NTSC to take a policy perspective on data quality, rather than being a technical committee. NCVER will consult annually with stakeholders on priorities for data and analysis.

Initial improvements in data on national training activity will be achieved through:
- moving to end-date reporting so that an enrolment is counted only on completion to avoid possible double-counting and inflated figures;
- improving the capture of total (public and private) vocational education and training effort;
- improving the single system of measuring and auditing State data;
- improving the identification of different sources of government funding; and
- reviewing the formula for counting Recognition of Prior Learning to more accurately reflect the training activity involved.

States will be required to comply with the most up to date version of the AVETMISS. States will not be required to provide any data other than that agreed in the AVETMISS unless directed by the Ministerial Council.

The National Funding Framework for the Commonwealth-State Agreement for Skilling Australia's Workforce will replace the ANTA Agreement Scope and Boundaries and Agreed Framework for Growth documents. Agreed State activity levels under the ANTA Agreement will be rebased to reflect changed data requirements such as end-date reporting. Transition arrangements will be negotiated as part of bilateral agreements. The National Funding Framework will be approved by the Ministerial Council as an addendum to the Commonwealth-State Agreement for Skilling Australia's Workforce.

Client and Student Voice

Mechanisms for engaging with students will be built into the national training arrangements, including through each jurisdiction and the Australian Government supporting client advisory arrangements to ensure that views of all students, particularly disadvantaged students, are considered in training planning and delivery.

The multilateral and bilateral funding agreements will include specific elements to improve outcomes for Indigenous Australians and people with a disability. A national Action Group will be established to develop these elements, which will include:
- national priorities for improving outcomes for these client groups, drawn from the revised Blueprints, *Partners in a Learning Culture* and *Bridging Pathways*;
- strategies to address each priority; and
- performance measures to monitor the success of each strategy.

The Action Group will develop recommendations for the Ministerial Council on the best mechanisms to support ongoing high level advice on the needs of all learners, particularly people with a disability and Indigenous Australians.

Given the priority to establish effective new client advisory mechanisms, this Action Group will be established immediately. It will consult with client groups in developing arrangements for Ministers' consideration, recognising that different arrangements may be required for different groups. The new client advisory mechanisms will be operational from 1 January 2006.

Research

The National Centre for Vocational Education Research (NCVER) will be given responsibility for:
- consulting annually with all stakeholders to develop national research; and
- managing the national research programme.

NCVER will commission national research through competitive processes, and open up research opportunities to the training research community. It will report on its activities to create greater transparency about the separation of NCVER's roles in managing the research programme and undertaking research.

National research priorities will be approved by the Ministerial Council on the basis of advice from NSOC and the National Industry Skills Committee. An annual research budget will be approved from the Commonwealth-State Agreement for Skilling Australia's Workforce for the period of the Agreement, to provide funding certainty and stability for the research programme and to facilitate strategic long-term planning of research activities.

NATIONAL SKILLS FRAMEWORK

Training Packages

The national training system will continue to give priority to nationally consistent, industry developed, competency-based training qualifications through Training Packages. As is currently the case, State and Territories will only accredit courses that do not duplicate Training Package qualifications. A regular audit of a sample of accredited courses will be commissioned by the National Quality Council to ensure courses are not being accredited in areas where relevant Training Package qualifications exist.

Priority areas for enhancing the quality and national consistency of Training Packages will include:
- rationalising Training Packages across industries and identifying cross-industry skills;
- increasing their flexibility and responsiveness, including by moving from a time-based approach to training to a genuine competency-based approach;
- harmonising licensing arrangements within Training Packages;
- achieving national consistency for the nominal hours for qualifications; and
- implementing the *High Level Review of Training Packages* recommendations.

The Australian Government will reflect these priorities in its contracts with Industry Skills Councils and in the Commonwealth-State Agreement for Skilling Australia's Workforce.

Industry Skills Councils

The Australian Government Minister will declare Industry Skills Councils (ISCs) and DEST will manage their operations. Clear, measurable performance indicators will be included in their contracts, and ISCs will be evaluated against these in 12 months time.

ISCs will maintain their current roles and responsibilities in the development and review of Training Packages. It is expected that over the next 12 months ISCs will be able to demonstrate:

- progress against the Training Package priority areas identified above, particularly the rationalisation of the number of Training Packages, incorporation of employability skills, and development of cross-industry competencies;
- strong engagement with small, medium and large enterprises;
- strong working relationships with State based industry advisory arrangements;
- formal consultative mechanisms with training providers and equity groups, including through ISC membership or other methods of engagement;
- effective support mechanisms for registered training organisations (RTOs) seeking to deliver and customise Training Packages;
- strong links with the National Quality Council; and
- a capacity to work with emerging and innovative industries to identify the future development of training needs in Australia.

DEST will take on responsibility for developing Industry Skills Reports, as it is well placed to draw together the underpinning data and analysis from DEST, DEWR, the industry portfolio, and NCVER. In finalising the Reports, DEST will engage with both ISCs and the National Industry Skills Committee to draw in their qualitative analysis. This reflects the importance of the Industry Skills Reports both in informing the high-level, evidence-based advice the National Industry Skills Committee will be giving on workforce planning and future training priorities, and in driving the activities of ISCs and the development and review of Training Packages.

The role of ISCs in distributing Training Packages and other support material will be considered during the establishment of the new Ministerial company that will have responsibility for acquisition and licensing arrangements for training materials.

Training products and support materials

A new Ministerial Company will be established to develop an online 'one stop shop' or single entry point for users to identify and acquire training materials, read copyright requirements and enter licenses for the use of that material. Quality assured support products will be readily identifiable through the single entry point. The new Company will also advise the Ministerial Council on data and interoperability standards.

An Action Group will be established to develop the model for the new Ministerial Company's operations. This will include:
- a sustainable funding model for the new company, taking account of the financial performance of both Australian Training Products and AESharenet Limited and their continued reliance on government funding. The funding model should explicitly recognise those 'public good' functions that will be funded from the Commonwealth-State Agreement for Skilling Australia's Workforce on an ongoing basis, and separately identify those functions which are to be delivered on a cost-recovery or commercial basis; and
- options for rationalising the role of the new Ministerial Company and ISCs in distributing Training Packages and other support material, with a view to reducing competition.

The Board of the new Ministerial company will be drawn from the membership of the National Quality Council and will comprise two State nominees, two industry nominees, one Australian Government nominee who will be the Australian Government member, and the National Quality Council Chair. The Board will have the power to co-opt two further positions to the Board to provide relevant expertise, such as intellectual property and product development distribution.

The Action Group will work through the details of the Company constitution with immediate effect to enable new arrangements to be in place by 1 January 2006.

National Training Information System (NTIS) and training.com

DEST will manage the National Training Information System (NTIS). DEST will consult closely with NCVER on those elements relating to the registration and scope of training providers to achieve improvements in data quality, and with ISCs to ensure the quality of NTIS information on Training Packages.

DEST will also manage training.com, the single national entry point to vocational education and training in Australia.

National Quality Council

A National Quality Council will be established as a Committee of the Ministerial Council to oversee quality assurance and ensure national consistency in the application of Australian Quality Training Framework standards for the audit and registration of training providers.

The membership of the National Quality Council will be as per the existing National Training Quality Council until the end of 2006 supplemented by two provider representatives, one public and one private, nominated by ACPET and TDA and approved by the Australian Government Minister. After this time, the membership of the National Quality Council will be:

- an independent Chair, appointed by the Australian Government following consultation with the Ministerial Council;
- seven industry representatives and an ACTU representative, nominated by the National Industry Skills Committee;
- a representative from each State and the Australian Government, appointed by their own Government;
- two provider representatives, one public and one private, nominated by ACPET and TDA and appointed by the Australian Government following consultation with the Ministerial Council; and
- two equity representatives, one for Indigenous Australians and one for people with a disability, nominated by States, and drawn from the State advisory networks.

The Australian Government Minister will approve all non-government members and appoint a Deputy Chair from the industry representatives, following consultation with the Ministerial Council. The National Quality Council workplan will be approved by the Ministerial Council and funded on a three year basis from the Commonwealth-State Agreement for Skilling Australia's Workforce. It is expected the National Quality Council will meet 4-6 times a year.

The National Quality Council will provide an annual report on its operations to the Ministerial Council, as well as a report on the operation of the National Skills Framework.

In carrying out its functions, the National Quality Council will be required to formally engage with the National Industry Skills Committee and ISCs.

A priority of the National Quality Council will be to improve the national consistency of registration and audit. In 2005 it will be required to:
- commission a single organisation to conduct an independent review of State performance against the AQTF standards, with an emphasis on identifying any areas where the standards are being applied inconsistently; and

- on the basis of that review, recommend appropriate options to the Ministerial Council to achieve a significant improvement in the national consistency of registration and audit practices within 12 months of the new Commonwealth-State Agreement for Skilling Australia's Workforce being signed.

The outcome of this initial review will determine what further steps should be taken to improve the national consistency of registration and audit. The nature of the review findings will inform the response needed from the national system to improve current practice.

A second priority for the National Quality Council will be to develop an outcomes-based audit model that will address concerns that the AQTF is too strongly focussed on inputs and processes.

Terms of Reference
National Quality Council

The functions of the National Quality Council will include:
- reporting to the Ministerial Council on the operation of the National Skills Framework, including Training Packages, AQTF standards and other quality assurance arrangements;
- advising Ministers on the endorsement of Training Packages;
- recommending approaches to improve national consistency within the operation of the National Skills Framework; and
- fulfilling accountability requirements through providing an annual report on its operations to the Ministerial Council.

The National Quality Council and the National Industry Skills Committee will be supported by an independent Secretariat to be managed within the new Ministerial company that will be formed to incorporate AEShareNet and Australian Training Products Limited. Financial support for the Secretariat will be shared between jurisdictions with the Australian Government contributing 50 per cent and the States and Territories contributing the remainder based on the formula for the NCVER.

As the Australian National Training Authority ceased operations on 30 June 2005, interim Secretariat arrangements have been put in place to allow for continued support for the National Training Quality Council. The Secretariat support to the National Training Quality Council will be temporarily housed in Australian Training Products Limited's Melbourne Office, reporting to the Secretary of the Department of Education, Science and Training as the ANTA Board's delegate.

Priorities for the National Quality Council workplan include:

- commissioning an independent review of State performance against the AQTF standards and recommending appropriate options to the Ministerial Council to achieve a significant improvement in the national consistency of registration and audit practices within 12 months of the new Commonwealth-State Funding Agreement being signed;
- developing a national outcomes-based audit model;
- commissioning strategic nationally coordinated audits, in all States, of high risk training areas, as determined by the Ministerial Council;
- developing a national model for offshore auditing and commissioning a pilot series of offshore audits;
- developing a single User Choice contract template for RTOs;
- seeking ongoing improvement of Training Packages including by:

o   driving progress in implementing the recommendations of the High Level Review of Training Packages;

o   ensuring all Training Package qualifications are available as New Apprenticeship pathways; and

o   ensuring qualifications can be delivered in a modular way that reflects the skill needs of industry rather than institutional needs; and

- conducting a regular audit of accredited courses to ensure they are not being accredited in areas where relevant Training Package qualifications exist.

Public Reporting of Registered Training Organisations (RTO) and New Apprenticeships Centres (NAC) performance

Public reporting of RTO and NAC performance will be progressively implemented from 1 July 2005.

NTSC will be asked to develop advice to NSOC on data that is verifiable and can be reported accurately at a provider level. Over time, the performance reporting will be broadened to include the outcomes of all recognised training, whether privately or publicly funded.

Public reporting of RTOs from 1 July 2005 will include:
- details of an RTO's registration history;
- data on its scope of provision, with breakdowns of student enrolments, module and qualification completion rates for publicly funded training; and
- the outcome of audits.

Public reporting of New Apprenticeship Centre performance from 1 July 2005, subject to availability of data and contractual requirements, could include:
- data on retention and completion rates;
- number of trade apprentices and trainees signed;
- indigenous and disability rates of participation; and
- quality assurance rating.

If the public reporting of NAC performance against the above measures is currently not possible, the Australian Government will commit to take action to enable such reporting to occur under the next NAC contracts.

All performance information will be publicly available through training.com.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training.

The following table shows the relationship between the qualifications in the Framework and the respective schools, vocational and technical education and higher education sectors.

	Schools Sector	**Vocational and technical education sector**	**Higher education sector**
Qualifications according to sector	Senior Secondary Education	Certificate I Certificate II Certificate III Certificate IV Diploma Advanced diploma	Diploma Advanced diploma Bachelor degree Graduate Certificate Graduate diploma Masters degree Doctoral degree

Australian Qualifications Framework Advisory Board, 2002

Training Activity under the Tourism and Hospitality Training Packages – VTE Students

Australia: Number students enrolled in THT and THH National Training Packages, 1999-2005

			Student Enrolled				
THT - Tourism	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THT10102 - Certificate I in Tourism (Australian Indigenous Culture)	0	0	0	0	90	43	227
THT10198 - Certificate I in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	4	67	33	40	0	0	0
THT20198 - Certificate II in Tourism (Sales / Office Operations)	175	1,581	2,064	2,193	713	2	0
THT20298 - Certificate II in Tourism (Attractions and Theme Parks)	27	485	184	363	96	0	0
THT20398 - Certificate II in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	73	141	164	151	1	0	0
THT20498 - Certificate II in Tourism (Guiding)	79	977	252	171	36	5	1
THT20502 - Certificate II in Tourism (Operations)	0	0	0	89	1,426	2,397	2,099
THT30102 - Certificate III in Meetings and Events	0	0	0	113	544	560	441
THT30198 - Certificate III in Tourism (Meetings and Events)	59	192	288	267	20	1	0
THT30202 - Certificate III in Tourism (Retail Travel Sales)	0	0	0	24	280	397	401
THT30298 - Certificate III in Tourism (Retail Travel Sales)	33	380	571	504	94	22	1
THT30302 - Certificate III in Tourism (International Retail Travel Sales)	0	0	0	276	1,973	2,461	2,824
THT30398 - Certificate III in Tourism (International Retail Travel Sales)	345	2,582	3,130	2,590	469	69	1
THT30498 - Certificate III in Tourism (Tour Operations)	49	250	270	843	108	0	0
THT30502 - Certificate III in Tourism (Tour Wholesaling)	0	0	0	95	172	178	182
THT30598 - Certificate III in Tourism (Tour Wholesaling)	41	368	449	197	22	3	0
THT30602 - Certificate III in Tourism (Visitor Information Services)	0	0	0	5	423	252	264
THT30698 - Certificate III in Tourism (Visitor Information Services)	54	361	423	536	90	3	0
THT30702 - Certificate III in Tourism (Attractions and Theme Parks)	0	0	0	0	204	218	77
THT30798 - Certificate III in Tourism (Attractions and Theme Parks)	2	252	487	406	219	3	1
THT30898 - Certificate III in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	23	128	157	146	42	0	0
THT30902 - Certificate III in Tourism (Guiding)	0	0	0	104	437	533	401
THT30998 - Certificate III in Tourism (Guiding)	179	302	627	614	72	4	0
THT31002 - Certificate III in Tourism (Operations)	0	0	0	29	635	572	801
THT40102 - Certificate IV in Tourism (Sales & Marketing)	0	0	0	67	240	234	186
THT40198 - Certificate IV in Tourism (Sales and Marketing)	66	133	236	289	48	4	1
THT40202 - Certificate IV in Tourism (Operations)	0	0	0	80	1,496	754	672
THT40298 - Certificate IV in Tourism (Team Leading)	19	568	705	656	9	0	0
THT40302 - Certificate IV in Tourism (Guiding)	0	0	0	62	313	188	190

| THT40398 - Certificate IV in Tourism (Guiding) | 243 | 375 | 400 | 341 | 47 | 17 | 2 |

Australia: Number students enrolled in THT and THH National Training Packages, 1999-2005

	Student Enrolled						
THT – Tourism (cont)	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THT40402 - Certificate IV in Tourism (Natural and Cultural Heritage)	0	0	0	23	77	57	93
THT50102 - Diploma of Tourism (Marketing and Product Development)	0	0	0	0	126	310	244
THT50198 - Diploma of Tourism (Marketing and Product Development)	35	357	502	436	268	9	2
THT50202 - Diploma of Event Management	0	0	0	119	629	1,383	2,147
THT50298 - Diploma of Tourism (Meetings and Events Management)	0	169	332	580	167	3	2
THT50302 - Diploma of Tourism (Operations Management)	0	0	0	26	1,335	1,553	1,483
THT50398 - Diploma of Tourism (Operations Management)	343	1,526	1,729	1,547	383	1	1
THT60102 - Advanced Diploma of Tourism Management	0	0	0	15	553	678	770
THT60198 - Advanced Diploma of Tourism Management	5	285	584	604	194	20	20
Total THT - Tourism	**1,854**	**11,479**	**13,587**	**14,601**	**14,051**	**12,934**	**13,534**
THH - Hospitality							
THH11002 - Certificate I in Hospitality (Operations)	0	0	0	125	1,278	1,325	1,510
THH11097 - Certificate I in Hospitality (Operations)	1,099	1,675	1,438	1,740	78	22	1
THH11102 - Certificate I in Hospitality (Kitchen Operations)	0	0	0	61	1,324	1,463	1,508
THH11197 - Certificate I in Hospitality (Kitchen Operations)	1,584	1,607	1,646	1,918	147	89	5
THH21197 - Certificate II in Hospitality (Security)	35	53	7	2	0	0	8
THH21297 - Certificate II in Hospitality (Commercial Cookery)	2,400	3,625	3,846	2,724	316	31	1
THH21397 - Certificate II in Hospitality (Patisserie)	3	6	61	73	7	5	0
THH21702 - Certificate II in Hospitality (Asian Cookery)	0	0	0	0	49	45	16
THH21797 - Certificate II in Hospitality (Asian Cookery)	65	77	90	84	5	0	0
THH21802 - Certificate II in Hospitality (Operations)	0	0	0	1,581	17,630	22,104	23,250
THH21897 - Certificate II in Hospitality (Operations)	13,017	27,481	18,863	19,681	5,163	597	128
THH21997 - Certificate II in Hospitality (Catering Operations)	1,187	1,241	1,686	2,079	142	26	1
THH22002 - Certificate II in Hospitality (Kitchen Operations)	0	0	0	432	4,843	4,886	4,822
THH31497 - Certificate III in Hospitality (Security)	7	45	88	69	22	9	0
THH31502 - Certificate III in Hospitality (Commercial Cookery)	0	0	0	512	7,653	11,369	13,219
THH31597 - Certificate III in Hospitality (Commercial Cookery)	6,024	9,791	11,513	11,526	4,605	1,489	331
THH31602 - Certificate III in Hospitality (Patisserie)	0	0	0	1	63	89	113
THH31697 - Certificate III in Hospitality (Patisserie)	54	43	37	68	34	6	0
THH32097 - Certificate III in Hospitality (Asian Cookery - Chinese)	13	48	41	53	2	0	0

| THH32197 - Certificate III in Hospitality (Asian Cookery - Thai) | 0 | 15 | 22 | 27 | 13 | 0 | 0 |
| THH32297 - Certificate III in Hospitality (Asian Cookery - Indian) | 1 | 1 | 12 | 1 | 0 | 0 | 0 |

Australia: Number students enrolled in THT and THH National Training Packages, 1999-2005

				Student Enrolled			
THH - Hospitality (cont)	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THH32497 - Certificate III in Hospitality (Asian Cookery - Malay and Nonya)	0	0	0	1	0	0	0
THH32797 - Certificate III in Hospitality (Food and Beverage)	5,387	8,950	10,613	12,206	4,991	1,404	634
THH32897 - Certificate III in Hospitality (Accommodation Services)	926	1,438	1,876	1,943	636	206	22
THH32902 - Certificate III in Hospitality (Catering Operations)	0	0	0	17	520	886	686
THH32997 - Certificate III in Hospitality (Catering Operations)	324	694	615	914	618	87	1
THH33002 - Certificate III in Hospitality (Operations)	0	0	0	1,221	11,012	15,405	18,259
THH33102 - Certificate III in Hospitality (Asian Cookery)	0	0	0	0	91	113	149
THH41302 - Certificate IV in Hospitality (Commercial Cookery)	0	0	0	18	165	412	629
THH41397 - Certificate IV in Hospitality (Commercial Cookery)	68	134	128	318	74	97	0
THH41402 - Certificate IV in Hospitality (Patisserie)	0	0	0	0	27	93	255
THH41497 - Certificate IV in Hospitality (Patisserie)	144	109	146	158	48	0	0
THH41897 - Certificate IV in Hospitality (Asian Cookery - Indian)	0	0	1	0	0	0	0
THH42397 - Certificate IV in Hospitality (Food and Beverage Supervision)	2,349	4,588	5,254	4,490	415	56	41
THH42497 - Certificate IV in Hospitality (Accommodation Services Supervision)	363	589	448	358	23	4	1
THH42502 - Certificate IV in Hospitality (Catering Operations)	0	0	0	7	164	130	104
THH42597 - Certificate IV in Hospitality (Catering Operations)	103	107	178	131	13	4	1
THH42602 - Certificate IV in Hospitality (Supervision)	0	0	0	344	3,897	3,584	2,944
THH51202 - Diploma of Hospitality Management	0	0	0	105	2,180	3,690	5,219
THH51297 - Diploma of Hospitality (Management)	1,775	4,288	6,481	5,375	1,537	188	24
THH60202 - Advanced Diploma of Hospitality Management	0	0	0	41	2,226	2,625	2,831
THH60297 - Advanced Diploma of Hospitality (Management)	512	887	888	864	273	22	19
Total THH - Hospitality	**37,440**	**67,495**	**65,979**	**71,268**	**72,284**	**72,561**	**76,732**

Data source: NCVER VET Provider collection, 1996-2005 client (student) time-series datacubes.

Australia: Number of completions in THT and THH National Training Packages, 1999-2005

THT – Tourism	*Completions*						
	1999	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THT10102 - Certificate I in Tourism (Australian Indigenous Culture)	0	0	0	0	48	5	22
THT10198 - Certificate I in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	0	10	26	35	0	0	0
THT20198 - Certificate II in Tourism (Sales / Office Operations)	117	278	676	748	556	8	0
THT20298 - Certificate II in Tourism (Attractions and Theme Parks)	12	27	76	54	9	0	0
THT20398 - Certificate II in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	14	18	45	34	3	0	0
THT20498 - Certificate II in Tourism (Guiding)	34	69	100	71	46	11	1
THT20502 - Certificate II in Tourism (Operations)	0	0	0	36	206	526	554
THT30102 - Certificate III in Meetings and Events	0	0	0	49	306	355	280
THT30198 - Certificate III in Tourism (Meetings and Events)	15	134	185	226	53	11	0
THT30202 - Certificate III in Tourism (Retail Travel Sales)	0	0	0	3	70	183	112
THT30298 - Certificate III in Tourism (Retail Travel Sales)	8	89	127	177	61	9	1
THT30302 - Certificate III in Tourism (International Retail Travel Sales)	0	0	0	37	492	916	1,006
THT30398 - Certificate III in Tourism (International Retail Travel Sales)	71	802	945	868	190	82	5
THT30498 - Certificate III in Tourism (Tour Operations)	13	96	90	113	52	3	2
THT30502 - Certificate III in Tourism (Tour Wholesaling)	0	0	0	49	160	194	158
THT30598 - Certificate III in Tourism (Tour Wholesaling)	12	194	322	266	38	3	2
THT30602 - Certificate III in Tourism (Visitor Information Services)	0	0	0	0	145	165	166
THT30698 - Certificate III in Tourism (Visitor Information Services)	31	214	186	213	93	5	3
THT30702 - Certificate III in Tourism (Attractions and Theme Parks)	0	0	0	0	23	60	23
THT30798 - Certificate III in Tourism (Attractions and Theme Parks)	2	63	112	48	121	13	0
THT30898 - Certificate III in Tourism (Aboriginal & Torres Strait Islander Cultural Guiding)	6	20	19	20	11	1	1
THT30902 - Certificate III in Tourism (Guiding)	0	0	0	33	127	167	162
THT30998 - Certificate III in Tourism (Guiding)	113	146	125	210	59	3	2
THT31002 - Certificate III in Tourism (Operations)	0	0	0	2	83	137	198
THT40102 - Certificate IV in Tourism (Sales & Marketing)	0	0	0	19	80	78	48
THT40198 - Certificate IV in Tourism (Sales and Marketing)	15	91	178	115	17	3	0
THT40202 - Certificate IV in Tourism (Operations)	0	0	0	26	235	239	270
THT40298 - Certificate IV in Tourism (Team Leading)	0	235	276	235	79	8	1
THT40302 - Certificate IV in Tourism (Guiding)	0	0	0	10	102	85	99
THT40398 - Certificate IV in Tourism (Guiding)	72	159	203	183	61	17	11
THT40402 - Certificate IV in Tourism (Natural and Cultural Heritage)	0	0	0	11	20	12	16
THT50102 - Diploma of Tourism (Marketing and Product Development)	0	0	0	0	47	139	134
THT50198 - Diploma of Tourism (Marketing and Product Development)	15	77	117	245	119	23	11

Australia: Number of completions in THT and THH National Training Packages, 1999-2005 (cont)

				Completions			
THT – Tourism (cont)	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THT50202 - Diploma of Event Management	0	0	0	2	64	253	525
THT50298 - Diploma of Tourism (Meetings and Events Management)	0	32	241	236	148	19	5
THT50302 - Diploma of Tourism (Operations Management)	0	0	0	25	171	445	446
THT50398 - Diploma of Tourism (Operations Management)	14	202	413	486	224	31	6
THT60102 - Advanced Diploma of Tourism Management	0	0	0	8	47	210	219
THT60198 - Advanced Diploma of Tourism Management	1	30	251	238	203	29	19
Total THT - Tourism	**565**	**2,986**	**4,713**	**5,131**	**4,569**	**4,448**	**4,508**

THH – Hospitality	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THH11002 - Certificate I in Hospitality (Operations)	0	0	0	95	251	347	432
THH11097 - Certificate I in Hospitality (Operations)	464	653	414	516	9	13	0
THH11102 - Certificate I in Hospitality (Kitchen Operations)	0	0	0	7	317	509	339
THH11197 - Certificate I in Hospitality (Kitchen Operations)	471	504	687	714	75	10	0
THH21197 - Certificate II in Hospitality (Security)	0	17	0	0	0	0	0
THH21297 - Certificate II in Hospitality (Commercial Cookery)	540	1,007	1,028	852	208	30	13
THH21397 - Certificate II in Hospitality (Patisserie)	0	23	8	14	3	0	0
THH21702 - Certificate II in Hospitality (Asian Cookery)	0	0	0	0	18	16	14
THH21797 - Certificate II in Hospitality (Asian Cookery)	10	29	38	42	14	3	1
THH21802 - Certificate II in Hospitality (Operations)	0	0	0	364	3,104	4,976	5,966
THH21897 - Certificate II in Hospitality (Operations)	2,421	10,736	5,547	5,027	1,842	310	18
THH21997 - Certificate II in Hospitality (Catering Operations)	245	364	536	515	15	3	0
THH22002 - Certificate II in Hospitality (Kitchen Operations)	0	0	0	107	1,054	1,268	1,317
THH31497 - Certificate III in Hospitality (Security)	0	1	0	22	25	1	0
THH31502 - Certificate III in Hospitality (Commercial Cookery)	0	0	0	43	560	1,331	2,062
THH31597 - Certificate III in Hospitality (Commercial Cookery)	334	1,144	1,794	2,116	1,640	920	243
THH31602 - Certificate III in Hospitality (Patisserie)	0	0	0	0	6	8	17
THH31697 - Certificate III in Hospitality (Patisserie)	0	0	6	14	14	6	0
THH32097 - Certificate III in Hospitality (Asian Cookery - Chinese)	7	10	18	21	17	1	0
THH32197 - Certificate III in Hospitality (Asian Cookery - Thai)	0	10	7	10	11	0	0
THH32297 - Certificate III in Hospitality (Asian Cookery - Indian)	0	1	7	1	1	0	0
THH32497 - Certificate III in Hospitality (Asian Cookery - Malay and Nonya)	0	1	0	1	0	0	0
THH32797 - Certificate III in Hospitality (Food and Beverage)	829	2,078	2,762	2,824	1,995	940	99

Australia: Number of completions in THT and THH National Training Packages, 1999-2005 (cont)

						Completions	
THH – Hospitality (cont)	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
THH32897 - Certificate III in Hospitality (Accommodation Services)	294	421	734	583	269	136	9
THH32902 - Certificate III in Hospitality (Catering Operations)	0	0	0	1	98	201	209
THH32997 - Certificate III in Hospitality (Catering Operations)	19	91	125	306	126	62	6
THH33002 - Certificate III in Hospitality (Operations)	0	0	0	260	1,887	3,510	3,919
THH33102 - Certificate III in Hospitality (Asian Cookery)	0	0	0	0	17	28	36
THH41302 - Certificate IV in Hospitality (Commercial Cookery)	0	0	0	0	11	54	119
THH41397 - Certificate IV in Hospitality (Commercial Cookery)	1	16	21	55	42	35	2
THH41402 - Certificate IV in Hospitality (Patisserie)	0	0	0	0	11	18	44
THH41497 - Certificate IV in Hospitality (Patisserie)	33	16	23	17	45	6	0
THH41897 - Certificate IV in Hospitality (Asian Cookery - Indian)	0	1	0	0	0	0	0
THH42397 - Certificate IV in Hospitality (Food and Beverage Supervision)	186	645	623	627	294	62	29
THH42497 - Certificate IV in Hospitality (Accommodation Services Supervision)	17	243	145	129	24	9	1
THH42502 - Certificate IV in Hospitality (Catering Operations)	0	0	0	0	27	53	42
THH42597 - Certificate IV in Hospitality (Catering Operations)	12	16	30	40	5	0	1
THH42602 - Certificate IV in Hospitality (Supervision)	0	0	0	13	536	719	889
THH51202 - Diploma of Hospitality Management	0	0	0	13	237	860	1,126
THH51297 - Diploma of Hospitality (Management)	63	540	821	1,026	729	148	40
THH60202 - Advanced Diploma of Hospitality Management	0	0	0	1	191	597	693
THH60297 - Advanced Diploma of Hospitality (Management)	125	144	322	360	236	43	15
Total THH - Hospitality	**6,071**	**18,711**	**15,696**	**16,736**	**15,964**	**17,233**	**17,701**

Data source: NCVER VET Provider collection, 1996-2005 award time-series datacubes.

Australian Apprenticeships in the Tourism and Hospitality Training Packages

Australian Apprenticeships commencements in the Hospitality Training Package (THH) by certificate level and the 12 months to March							
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
Certificate I	(a)	10	(a)	(a)	(a)	0	0
Certificate II	6670	6,090	6,590	7,240	6,240	5,230	5,260
Certificate III	11,700	12,000	13,100	15,200	14,200	14,600	15,500
Certificate IV	180	330	350	140	260	300	510
Diploma/Advanced Diploma	0	0	0	0	0	0	0
Total	**18600**	**18,500**	**20,000**	**22,600**	**20,700**	**20,100**	**21,300**
Australian Apprenticeships commencements in the Tourism Training Package (THT) by certificate level and the 12 months to March							
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
Certificate I	0	0	0	0	0	0	0
Certificate II	80	140	220	270	180	120	70
Certificate III	110	320	480	1,110	850	1,210	1,330
Certificate IV	(a)	(a)	(a)	(a)	(a)	30	20
Diploma/Advanced Diploma	0	0	0	0	0	0	0
Total	**190**	**470**	**710**	**1,390**	**1,040**	**1,350**	**1,420**
Annual Totals of Australian Apprenticeships commencements in the Tourism and Hospitality Training Packages in the 12 months to March							
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
Certificate I	(a)	10	(a)	(a)	(a)	0	0
Certificate II	6,750	6,230	6,810	7,510	6,420	5,350	5,330
Certificate III	11,810	12,320	13,580	16,310	15,050	15,810	16,830
Certificate IV	180+(a)	330+(a)	350+(a)	140+(a)	260+(a)	330	530
Diploma/Advanced Diploma	0	0	0	0	0	0	0
Total	**18,700**	**18,890**	**20,700**	**24,000**	**21,700**	**21,500**	**22,700**

Source: National Centre for Vocational Education Research March 2006 estimates

figures may not sum due to rounding

(a) represents figures in the range of 1-9