



**Australian Government**

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**Department of Education,  
Science and Training**

**Submission to**

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

**Inquiry into Employment in  
Automotive Component Manufacturing**

**July 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 Employment in Automotive Component Manufacturing.

The automotive industry is composed of four industry sector classifications:

- motor vehicle manufacturing;
- motor vehicle body manufacturing;
- automotive electrical and instrument manufacturing; and
- automotive component manufacturing.

The automotive component manufacturing sector is the largest industry sector employing 4,000 people in New South Wales, 5,000 in South Australia and 20,000 in Victoria. Australia has over 200 specialist automotive component firms with expertise in technologies and materials.

Rationalisation and global integration have provided both threats and opportunities to the automotive industry. Component manufacturers have recognised the necessity to maintain and improve the skills of their workforce by instituting comprehensive training policies and programmes.

The Australian Government is strongly committed to working with industry to help industry address its 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 has committed \$10.8 billion over the next four financial years (2006-2007 to 2009-2010) to vocational and technical education, including a commitment of \$2.55 billion for the 2006-2007 financial year. This funding encompasses a range of initiatives aimed at addressing skills needs, particularly in the traditional trades.

The Australian Government is working with the State and Territory governments through the Council of Australian Governments to ensure a genuinely national approach to Australian Apprenticeships, training and skills recognition and to address current and emerging skills needs currently 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, and although the Government is not currently engaged in any initiatives specifically focussed on automotive component manufacturing, the information provided is relevant to this industry sector.

The Department of Education, Science and Training administers programmes and legislation to achieve the Australian Government's policy objectives. This submission will focus on two elements of the inquiry:

- emerging skills shortages and appropriate recruitment and training strategies; and
- measures to support skills development, innovation and investment in the industry.

This submission is organised into seven topics:

- Overview of key roles in and responsibilities for vocational and technical education in Australia;
- The Australian Government's policy directions in vocational and technical education;
- Vocational and technical education strategies and initiatives of relevance to Automotive Component Manufacturing;
- Vocational and Technical Education links to schools;
- Pathways from school to work;
- Vocational and technical education links to Higher Education; and
- Conclusion.

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## **TOPIC 1.**

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

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### **1.1 The role of the Australian Government**

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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**

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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 at Topic 3 of this response.

### **1.3 The role of States and Territories**

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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**

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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, priority setting, planning and performance. The Australian Government Minister for Vocational and Technical Education chairs the Council.

The Australian Government and all State and Territories agreed in 2005 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 is provided at Appendix A or can be found at [http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/agreement/default.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/agreement/default.htm)

### **1.5 2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce**

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This Agreement between the Australian, State and Territory Ministers 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](http://www.dest.gov.au/sectors/training_skills/publications_resources/agreement/default.htm).

The Agreement recognises that a shared commitment of 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](http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/dap/strategy)

The Agreement will build 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 cooperatively 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**

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The Australian Government is seeking a truly national, business and industry-led vocational and technical education system. The national training system sets out formal mechanisms for industry engagement through active participation in industry advisory arrangements, 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' annual plans for training provision.

### **1.6.1 Training Packages**

Vocational and Technical Education in Australia is underpinned by industry endorsed training packages. 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.

The Australian Government Department of Education, Science and Training currently has a funding agreement with Automotive Training Australia Pty Limited to continuously improve the quality, suitability and effectiveness of the two Training Packages that contain the competencies and qualifications for training for the automotive component manufacturing industry.

These Training Packages are the Automotive Industry Manufacturing Training Package (AUM00) and Automotive Industry Training Package – Retail, Service and Repair (AUR05).

Automotive Training Australia Pty Limited have been tasked to ensure the Packages meet the current and future needs of small, medium and large organisations within the broader automotive industry sector for implementation across a range of settings.

Both the Motor Trades Association of Australia and the Federal Chamber of Automobile Industries have indicated their support for this approach to meet the emerging skills requirements of the Australian automotive industry.

The Automotive Industry Manufacturing Training Package (AUM00) is currently being reviewed by an independent consultant. The review is expected to be completed by November 2006. The Training Package currently contains seven qualifications that are directly relevant for the automotive component manufacturing industry. The second

Automotive Industry Training Package – Retail, Service and Repair (AUR05) was only endorsed eighteen months ago.

A list of the Training Package qualifications and competencies relevant to the automotive component manufacturing industry is at Appendix B.

More information about Automotive Training Australia is at [www.motor.net.au/ata](http://www.motor.net.au/ata)

### **1.6.2 Higher Level Qualifications**

The Australian Government as part of the 2006-2007 budget introduced 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. Currently, employer incentives under the Australian Apprenticeships Programme are limited to Certificate II to IV level Australian Apprenticeships.

This measure will broaden 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 rationalisation of the incentives programme has allowed the Government to allocate some \$10.6 million over four years to this initiative, which is expected to assist some 10,000 Australian Apprentices over the four years.

Australian Apprenticeships eligible to attract incentives under this measure include:

- CHC50302 – Diploma of Children’s Services
- CHC50399 – Diploma of Community Services (Children’s Services)
- CHC60202 – Advanced Diploma of Children’s Services
- CHC60399 – Advanced Diploma of Community Services (Children’s Services)
- HLT50502 – Diploma of Dental Technology
- HLT60402 – Advanced Diploma of Dental Prosthetics
- CHC50202 – Diploma of Out of School Hours Care
- PML50199 – Diploma of Laboratory Technology
- PML60199 – Advanced Diploma of Laboratory Operations
- MEM50198 - Diploma of Engineering

## **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;
- 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 Australian 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 Australian Apprenticeship.

In 2006 the 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 in 2005-2006 ;
- \$53.5 million over four years to support national reforms agreed through the Council of Australian Governments.

## **2.2 The Council of Australian Governments**

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

The Council of Australian Governments 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 training and apprenticeship systems will also offer more flexible pathways into trades and measures. Further information regarding the Council of Australian Governments resolutions for addressing skills needs is at [www.coag.gov.au](http://www.coag.gov.au)

At its most recent meeting on 14 July 2006, it was noted that work has been progressed by the Council of Australian Governments on:

- 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
- Shorten duration of apprenticeships where competency demonstrated
- Enabling school- based New 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 response to skills shortages in regions
- Understanding skills shortages better

### **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 Council of Australian Governments 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 Government, State and Territory 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.

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 Agreements and the Skilling Australia's Workforce Act and Agreement require full implementation of a competency-based national training and licensing system. Such a system has at its heart an assurance that an individual who acquires a competence will be able to apply that competence 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 shipbuilding and automotive manufacturing.

## **TOPIC 3**

### **VOCATIONAL AND TECHNICAL EDUCATION STRATEGIES AND INITIATIVES OF RELEVANCE TO AUTOMOTIVE COMPONENT MANUFACTURING**

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 Australian 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 deliver 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**

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The Australian Government has also supported the expansion of the National Skills Shortages Strategy. The National Skills Shortages Strategy supports innovative and strategic industry-led projects to research and recommend vocational and technical education strategies for attracting new employees, retaining and/or upskilling existing workers. In the 2005-2006 financial year, the Government will provide \$10.6 million under the Strategy on industry initiatives to develop solutions to address skills needs in critical industries throughout Australia, particularly in the traditional trades. Fourteen industries have been involved in the Strategy to date, including the automotive retail sector.

The National Skills Shortages Strategy is a partnership between the Australian Government and key industry groups working to develop solutions and models to address current and future industry skill needs. The Strategy supports innovative and strategic industry-led projects to address workforce skills development needs, including training for new entrants and upskilling existing workers.

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 9 regional skills projects to assess skills and training needs across a range of industries.

These projects complement initiatives announced following the Council of Australian Governments meeting in February 2006, which aim to address issues of a targeted response to skills issues in regions, training quality, workforce mobility and training system flexibility and responsiveness.

Innovative approaches to Australian apprenticeships in key industries experiencing skills gaps are being tested, such as accelerated or fast-track Australian Apprenticeships, specialised Australian Apprenticeships pathways in industries such as building and construction, and attracting new entrants (in addition to school leavers) with a view to skilling the labour force more effectively and efficiently. A number of projects have investigated the disincentives that turn young people away from choosing a trade as a career, such as the perception that jobs in the industries are dirty, dangerous and difficult.

Under the National Skills Shortages Strategy, the Victorian Automobile Chamber of Commerce sponsored a research project (Skills and Segmentation in the Retail Motor Industry – 2002-2003), which identified some complex changes occurring within the sector. The Report indicated that the Retail Motor Industry needed to develop new approaches to sourcing new entrants and training to reflect these emerging segments.

Following on from this research, the Australian Government funded the Victorian Automobile Chamber of Commerce to carry out a project titled "Attracting New Entrants to the Retail Motor Industry Initiative" under the National Skills Shortages Strategy from 2004-2006. The pilot was a fast-track approach to Australian Apprenticeships training in the Retail Motor

Industry. The pilot was based on a partnership approach involving the Victorian Automobile Chamber of Commerce, the Centre for Workplace Communication and Culture, General Motors Holden Australia, Toyota Australia and Kangan Batman Technical and Further Education, as well as automotive manufacturers' dealerships. During 2004, extensive consultation was undertaken with Holden dealerships and Toyota dealerships

This project targeted non-traditional entrants (specifically mature-age migrant workers) for the service technician and customer service segments of the retail motor industry. The major component of the project was working in partnership with industry organisations, training providers and major employers to develop, not only a shortened period of training, but more effective training delivery through both Registered Training Organisations and the vehicle manufacturers. One of the aims was to remove the duplication that previously occurred in an apprentice/trainee's training. The model was intended to be transferable across the segments of the automotive industry and suitable for use in all states and territories.

This initiative was informed by: "Driving the future: Automotive Action Agenda" launched on 25 May 1998 by the Department of Industry, Tourism and Resources.

### **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.

Australian Apprenticeships have risen from 161,500 in 1996 to 389,000 in December 2005 - an increase of 141%. Appendix C provides data regarding Australian Apprenticeships in the automotive industry manufacturing training packages. Of note is that the number of Australian Apprentices commencing a qualification in the automotive industry manufacturing training package 2005 was 450, down from a high of 2,060 in 2003. The main reductions occurred at the Certificate II level and in front line management, while commencements in the Certificate III (traditional trades) increased slightly. Overall, the number of Australian Apprentices in training in a qualification in the automotive industry manufacturing training packages in 2005 was 2,650, down from 3,290 in 2004.

Across all industries, the number of people commencing an Australian Apprenticeship in a Trades and Related Worker occupation increased by 3% in the 12 months to 30 December 2005. Australian Apprentices in a Trades and Related Worker occupation now account for more than 43% of all Australian Apprentices in training covering trades such as toolmakers, electricians, motor mechanic, spray painters and panel beaters.

#### **3.2.1 User Choice**

Under user choice, Australian Apprentices and their employers are given a choice of vocational education provider for the off-the-job component of the training. Registered Training Organisations are encouraged to offer more flexible training options, e.g. on-line delivery, or training in the workplace, in an attempt to meet industry needs.

#### **3.2.2 Australian Apprenticeship Centres**

Australian Apprenticeship Centres deliver support services to employers, Australian apprentices and other interested parties. There is more than one Australian Apprenticeships Centre operating in 19 out of 22 regions nationally, ensuring employer choice and competition in the market for service provision.

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, Australian Apprentices and other interested people;
- marketing and promotion of Australian Apprenticeships;
- providing support to employers and Australian Apprentices throughout an Australian Apprenticeship 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 obtain Australian Apprenticeships.

### **3.2.3 Group Training**

Group Training is an employment and training arrangement whereby an organisation employs Australian Apprentices under an Australian Apprenticeship 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 Australian Apprenticeship Training Contract; and
- improve the quality and breadth of training to Australian Apprentices, particularly in small and medium sized businesses.

### **3.2.4 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.

### **3.2.5 Australian Apprenticeships Incentives Programme**

The Australian Apprenticeships Incentives Programme offers incentives to eligible employers to 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 little or no skills. Australian Apprenticeships may include full-time, part-time and school-based employment and training arrangements.

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

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

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

Apprentices in the first three years of their 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.

### **3.3 Industry Training Strategies**

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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 to develop innovative training solutions;
- Integrated Information Service to increase awareness of the flexibilities available under Australian Apprenticeships;
- 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.

## **TOPIC 4.**

# **VOCATIONAL AND TECHNICAL EDUCATION LINKS TO SCHOOLS**

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### **4.1 Vocational and Technical Education in Schools**

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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 the 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 an Registered Training Organisation or a school in partnership with an Registered Training Organisation.

### **4.2 Australian School-Based Apprenticeships**

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Under Australian School-Based Apprenticeships, school students can 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/ Outline required by the Australian Apprenticeships Training Contract; and
- have the Australian School-Based Apprenticeships competencies and/or qualification recognised on the senior secondary certificate.

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

### **4.3 Australian Technical College**

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As part of a range of measures to address industry skills needs across States and Territories, and to ensure that high quality vocational and technical education is as valued as university education as a pathway to a rewarding and sustaining career, the Australian Government is establishing 25 Australian Technical Colleges. 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 will be 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 Apprenticeship arrangements in at least one of the following preferred industry areas:

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

Of the five Colleges commencing in 2006 (Eastern Melbourne, Port Macquarie, Gladstone, Gold Coast and Northern Tasmania), all but Gladstone will be offering trade training in automotive by 2008, with Eastern Melbourne commencing automotive trade training in 2006. A further eight Funding Agreements have been signed to date to establish Colleges in 2007. Of these six will offer automotive in 2007 and another in 2008.

This automotive training offered will currently include competencies for mechanics, auto electricians, panel beaters and vehicle painters. Should the local industry identify manufacturing of automotive components as a skills needs area it is expected that the Colleges will respond accordingly with appropriate training delivery.

### **4.4 Enterprise Education**

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The Australian Government is providing \$2.5 million per annum from 2004-05 to 2007-08 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 and industry and local communities to successfully deliver enterprise learning.

## **TOPIC 5.**

### **PATHWAYS FROM SCHOOL TO WORK**

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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 will provide \$143.2 million from 2005-06 to 2008-09, and comprises three key elements:

- enhancing career and transitions capacity for 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**

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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.

Local Community 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 of 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 a national network of Local Community Partnerships.

#### **5.2 Regional Industry Careers Advisers**

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The Regional Industry Careers Advisers network, established under Careers Advice Australia, will work 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. Regional Industry Careers Advisers will:

- provide quality, relevant industry career information, advice and resources particularly in skills needs areas to and through Local Community Partnerships for schools, parent groups and youth service providers, community groups; and to businesses, Australian Technical Colleges, Registered Training Organisations and Job Network members;



- build partnerships for local and regional businesses to promote skills needs in their sectors;
- raise awareness and use of employability skills providing information through Local Community Partnerships for schools, parent groups and youth services; and to businesses, Australian Technical Colleges, Registered Training Organisations and Job Network members;
- 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 education and vocational and technical education in schools delivery; and
- work with the National Industry Career Specialists network, Education and Training Advisers, employers and employer groups, and education authorities to collaborate in the delivery of the above.

### **5.3 National Industry Career Specialists**

The Australian Government is committed to support 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, Careers Advice Australia will establish a national network of National Industry Career Specialists to support the work of each Regional Industry Careers Advisers by providing quality and targeted, industry specific career advice and specialist information including information on skills needs and labour markets. The National Industry Career Specialists Network covers ten industry sectors, including Manufacturing, and has recently been set up as part of Career Assistance Australia to broadly:

- develop and provide quality and targeted industry specific career advice and information, skills shortages and labour market information to assist the Regional Industry Careers Advisers Network;
- raising the 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 by working with organisations such as industry bodies, Industry Skills Councils, Group Training Organisations, State Training Authorities, Australian Technical Colleges, and parent bodies to; and
- collaborate with other National Industry Career Specialists in the delivery of the above to share best practice.

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

## **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, through agreement with the State and Territory governments, has primary responsibility for funding the higher education sector, including student loan arrangements and scholarships.

Publicly funded institutions receive on average around 58 per cent of their operating revenue from Australian Government grants and payments on behalf of students who take out loans.

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 2005-08.

Additional funding during the reporting period under the *Backing Australia's Future* package includes; a 7.5 per cent increase in Commonwealth Grant Scheme funding, which funds individual student places, in 2007 and later years 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. An additional 295 places has been allocated in new Commonwealth supported higher education places for general engineering degrees to commence in 2007.

Other specific funding programmes will support quality and collaboration and structural reform in higher education.

Key budget measures for 2006-7 include:

- Additional university places in areas of health workforce shortage.
- A fifty per cent 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.

## **6.1 Improving Credit Transfer and Articulation**

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A key priority for the Australian Government is to make it easier for Australians to enter higher education from a diversity of 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 sector 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 which recognise previous work and study outcomes and give appropriate credit where these relate to 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 on Education, Employment, Training and Youth Affairs has endorsed a draft set of information principles for further consultations with both the Higher Education and Vocational and Technical Education sectors. The second strategy will be to achieve better implementation of credit transfer and articulation in practice. The Ministerial Council on Education, Employment, Training and Youth Affairs 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**

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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**

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As part of the higher education reform package *Our Universities: Backing Australia's Future*, the Business, Industry, and 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 National President, Engineers Australia, was invited to become a member of the Council last year to strengthen the Council's ability to provide advice to the Minister on issues relating to science and engineering, including current skills shortages in the priority areas of science, engineering and technology.

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 which aims to achieve better higher education outcomes in teaching, learning, research and

innovation by promoting structural reform and fostering 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 will provide around \$46 million in funding to promote collaborative activity between universities, business, other tertiary education providers and the wider community through the Collaboration and Structural Reform Fund..

The priority areas for this funding in 2006 involve 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**

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

- emerging skills needs and appropriate recruitment and training strategies; and
- measures to support skills development, innovation and investment in the industry.

Further information regarding initiatives is available at [www.dest.gov.au](http://www.dest.gov.au).

## 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-focused 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.

<p><b>Terms of Reference</b> <b>Ministerial Council for Vocational and Technical Education</b></p>
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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:

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| <ul style="list-style-type: none"> <li>• approving the national strategy for vocational education and training including national objectives, priorities and performance measures;</li> <li>• maintaining strong industry leadership of and engagement in the national system;</li> <li>• establishing arrangements for the delivery of nationally consistent, high quality vocational education and training;</li> </ul> |
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- 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 as 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



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 AShareNet 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 NCVET. 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. NCVET 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 NCVET. 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 ASharenet 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 NCVET 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 AShareNet 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:
  - driving progress in implementing the recommendations of the High Level Review of Training Packages;
  - ensuring all Training Package qualifications are available as New Apprenticeship pathways; and



- 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](http://training.com).

## Training Packages in the Automotive Industry

National Code	Automotive Qualification Name
AUM20100	<a href="#"><u>Certificate II in Automotive Manufacturing</u></a>
AUM30100	<a href="#"><u>Certificate III in Automotive Manufacturing (Frontline Management)</u></a>
AUM40100	<a href="#"><u>Certificate IV in Automotive Manufacturing (Frontline Management)</u></a>
AUM40200	<a href="#"><u>Certificate IV in Automotive Manufacturing (Manufacturing Maintenance)</u></a>
AUM50100	<a href="#"><u>Diploma of Automotive Manufacturing (Frontline Management)</u></a>
AUM50200	<a href="#"><u>Diploma of Automotive Manufacturing (Manufacturing Maintenance)</u></a>
AUM60100	<a href="#"><u>Advanced Diploma of Automotive Manufacturing (Design &amp; Development)</u></a>

### Automotive Manufacturing Units

National Code	Unit of Competency Name
AUM1503A	<a href="#"><u>Create new product designs</u></a>
AUM1601A	<a href="#"><u>Install plant, equipment or systems - Basic</u></a>
AUM1602A	<a href="#"><u>Install plant, equipment or systems - Advanced</u></a>
AUM1603A	<a href="#"><u>Install plant, equipment or systems - Complex</u></a>
AUM1701A	<a href="#"><u>Test components of plant, tooling, equipment or systems - Basic</u></a>
AUM1702A	<a href="#"><u>Test components of plant, tooling, equipment or systems - Advanced</u></a>
AUM1703A	<a href="#"><u>Test components of plant, tooling, equipment or systems - Complex</u></a>
AUM1801A	<a href="#"><u>Test plant, tooling, equipment or systems - Basic</u></a>
AUM1802A	<a href="#"><u>Test plant, tooling, equipment or systems - Advanced</u></a>
AUM1803A	<a href="#"><u>Test plant, tooling, equipment or systems - Complex</u></a>
AUM2101A	<a href="#"><u>Maintain plant, tooling, equipment or systems - Basic</u></a>
AUM2102A	<a href="#"><u>Maintain plant, tooling, equipment or systems - Advanced</u></a>
AUM2103A	<a href="#"><u>Maintain plant, tooling, equipment or systems - Complex</u></a>
AUM2201A	<a href="#"><u>Repair plant, tooling, equipment or systems - Basic</u></a>
AUM2202A	<a href="#"><u>Repair plant, tooling, equipment or systems - Advanced</u></a>
AUM2203A	<a href="#"><u>Repair plant, tooling, equipment or systems - Complex</u></a>
AUM2301A	<a href="#"><u>Manufacture or modify plant, tooling, equipment or systems - Basic</u></a>
AUM2302A	<a href="#"><u>Manufacture or modify plant, tooling, equipment or systems - Advanced</u></a>
AUM2303A	<a href="#"><u>Manufacture or modify plant, tooling, equipment or systems - Complex</u></a>
AUM2401A	<a href="#"><u>Apply quality assurance techniques - Basic</u></a>
AUM2402A	<a href="#"><u>Apply quality assurance techniques - Advanced</u></a>
AUM2403A	<a href="#"><u>Apply quality assurance techniques - Complex</u></a>
AUM2803A	<a href="#"><u>Document work-related records</u></a>
AUM3003A	<a href="#"><u>Document designs</u></a>
AUM3103A	<a href="#"><u>Plan and organise personal work activities</u></a>
AUM3201A	<a href="#"><u>Plan, organise and coordinate work activities in a team - Basic</u></a>
AUM3202A	<a href="#"><u>Plan, organise and coordinate work activities in a team - Advanced</u></a>
AUM3203A	<a href="#"><u>Plan, organise and coordinate work activities in a team - Complex</u></a>
AUM3903A	<a href="#"><u>Interpret manuals, drawings and/or circuits for plant, tooling, equipment or systems</u></a>
AUM4003A	<a href="#"><u>Interpret customer requirements</u></a>
AUM4502A	<a href="#"><u>Create a safe work environment</u></a>
AUM4601A	<a href="#"><u>Monitor computers and computerised equipment using displays - Basic</u></a>
AUM4602A	<a href="#"><u>Monitor computers and computerised equipment using displays - Advanced</u></a>
AUM4603A	<a href="#"><u>Monitor computers and computerised equipment using displays - Complex</u></a>
AUM4702A	<a href="#"><u>Program and monitor PLCs, robots and other computerised equipment - Advanced</u></a>
AUM4703A	<a href="#"><u>Program and monitor PLCs, robots and other computerised equipment - Complex</u></a>

AUM4803A	<a href="#">Use computers in work locations</a>
AUM4903A	<a href="#">Use computers and computerised equipment in design and development applications</a>
AUM5403A	<a href="#">Produce computer-aided designs (CAD)</a>
AUM5503A	<a href="#">Produce research reports</a>
AUM5603A	<a href="#">Develop stylistic models and prototypes</a>
AUM5802A	<a href="#">Communicate information - Advanced</a>
AUM5803A	<a href="#">Communicate information - Complex</a>
AUM5903A	<a href="#">Seek, evaluate, organise and prepare information</a>
AUM6001A	<a href="#">Assess competence - Basic</a>
AUM6002A	<a href="#">Assess competence - Advanced</a>
AUM6003A	<a href="#">Assess competence - Complex</a>
AUM9001A	<a href="#">Monitor and maintain workplace environment</a>
AUM9002A	<a href="#">Receive and dispatch materials, equipment and tools</a>
AUM9003A	<a href="#">Prepare and process materials and components</a>
AUM9004A	<a href="#">Prepare and use/operate equipment, tools and/or machinery</a>
AUM9005A	<a href="#">Monitor and maintain continuous improvement of systems and processes</a>
AUM9006A	<a href="#">Monitor and maintain equipment, tools and machinery</a>
AUM9007A	<a href="#">Manage personal work priorities</a>
AUM9008A	<a href="#">Maintain effective workplace relationships</a>
AUM9009A	<a href="#">Work effectively with others in teams</a>
AUMNT3001A	<a href="#">Rectify faults in vehicle metal components</a>
AUMNT3002A	<a href="#">Rectify paintwork</a>
AUMNT3003A	<a href="#">Control paint line production processes</a>
AUMNT3004A	<a href="#">Conduct engine hot test</a>
AUMNT3005A	<a href="#">Rework production engines</a>
AUMNT3006A	<a href="#">Rectify mechanical faults on assembled vehicles</a>
AUMNT3007A	<a href="#">Rectify electrical faults on assembled vehicles</a>
AUMNT3008A	<a href="#">Rectify assembly faults in assembled vehicles</a>
AUMNT3009A	<a href="#">Conduct die coating</a>
AUMNT3010A	<a href="#">Conduct structural rectification of vehicle bodies</a>
AUMNT3011A	<a href="#">Test welds ultrasonically</a>
AUMNT3012A	<a href="#">Conduct tool setting</a>
AUMNT3013A	<a href="#">Monitor and maintain metals treatment plant operations</a>

### **Bus, Truck and Trailer Units**

<b>National Code</b>	<b>Unit of Competency Name</b>
AUM2901A	<a href="#">Develop and produce documentation and procedures</a>
AUM3003A	<a href="#">Document designs</a>
AUM3401A	<a href="#">Plan and organise production</a>
AUM5301A	<a href="#">Produce drawings manually</a>
AUM5403A	<a href="#">Produce computer-aided designs (CAD)</a>
AUM8001A	<a href="#">Contribute to workplace relationships and processes</a>
AUM8011A	<a href="#">Provide customer service</a>
AUM8012A	<a href="#">Prepare and document quotation</a>
AUM8021A	<a href="#">Inspect work and apply company technical quality standards</a>
AUM8031A	<a href="#">Receive and store parts</a>
AUM8032A	<a href="#">Control stock</a>
AUM8033A	<a href="#">Select and dispatch parts</a>
AUM8041A	<a href="#">Prepare materials for fabrication using jigs/fixtures</a>
AUM8042A	<a href="#">Prepare materials for fabrication using manual processes</a>
AUM8043A	<a href="#">Read and interpret working drawings and work orders</a>
AUM8044A	<a href="#">Read and interpret engineering drawings and job specifications</a>
AUM8051A	<a href="#">Conduct basic welding, thermal cutting, heating and gouging operations</a>
AUM8052A	<a href="#">Conduct mechanical cutting operations</a>

AUM8053A	<a href="#">Perform manual metal arc welding operations (MMAW)</a>
AUM8054A	<a href="#">Perform submerged arc welding operations (SAW)</a>
AUM8055A	<a href="#">Perform oxy acetylene welding operations (OAW)</a>
AUM8056A	<a href="#">Perform gas tungsten arc welding operations (GTAW)</a>
AUM8057A	<a href="#">Perform gas metal arc welding operations (GMAW)</a>
AUM8061A	<a href="#">Fabricate plug</a>
AUM8062A	<a href="#">Stamp and press parts</a>
AUM8063A	<a href="#">Fabricate parts for sub-assemblies</a>
AUM8064A	<a href="#">Machine parts</a>
AUM8071A	<a href="#">Finish surfaces for painting</a>
AUM8072A	<a href="#">Paint chassis or panels</a>
AUM8073A	<a href="#">Control oven baking cycle</a>
AUM8074A	<a href="#">Re-work paint faults</a>
AUM8081A	<a href="#">Apply trim to components</a>
AUM8082A	<a href="#">Assemble components</a>
AUM8083A	<a href="#">Assemble frame and axle</a>
AUM8084A	<a href="#">Install engine and drive train</a>
AUM8085A	<a href="#">Mount and install assembled component to chassis or frame</a>
AUM8086A	<a href="#">Service after assembly</a>
AUM8087A	<a href="#">Assemble and install hydraulic system kit</a>
AUM8088A	<a href="#">Assemble and install pneumatic system kit</a>
AUM8089A	<a href="#">Assemble and install braking system kit</a>
AUM8090A	<a href="#">Install fixed and moveable glass components</a>
AUM8091A	<a href="#">Install or replace mechanical units/assemblies</a>
AUM8092A	<a href="#">Install/fit out components</a>
AUM8093A	<a href="#">Test, service and replace battery</a>
AUM8094A	<a href="#">Install or replace electrical/ electronic units/assemblies</a>
AUM8095A	<a href="#">Perform wheel alignment operations</a>
AUM8101A	<a href="#">Modify or rectify chassis/frame and associated components</a>
AUM8102A	<a href="#">Manufacture or modify wiring harnesses</a>
AUM8103A	<a href="#">Rectify / replace vehicle body panels and ancillary fittings</a>
AUM8104A	<a href="#">Bond/repair components using fibreglass reinforced plastics techniques</a>
AUM8105A	<a href="#">Perform minor modifications/repairs to electrical circuits/systems</a>
AUM8111A	<a href="#">Perform forklift driving and lifting operations</a>
AUM8112A	<a href="#">Operate load shifting equipment</a>
AUM8121A	<a href="#">Conduct final inspections and functional tests</a>
AUM8122A	<a href="#">Conduct simulated or road performance test</a>
AUM8123A	<a href="#">Conduct welding inspection</a>
AUM8131A	<a href="#">Install and commission air conditioning system kit</a>
AUM8132A	<a href="#">Install and commission refrigeration system kit</a>
AUM8133A	<a href="#">Remove and replace air conditioning system</a>
AUM8134A	<a href="#">Remove and replace refrigeration system</a>
AUM8141A	<a href="#">Prepare new product designs</a>
AUM9001A	<a href="#">Monitor and maintain workplace environment</a>
AUM9004A	<a href="#">Prepare and use/operate equipment, tools and/or machinery</a>
AUM9006A	<a href="#">Monitor and maintain equipment, tools and machinery</a>
AUM9009A	<a href="#">Work effectively with others in teams</a>

### **Imported Units**

<b>National Code</b>	<b>Unit of Competency Name</b>
AUR23808A	<a href="#">Carry out soldering techniques</a>
AUR39419A	<a href="#">Drive and operate a mobile crane</a>
AUR39430A	<a href="#">Inspect and test a mobile crane</a>

AUR61447A	<a href="#">Participate in improving workplace productivity</a>
BSXFMI301A	<a href="#">Manage personal work priorities and professional development</a>
BSXFMI302A	<a href="#">Provide leadership in the workplace</a>
BSXFMI303A	<a href="#">Establish and manage effective workplace relationships</a>
BSXFMI304A	<a href="#">Participate in, lead and facilitate work teams</a>
BSXFMI305A	<a href="#">Manage operations to achieve planned outcomes</a>
BSXFMI306A	<a href="#">Manage workplace information</a>
BSXFMI307A	<a href="#">Manage quality customer service</a>
BSXFMI308A	<a href="#">Develop and maintain a safe workplace and environment</a>
BSXFMI309A	<a href="#">Implement and monitor continuous improvements to systems and processes</a>
BSXFMI310A	<a href="#">Facilitate and capitalise on change and innovation</a>
BSXFMI311A	<a href="#">Contribute to the development of a workplace learning environment</a>
BSXFMI401A	<a href="#">Manage personal work priorities and professional development</a>
BSXFMI402A	<a href="#">Provide leadership in the workplace</a>
BSXFMI403A	<a href="#">Establish and manage effective workplace relationships</a>
BSXFMI404A	<a href="#">Participate in, lead and facilitate work teams</a>
BSXFMI405A	<a href="#">Manage operations to achieve planned outcomes</a>
BSXFMI406A	<a href="#">Manage workplace information</a>
BSXFMI407A	<a href="#">Manage quality customer service</a>
BSXFMI408A	<a href="#">Develop and maintain a safe workplace and environment</a>
BSXFMI409A	<a href="#">Implement and monitor continuous improvements to systems and processes</a>
BSXFMI410A	<a href="#">Facilitate and capitalise on change and innovation</a>
BSXFMI411A	<a href="#">Contribute to the development of a workplace learning environment</a>
BSXFMI501A	<a href="#">Manage personal work priorities and professional development</a>
BSXFMI502A	<a href="#">Provide leadership in the workplace</a>
BSXFMI503A	<a href="#">Establish and manage effective workplace relationships</a>
BSXFMI504A	<a href="#">Participate in, lead and facilitate work teams</a>
BSXFMI505A	<a href="#">Manage operations to achieve planned outcomes</a>
BSXFMI506A	<a href="#">Manage workplace information</a>
BSXFMI507A	<a href="#">Manage quality customer service</a>
BSXFMI508A	<a href="#">Develop and maintain a safe workplace and environment</a>
BSXFMI509A	<a href="#">Implement and monitor continuous improvements to systems and processes</a>
BSXFMI510A	<a href="#">Facilitate and capitalise on change and innovation</a>
BSXFMI511A	<a href="#">Contribute to the development of a workplace learning environment</a>
BSZ401A	<a href="#">Plan assessment</a>
BSZ402A	<a href="#">Conduct assessment</a>
BSZ403A	<a href="#">Review assessment</a>
BSZ404A	<a href="#">Train small groups</a>
MEM18.18AA	<a href="#">Maintain pneumatic system components</a>
MEM18.19AA	<a href="#">Maintain and repair pneumatic systems</a>
MEM18.20AA	<a href="#">Maintain hydraulic system components</a>
MEM18.21AA	<a href="#">Maintain and repair hydraulic systems</a>
MEM18.22AA	<a href="#">Maintain/repair/replace fluid power controls</a>

## **COMPETITIVE MANUFACTURING**

### **Qualification Name**

MCM30104	<a href="#">Certificate III in Competitive Manufacturing</a>
MCM30204	<a href="#">Certificate III in Manufacturing Technology</a>
MCM40104	<a href="#">Certificate IV in Competitive Manufacturing</a>
MCM40204	<a href="#">Certificate IV in Manufacturing Technology</a>
MCM50104	<a href="#">Diploma of Competitive Manufacturing</a>
MCM60104	<a href="#">Advanced Diploma of Competitive Manufacturing</a>

**Unit of Competency Name**

MCMC210A	<a href="#">Manage the impact of change on own work</a>
MCMC410A	<a href="#">Lead change in a manufacturing environment</a>
MCMC610A	<a href="#">Manage relationships with non-customer external organisations</a>
MCMC611A	<a href="#">Manage people relationships</a>
MCMC612A	<a href="#">Manage workplace learning</a>
MCMS200A	<a href="#">Apply competitive manufacturing practices</a>
MCMS201A	<a href="#">Sustain process improvements</a>
MCMS400A	<a href="#">Implement a competitive manufacturing system</a>
MCMS401A	<a href="#">Ensure process improvements are sustained</a>
MCMS600A	<a href="#">Develop a competitive manufacturing system</a>
MCMS601A	<a href="#">Analyse and map a value chain</a>
MCMS602A	<a href="#">Manage a value chain</a>
MCMS603A	<a href="#">Develop manufacturing related business plans</a>
MCMT220A	<a href="#">Apply quick changeover procedures</a>
MCMT221A	<a href="#">Apply Just in Time (JIT) procedures</a>
MCMT230A	<a href="#">Apply cost factors to work practices</a>
MCMT231A	<a href="#">Interpret product costs in terms of customer requirements</a>
MCMT240A	<a href="#">Apply 5S procedures in a manufacturing environment</a>
MCMT250A	<a href="#">Monitor process capability</a>
MCMT251A	<a href="#">Apply quality standards</a>
MCMT260A	<a href="#">Use planning software systems in manufacturing</a>
MCMT261A	<a href="#">Use SCADA systems in manufacturing</a>
MCMT270A	<a href="#">Use sustainable energy practices</a>
MCMT271A	<a href="#">Use sustainable environmental practices</a>
MCMT280A	<a href="#">Undertake root cause analysis</a>
MCMT281A	<a href="#">Contribute to the application of a proactive maintenance strategy</a>
MCMT421A	<a href="#">Facilitate a Just in Time (JIT) system</a>
MCMT430A	<a href="#">Improve cost factors in work practices</a>
MCMT432A	<a href="#">Analyse manual handling processes</a>
MCMT440A	<a href="#">Lead 5S in a manufacturing environment</a>
MCMT450A	<a href="#">Undertake process capability improvements</a>
MCMT451A	<a href="#">Mistake proof a production process</a>
MCMT452A	<a href="#">Apply statistics to processes in manufacturing</a>
MCMT460A	<a href="#">Facilitate the use of planning software systems in manufacturing</a>
MCMT461A	<a href="#">Facilitate SCADA systems in a manufacturing team or work area</a>
MCMT481A	<a href="#">Undertake proactive maintenance analyses</a>
MCMT482A	<a href="#">Assist in implementing a proactive maintenance strategy</a>
MCMT620A	<a href="#">Develop quick changeover procedures</a>
MCMT621A	<a href="#">Develop a Just in Time (JIT) system</a>
MCMT630A	<a href="#">Optimise cost of product</a>
MCMT631A	<a href="#">Undertake value analysis of product costs in terms of customer requirements</a>
MCMT640A	<a href="#">Manage 5S system in a manufacturing environment</a>
MCMT650A	<a href="#">Determine and improve process capability</a>
MCMT660A	<a href="#">Develop the application of enterprise systems in manufacturing</a>
MCMT661A	<a href="#">Determine and establish information collection requirements and processes</a>
MCMT670A	<a href="#">Develop and manage sustainable energy practices</a>
MCMT671A	<a href="#">Develop and manage sustainable environmental practices</a>
MCMT675A	<a href="#">Facilitate the development of a new product</a>
MCMT681A	<a href="#">Develop a proactive maintenance strategy</a>

**Imported Units****National Code      Unit of Competency Name**

MEM12.24A	<a href="#"><u>Perform computations</u></a>
MEM15.1AA	<a href="#"><u>Perform basic statistical quality control</u></a>
MEM15.1B	<a href="#"><u>Perform basic statistical quality control</u></a>
MEM15.8BA	<a href="#"><u>Perform advanced statistical quality control</u></a>
MEM16.6A	<a href="#"><u>Organise and communicate information</u></a>
MEM16.8A	<a href="#"><u>Interact with computing technology</u></a>
MEM2.14C5A	<a href="#"><u>Use graphical techniques and perform simple statistical computations</u></a>
MEM30.10A	<a href="#"><u>Set up basic hydraulic circuits</u></a>
MEM30.11A	<a href="#"><u>Set up basic pneumatic circuits</u></a>
MEM30.12A	<a href="#"><u>Apply mathematical techniques in a manufacturing engineering or related environment</u></a>
MEM30.13A	<a href="#"><u>Assist in the preparation of a basic workplace layout</u></a>
MEM30.14A	<a href="#"><u>Apply basic just in time systems to the reduction of waste</u></a>
MEM30.15A	<a href="#"><u>Develop recommendations for basic set up time improvements</u></a>
MEM30.16A	<a href="#"><u>Assist in the analysis of a supply chain</u></a>
MEM30.17A	<a href="#"><u>Use basic preventative maintenance techniques and tools</u></a>
MEM30.18A	<a href="#"><u>Undertake basic process planning</u></a>
MEM30.19A	<a href="#"><u>Use resource planning software systems in manufacturing</u></a>
MEM30.1A	<a href="#"><u>Use computer aided drafting systems to produce basic engineering drawings</u></a>
MEM30.20A	<a href="#"><u>Develop and manage a plan for a simple manufacturing related project</u></a>
MEM30.21A	<a href="#"><u>Prepare a simple production schedule</u></a>
MEM30.22A	<a href="#"><u>Undertake supervised procurement activities</u></a>
MEM30.23A	<a href="#"><u>Prepare a simple cost estimate for a manufactured product</u></a>
MEM30.24A	<a href="#"><u>Participate in quality assurance techniques</u></a>
MEM30.25A	<a href="#"><u>Analyse a simple electrical system circuit</u></a>
MEM30.2A	<a href="#"><u>Produce basic engineering graphics</u></a>
MEM30.3A	<a href="#"><u>Produce detailed engineering drawings</u></a>
MEM30.4A	<a href="#"><u>Use CAD to create and display 3D models</u></a>
MEM30.5A	<a href="#"><u>Calculate force systems within simple beam structures</u></a>
MEM30.6A	<a href="#"><u>Calculate stresses in simple structures</u></a>
MEM30.7A	<a href="#"><u>Select common engineering materials</u></a>
MEM30.8A	<a href="#"><u>Apply basic economic and ergonomic concepts to evaluate engineering applications</u></a>
MEM30.9A	<a href="#"><u>Contribute to the design of basic mechanical systems</u></a>
PMASUP390A	<a href="#"><u>Use structured problem solving tools</u></a>

### Australian Apprenticeships in the Automotive Industry Manufacturing training packages

#### Australian Apprenticeships commencements 12 months to December 2005 by Automotive Industry Manufacturing training package

12 months to December	2000	2001	2002	2003	2004	2005
AUM20100 - Certificate II in Automotive Manufacturing	60	340	730	1,950	800	320
AUM25101 - Certificate II in Automotive Manufacturing (Bus, Truck & Trailer)	0	30	40	10	50	10
AUM35101 - Certificate III in Automotive Manufacturing (Bus, Truck & Trailer)	10	30	90	100	100	110
AUM40100 - Certificate IV in Automotive Manufacturing (Frontline Management)	0	0	0	0	80	0
AUM - Automotive Industry Manufacturing - Total	80	400	870	2,060	1,020	450

*Source: National Centre for Vocational Education Research December 2005 estimates  
figures may not sum due to rounding*

#### Australian Apprentices in training as at December 2005 by Automotive Industry Manufacturing training package

as at Decemeber	2000	2001	2002	2003	2004	2005
AUM20100 - Certificate II in Automotive Manufacturing	70	390	1040	2,740	2960	2310
AUM25101 - Certificate II in Automotive Manufacturing (Bus, Truck & Trailer)	0	30	60	40	50	30
AUM35101 - Certificate III in Automotive Manufacturing (Bus, Truck & Trailer)	10	40	120	180	210	240
AUM40100 - Certificate IV in Automotive Manufacturing (Frontline Management)	0	0	0	0	70	70
AUM - Automotive Industry Manufacturing - Total	80	460	1220	2,960	3,290	2650

*Source: National Centre for Vocational Education Research December 2005 estimates  
figures may not sum due to rounding*