

Submission to Senate Inquiry into Current and Future Skills Needs



Department of Education and Training
Government of Western Australia

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Introduction

This submission is in two parts. The first part provided information regarding the vocational education and training (VET) sector in Western Australia in response to the terms of reference for the inquiry. The second part addresses additional information sought by the inquiry.

The interface between the States/Territories and the Commonwealth

The Australian National Training Authority (ANTA) Agreement between States/Territories and Commonwealth governments governs national planning, decision making, funding and accountability arrangements for the sector. The Agreement also requires the development of agreed national priorities based on the National Strategy. The statement of Annual National Priorities (refer to Appendix B) is developed by ANTA in collaboration with the Commonwealth, States and Territories.

By their very nature, national priorities take a macro-view. States and Territories are required to provide a local response to these priorities via the VET plan. This process allows State governments to utilise localise planning strategies to address specific skills shortages within the national context.

Part A – Addressing the Terms of Reference

a) Areas of skills shortages and labour demand in different areas and locations, with particular emphasis on projecting skills requirements.

The unprecedented rate and breadth of technological advances, and the impacts of global competition on the pace of developing and adopting new technologies, will have significant effects on the Western Australian labour market – changing where, when and how work is done, and by whom. These changes are leading to new work opportunities, particularly in emerging industries and occupations. The Department of Education and Training aims to meet these changes through the provision of learning experiences which are relevant at all stages of career development, transition for industries, communities and individuals.

Current skill shortages in Western Australia and strategies to address these shortages are outlined in Appendix A.

b) The effectiveness of current Commonwealth, state and territory education, training and employment policies, and programs and mechanisms for meeting current and future skills needs and any recommended improvements Industry strategies to meet current and emerging skill needs.

Early recognition of skill developments, the identification of needs and the development of options for action are central requirements in any future-oriented training strategy. Such a strategy can also be of importance for the labour market by making a contribution to the prevention of unemployment resulting from a mismatch between the supply of, and demand for, skills.

The Department of Education and Training takes a strategic and integrated approach to the allocation and prioritisation of VET resources.

This encompasses:

- extensive industry, regional and community consultation;
- funding a network of 14 Western Australian Industry Training Advisory Bodies (ITABs) to provide ongoing advice on industry skill/training priorities;
- the analysis of a range of economic, labour market, demographic indicators and forecasts;
- regular consultation with training providers and government agencies;
- evaluating VET performance and review information; and
- commissioning specialised industry/regional studies and research.

The outcomes of this process, which also include the validation of priorities and negotiation of resources, are articulated in the *State Training Profile*. The *State Training Profile* identifies priorities for the VET system over the next three years, consistent with industry, regional and community needs, and is updated annually. The *State Training Profile* forms part of the Department's broader *State Training Strategy* which describes longer-term directions for the VET system.

This integrated planning process enables the Department of Education and Training to monitor and respond to changing industry skill priorities.

Key outcomes have included:

- increased training provision in priority skill areas;
- publicly tendered training programs to enable public and private training providers to bid for the delivery of innovative programs to address specific industry needs;
- accelerated training programs;
- an increased emphasis on apprenticeships and traineeships; and
- the establishment of strategic partnerships between the VET sector and industry in the development of industry-responsive training initiatives.

The resources sector is of high significance to the Western Australian economy. It is recognised that industries within the resources sector, are extremely dynamic and subject to rapid fluctuations in labour demand due to a

host of domestic and international factors. To accommodate the need for rapid-response training and skills development in such industries, the Department is refocusing publicly funded training effort with an emphasis on upskilling programs for the existing workforce and implementing strategies to build the capacity of the training system to deliver 'just-in-time' industry training solutions.

The State Training Board has the task of setting the longer term planning agenda and is currently in the process of developing State Training Sector Strategy, for the period 2004-2010.

The Strategy has been prepared in the context of global trends in education and training, the specific needs of Western Australian industry and community and also reflects the national policy development coordinated through the Australian National Training Authority (ANTA).

The State Training Sector Strategy, 2004-2010, is aimed at setting the higher level directions for training, mindful of the need to integrate this strategy with those of the school and higher education sectors.

The following sections outline strategies to both:

- address current skills shortages; and
- meet emerging skill needs.

Strategies to address current skills shortages

The State Training Strategy

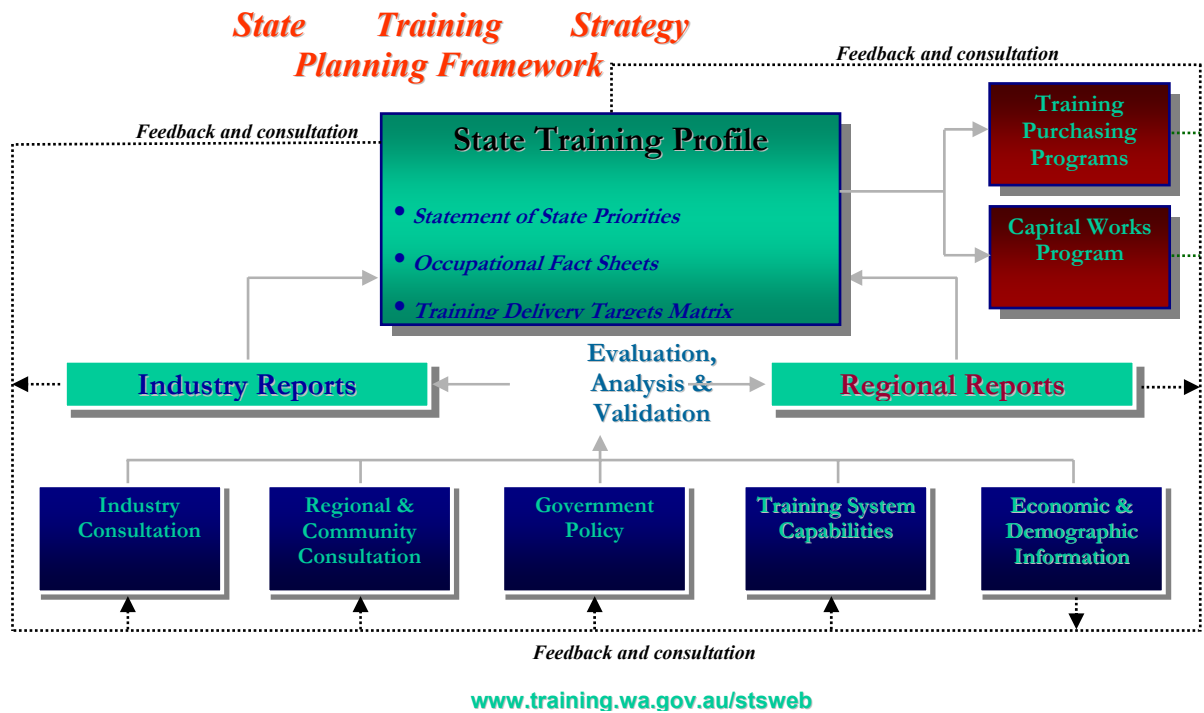
The *State Training Strategy* is the framework through which the Department of Education and Training consults on VET issues including skill shortages. It is the method by which diverse pieces of information and data are brought together, evaluated and analysed to inform the training and employment priorities of Western Australia and the strategies required to address them.

The aim of the *State Training Strategy* is to provide a forum for ongoing, interactive discussion on issues impacting the VET sector in the State. Its key output is the State Training Profile which summarises Statewide skills priorities and details what types of training the Department of Education and Training intends to purchase over the next three years.

A range of information and data is gathered on demographic, economic and labour force trends from sources such as the Australian Bureau of Statistics, Monash University, the Departments of Industry and Technology, Local Government and Regional Development and the Ministry for Planning. The Department has also funded research studies and training needs analyses relating to particular industries and regions.

To both supplement and verify this data, various clients and stakeholders of the VET system are consulted around Western Australia. Information on Industry needs are collected from the Industry Training Council (ITC) and Industry Training Advisory Body (ITAB) network, peak employer and employee bodies, enterprises, individuals and other State and Federal government departments.

These indicators of current and future supply and demand for VET guide decisions about investments in training at industry, occupational, regional, institution and course levels.



Strategies to meet emerging skill needs

Emerging industries or occupations can occur as a result of changes in technologies, markets, or regulations. In this context ‘emerging’ is used to define industries or occupations that

- are completely new;
- already exist, but are undergoing significant change; or
- are experiencing high employment growth.

Developing a culture of innovation in the training sector, promoting the technological capacity of the sector to industry, other government agencies and the community is a high priority of the Department of Education and Training.

As part of the strategy for developing and supporting new knowledge-based industries, the Department seeks partnerships with relevant government agencies, Industry Training Councils and other industry organisations. There is a wide range of information sources utilised in the preparation of the State Training Strategy and industry and regional plans. There are also a number of valuable industry networks that the Department has established.

Following are some examples where effective industry strategies have been used to identify current and emerging skill needs. The outcomes of each of the

projects listed below are incorporated in the Department's short and medium term planning processes.

Burrup Skills Taskforce (*State-based initiative*)

Western Australia's economy is strongly driven by the minerals, mining and resources sectors. Within these industries, occupations which are particularly subject to cyclical skill shortages include:

- metal trades (boilermakers, mechanical fitters, pipe fitters, pipe/plate welders);
- electrical/electronic/instrumentation trades;
- experienced engineers (ie project, process, structural, mechanical, instrument/electrical);
- draftspersons/designers with knowledge of specialist design/drafting software packages;
- mobile plant and crane operators;
- process plant operators; and
- trades/technical supervisors.

Although many of the State's major resource development projects are situated in regional and remote areas, it is often difficult to pinpoint where skill shortages will occur. Projects in remote localities typically offer lucrative, short-term remuneration packages to attract skilled personnel from across the State (and beyond). This can lead to job vacancies and skill shortages in the metropolitan region and other areas of the State. As such, skill demand and supply issues need to be considered within a whole-of-State context.

Since 1995/96 the Department has regularly commissioned research into the *Skill Requirements of Major WA Resource Development and Infrastructure Projects*. This research forecasts the expected labour requirements arising from new/planned resource/infrastructure development projects over the next five years, across 38 skill categories, encompassing both the construction and operations phases of projects. This information is utilised by the Department in determining priorities for the publicly funded training system and in the allocation of training resources.

The State Government's establishment of a Burrup Skills Taskforce in August 2002 is a proactive initiative to identify and address the emerging skill requirements on the Burrup Peninsula, near Karratha. Several downstream gas processing and petrochemical projects are planned in the area, which represent a new value-adding industry for Western Australia with specialised skill and training requirements. The Taskforce was charged with the responsibility of identifying and quantifying the skill needs associated with the projects, and developing an integrated strategy to address these requirements - with an emphasis on maximising the employment and training of Western Australians. The Taskforce comprised of key industry representatives and stakeholders with expertise in the construction and/or operations skill requirements of the planned developments on the Burrup. The deliberations of the Burrup Skills Taskforce culminated in the preparation of a report for the State Government in March 2003, recommending specific skill supply and training strategies,

including industry-Government partnerships in the development of specialised training programs and facilities to address industry needs.

A copy of the *Report of the Burrup Skills Taskforce* is attached at Appendix C. Additional copies are available from the Department of Education and Training website at www.training.wa.gov.au.

ICT Strategy (*State-based initiative*)

The knowledge economy in Australia has surpassed the ‘industrial economy’ with over 70% of people now employed in service-based (thus knowledge driven) organisations and over 70% of GDP emanating out of such businesses. New knowledge-based industries are emerging at a rapid rate presenting opportunities for economic growth, potentially on a parallel to that created by the emergence of the mining boom.

Critical to this positioning will be the decisions Western Australia makes in regard to:

- the continued growth of the Information and Communication Technology (ICT) sector;
- a shift in thinking regarding the concepts and skills underpinning knowledge industries; and,
- the strategies and behaviors to adopt when pursuing emerging industries in the future.

In September 2001 the Department of Education and Training launched its Information and Communication Technology (ICT) Strategy entitled ‘The Information Age: a training and employment strategy’. In developing this strategy, the Department identified three major themes relating to ICT skills:

- providing a skilled workforce for industry;
- responding to the computer literacy/fluency needs of the community; and
- the provision of on-line training and employment sector related services.

The three themes are supported by a range of initiatives that have been funded by the Department of Education and Training.

One such initiative resulted from specific research. It was recognised that, while there is a relatively high level of computer literacy within Western Australia, there is a number of important segments being left behind in the information society. There is growing concern at the divide which is opening up in the community, where people who have good computer, and probably Internet skills, have more employment opportunities, information sources, leisure activities and ways to keep in touch.

As part of its ICT Strategy, the Department of Education and Training established a \$1 million *First Click* fund in 2001, to provide learning materials and community based grants for programs aimed at people wanting to learn the first steps towards computer literacy. *First Click* is designed to increase computer literacy among the 400,000 adult Western Australians who have no computing skills and do not want to enrol in a formal course at TAFE or University. *First Click* is now in its third year.

In 2002, First Click grants were made to 71 not-for-profit community based organizations for the provision of basic computer literacy programs. Approximately 2300 free First Click Learning Resource packages were also distributed to individuals and organisations throughout Western Australia. Feedback to date from users has been very positive.

Aged Care Steering Committee (*State-based initiative*)

Aged care has been identified as a rapidly growing industry sector due to the increasing proportion of older people in the general community. The Department of Education and Training established an Aged Care Steering Committee in a collaborative partnership with the Community Services, Health and Education Industry Training Advisory Body. This committee comprises of key stakeholders from within the aged care services sector along with union, State and Commonwealth government representatives.

The major focus of this Steering Committee is to further develop the strategic directions to the aged care training and employment issues that were identified and ratified at a specially convened Age Care Workshop.

In addition, the Aged Care Steering Committee will provide the Department of Education and Training with advice on the potential timeframes for the implementation of these strategies and the major stakeholders that could assist in facilitating this process. The Department of Education and Training will closely consider this information in the planning of future training provisions for the Aged Care Sector .

Science and Technology Strategy: supporting innovation (*State-based initiative*)

The *Science and Technology Strategy and Fund* was established in 1999 by the then Department of Training in conjunction with the State Training Board. The Strategy recognised the VET sector as ideally positioned to develop a leadership role in technology diffusion and applied science. The Strategy aimed to develop the science and technology capacity of the VET sector and help position Western Australia as a progressive and innovative place to do business.

The key initiative of the *Science and Technology Innovation Strategy* is the Science and Technology Innovation Fund. The Innovation Fund has provided up to \$1 million annually in grants to assist Registered Training Organisations to develop innovative, industry-relevant science and technology projects, in collaboration with private companies, government agencies, universities, or other similar bodies. Through this initiative, the Department has funded a total of 24 science and technology related projects since 1999, with over \$2.6 million in grants allocated to both public and private RTOs.

Environmental Jobs in Western Australia (*State-based initiative*)

One of the fastest growing international industry sectors is environmental goods and services. World demand for renewable energy is predicted to grow by 82 per cent in the period 2003 to 2020. Worldwide demand for organic

agricultural produce has grown 20 per cent every year for the last ten years and is anticipated to continue to grow.

This growth means more employment opportunities and training in the skills needed for these emerging industries. The Department of Education and Training has commissioned a survey which identified:

- the rate of growth in green jobs over the past five years in selected sub-sectors;
- the anticipated growth rate for the coming five years;
- emerging jobs in new categories;
- training needs;
- current and projected skill shortages; and
- impediments to growth in the environmental sector.

The Department of Education and Training will incorporate the recommendations from this project in its planning processes.

Traineeships and Apprenticeships - Fast Track Apprenticeship Program *(State-based initiative)*

The Fast Track Apprenticeship Program aims to identify people, preferably mature aged people, that have skills associated with Metals but may not have direct industry experience and place these people into an apprenticeship. People are placed into the Fast-track program based on the outcomes of a skills assessment.

Developed by the Department of Education and Training in conjunction with the Metals Industry Training Council the pilot has signed up 76 apprentices. Following the success of the program the pilot has been extended to a second phase, for development of a model for use by other Industry Training Advisory Bodies

Apprenticeship and Traineeship Task Force *(State-based initiative)*

Following a Ministerial request the State Training Board has been investigating the apprenticeship and traineeship activity in Western Australia, with specific attention to strategies to grow apprenticeship and traineeship numbers.

Through the consultations process to date the following key issues were identified:

- modernise the Western Australian apprenticeship and traineeship system including amending the Training Act;
- expand in a managed way, traineeships and apprenticeships into new and emerging industries;
- promote the benefits of a well trained workforce to industry and raise the status of apprenticeships and traineeships in the community;
- simplify the apprenticeship and traineeship system to deal with the changing nature of employment and business enterprises.

The final report of the Taskforce is due for completion by April 2003.

Small Business Task Force (*State-based initiative*)

Also following a Ministerial request to the State Training Board, the training needs of Small Business in Western Australia are being investigated through a taskforce representative of the small business and government agencies that interact with small business and relevant training providers.

In the Small Business Training Report, due for release in April, the following recommendations are made:

- expansion of on-line learning opportunities;
- more non-credentialled skills development;
- retention of training incentives programs; and
- the expansion of apprenticeship and traineeship into small business specialisations.

Biotechnology (*Commonwealth initiative*)

Biotechnology has been identified as a key enabling technology that is transforming traditional industries such as agriculture, mining and manufacturing. Current training delivery only indirectly addresses skills required for the biotechnology industry.

The Department of Education and Training has secured funding from the Australian National Training Authority (ANTA) to engage with this emerging industry and develop an initiative, where a training provider works in new ways to assist with innovation.

The project, which is managed through a TAFE provider, will develop a model for identifying and responding to training needs of this rapidly emerging industry. In addition, the project will establish a biotechnology industry network group that will facilitate the identification of training requirements relevant to the VET sector, related products and professional development needs of staff.

The effectiveness of this program will be assessed at the completion of the project in August 2003.

Student Outcomes Framework - matching supply with demand (*State-based initiative*)

Western Australia has developed an *Outcomes Framework for VET*. The VET sector is distinguished by the great diversity of the goals, educational background and circumstances of its student population. Effective planning and evaluation of the State's progress towards addressing skills shortages requires a thorough understanding of the student population. Segmenting the student population is the best way of achieving this understanding.

Student segments are not a move away from industry responsiveness. Industry need competencies. Those competencies are provided by people with different goals and learning needs. The great majority of students in VET have a vocational goal (for example, their first job, a promotion or a change in their

career). By understanding these goals the VET system is better placed to meet the needs of both students and enterprises.

The most useful way of segmenting the student population is to recognise the different learning needs which can arise over the course of an individual's adult and working life.

The Framework uses the following simplified set of student segments –

- Labour Market Entrants – youth job seekers;
- Career Changers – mature age job seekers;
- Skill Improvers – people seeking training for a job or career they already have, often to update or improve their skills or gain a promotion;
- Apprentices and Trainees – people employed, with a formal contract of training with their employer; and
- Further Education – people training for self development (can include computer and adult literacy).

Implementing the Framework is:

- assisting in moving the VET system from a focus on activity and efficiency to a greater focus on effectiveness and client outcomes;
- increasing effectiveness by improving the match between the student and the 'training product'; and
- increasing public and stakeholder understanding of the social and economic benefits of VET.

c) Effectiveness of industry Strategies to meet current and emerging skill needs

Many industries are subject to cyclical skill shortages. As a consequence of a reduction in training during periods of economic downturn, particularly apprenticeships, skill shortages regularly emerge as the economy recovers. Despite industry awareness, issues around the 'bottom line' and tight profit margins are often cited as major constraints to employing apprentices during periods of low activity.

The State Government, through the Department of Education and Training, is pursuing counter-cyclical measures as a means of reducing skill shortages, with an emphasis on employment-based training and upskilling strategies targeting the existing workforce. This has included the previously noted pilot *Fast Track Apprenticeship Program* which incorporates flexible, on-the-job learning and upskilling for existing employees, with relevant experience but who do not possess trade qualifications.

However, ultimately the onus is on industry to take up these opportunities and to maintain a long-term commitment to training to ensure that an appropriately skilled workforce is available to meet future labour requirements.

d) The performance and capacity of Job Network to match skills availability with labour-market needs on a regional basis and the need for improvements.

The main purpose of JobNetwork is to reduce the number of unemployed, or more accurately, the number of recipients of government income support.

The JobNetwork role in terms of skill matching is fulfilled by the job matching function, and this is largely a self regulating mechanism. A job is identified and registered, and a jobseeker self selects, or is referred to the placement by the JobNetwork.

The driver for this mechanism is to move an unemployed person off income support, and this contributes to:

- the referral by a JobNetwork member being primarily influenced by the perception of an employer's willingness to fill a vacancy with a person who is in receipt of unemployment benefits rather than the person who best matches the skills being sought;
- a tendency to refer for short term outcomes (providing outcome payments for the JobNetwork provider), leading to skilled people being placed in the first available position rather than waiting for a vacancy which may make better use of the person's skills; and
- no incentive for the JobNetwork to provide career planning advice which may result in a medium term exit from the labour market to undertake further education training to align skills to projected regional demand.

However the new round of contracts commencing in July 2003 will increase the focus on the needs of the disadvantaged and long term unemployed. The additional resources available for this group may provide the JobNetwork with the incentive to take a longer term view of the types of assistance necessary to improve this group's chance of labour market success. This may therefore result in the JobNetwork taking a more strategic view of the labour market leading to assistance linked more closely to projected labour market shortages.

See also section Part B (iii) on the issue of employability skills.

e) Strategies to anticipate the vocational education and training needs flowing from industry restructuring and redundancies and any recommended improvements.

One of the largest industry restructuring processes is currently taking place in Western Australia as a result of the State Government's – *Protecting Our Old Growth Forest Policy*, announced in 2001. About two-thirds of the industry's workforce will be affected. The following assistance programs will be in place to the year 2006.

There are likely to be less jobs in the industry due to the restructure. In order to assist affected, existing workers in the industry with the transition to other

jobs, the Department of Education and Training introduced a Worker Assistance Program (WAP) and an offer to provide Recognition of Current Competencies (RCC).

Workers Assistance Program (WAP)

The following components of the WAP are offered to forest workers who have been made redundant as a result of the State Government's Forest Policy:

Pre / Post Redundancy Training

This includes short training courses that help assess skills, aid in planning career goals and identify options for the future.

Vocational Training

Up to \$5,000 is available for workers to access training to improve language and literacy skills, gain a skill or qualification to take up a local work opportunity, or to gain a skill or qualification to secure employment in another area. This assistance is available to cover the cost of training courses (including books and fees), return travel between the training site and home, and accommodation expenses.

Employment Assistance

Up to \$3,000 is available as an incentive to an employer to engage a displaced employee in full-time or part-time employment.

Travel and Relocation Assistance

Up to \$2,000 is available for expenses incurred in travel for job interviews, job search activities, or expenses incurred in relocating to another area.

Mortgage and Rent Assistance

Up to \$5,000 is available for costs associated with the sale of a home and for the purchase of a new home, or for moving from one rental home to another. Funds are also available to cover rental or mortgage payments.

Special Redundancy Payment

A special redundancy payment is available to eligible Western Australian Industry Assistance Program workers.

Recognition of Current Competency

The Department of Education and Training provides RCC for workers in the Western Australian native forest hardwood industry.

This RCC service is offered by two regional TAFE colleges and is funded by the Department of Education and Training to assist native forest hardwood timber industry workers obtain nationally recognized certification for skills they have developed, but for which they have no certification, during their service in the industry. This is provided free of charge to the employees and management staff of the Western Australian native forest hardwood industry.

This service is currently available to all workers in the industry, whether they are involved in the redundancy process resulting from the implementation of

the State Government's *Protecting Our Old Growth Forests Policy* or not. However, priority is given to those workers who have been retrenched, have been given notice of retrenchment or work in an enterprise that will close as a result of the policy.

Up-skilling of Existing Workers

A major priority of the Department of Education and Training is improving workforce access to training opportunities and a number of funding strategies. These include skills recognition and funding of specific training programs through Skilling WA. The Skilling WA program provides funds for short training programs that allow existing workers to gain skills to assist them in their workplace.

A specific application of these strategies is demonstrated through the work undertaken with the road freight transport and distribution sector in Western Australia. This sector is currently undertaking a major overhaul of its operations, which will culminate in the formal requirement for accreditation. Underpinning the new accreditation system will be the requirement for workers in the Western Australian road transport industry to be appropriately trained and qualified in areas such as vehicle inspection and maintenance, safety and fatigue management as well as quality systems.

As part of a strategic development plan for the establishment of a broad based, sustainable training culture for the road freight transport and distribution sector the Department of Education and Training approved a pilot program which was managed by the Transport and Storage Industry Training Council. During the pilot, more than 2,500 existing workers signed up as trainees. The pilot also included the development of a suitable supervision model for trainees.

f) Consultation arrangements with industry, unions and the community on labour-market trends and skills demand in particular, any recommended appropriate changes.

The **State Training Profile** is the key output of the **State Training Strategy** and aims to identify priorities and directions for publicly funded VET based on the needs of Western Australians.

Changes in demand for VET are addressed through shifts in resource allocation in the State Training Profile. However, when considering competing needs in a limited resource environment, prioritisation of publicly funding VET is crucial.

The State Training Profile has been developed through an extensive consultation process with stakeholders throughout Western Australia and incorporates diverse consultation arrangements with industry, unions and the community, including:

Industry

Training and employment requirements are developed in collaboration with the Industry Training Advisory Bodies. Industry Training Advisory Bodies (ITABs) have been a feature of Western Australia's VET system since the

1980's. These bodies have provided Government with independent strategic advice on the vocational education and training (VET) needs of industry, promoted the vocational education and training system and actively facilitated the development of 'training networks' within industry. This advice has been used by the Department of Education and Training and the State Training Board to inform the development of VET planning processes. In particular, the role of the ITABs in Western Australia is to:

- act as an interface between industry and Government on vocational education and training issues through the development, maintenance and extension of industry networks;
- promote the National Training Framework to industry and seek industry's participation in nationally recognised training;
- provide leadership to industry in matters associated with vocational education and training;
- identify and promote employment based training opportunities to industry; and
- work collaboratively with the Department of Education and Training and the State Training Board in the identification of current and future industry vocational education and training priorities.

Community

The Department of Education and Training has established four Local Learning and Employment Partnership (LLEP) pilots. In broad terms, LLEPs are partnerships between the Department of Education and Training and groups or organisations within the local community who are involved in assisting 15 – 19 years olds in their transition from education into further education and training or employment.

LLEPs are about engaging education, training, community, employment, industry, regional development and local government to achieve the best possible learning and employment outcomes for young people in a region.

The main objectives of the LLEPs are to:

- maximise education, training and employment opportunities, particularly for young people;
- maximise positive outcomes of people in post compulsory education, training and employment; and
- facilitate partnerships between education and training providers and other government agencies that assist young people during their the transition period from education to further education, training or employment.

Structure of the Western Australian economy

The Department of Education and Training has commissioned the Centre of Policy Studies, Monash University to provide detailed economic and employment forecasts for Western Australia.

In particular, the industry, occupational and regional employment projections inform a number of the Department's key planning processes, including the development of the State Training Strategy and State Training Profile.

Forecasts are made for the medium term (six years) and the data is updated on a quarterly basis at a variety of levels:

- **State:** Employment performance at the state level, in comparison with forecasts for the rest of Australia.
- **Industry:** Forecasts for employment growth in each major industry in Western Australia, where these are categories of the Australian New Zealand Standardised Industry Classification (ANZSIC), at the one-digit level e.g. Mining.
- **Occupation:** Western Australian forecasts for employment growth by occupation, using the Australian Standard Classification of Occupation (ASCO) system.
- **Educational Attainment:** Forecasts for employment growth by educational attainment within Western Australia.
- **Region:** Forecasts for each region, with the analysis of these trends being undertaken in view of the industrial structure of each region. A discussion of forecasts for industries, educational attainment and occupational groupings for the regions is also undertaken.

Part B - Additional information sought by the inquiry

(i) The issue of traditional as compared to new apprenticeships and traineeships.

The term 'New Apprenticeship' has caused considerable confusion in Western Australia as industry has struggled to understand the differences between the 'traditional apprenticeships' and 'New Apprenticeships' which encompass both apprenticeships and traineeships.

In Western Australia all apprenticeships are traditionally trade-based and are legislated under the Industrial Training Act. Traineeships are generally in non-trade areas and are not legislated. Traineeships are established under a general regulation of the Industrial Training Act and are administered under a State departmental policy framework. This allows for greater flexibility in the administration of traineeships.

Over the past ten to fifteen years there have been considerable changes at a national level in the infrastructure of the apprenticeship and traineeship system which have resulted in a significant increase in the number of commencements. Traineeships in Western Australian context in particular have grown significantly in the last few years as efforts have been made to broaden the occupational base and introduce traineeships into areas where there has previously been little or no structured training.

In 1998, the 'New Apprenticeship System' was introduced nationally with the purpose of implementing a system wide policy that applied to both apprenticeships and traineeships. Whilst industry in Western Australia was supportive of the traineeship system, which was evidenced by the growth in traineeships, it was quite clear in its message that 'traditional apprenticeships' remain distinct. Because of its long history, apprenticeship places have always

been highly sought after as an apprentice emerges as a 'tradesperson' generally after the four years of an apprenticeship indentured term. On the other hand, the public perception is that traineeships, are usually in semi-skilled areas and are therefore not as highly regarded as apprenticeships, though this perception is changing with the introduction of traineeships in industry areas which previously had only apprenticeships and areas such as Information Technology.

Whilst the introduction of traineeships serves to create a much needed training culture in some industries, the qualifications outcome for some semi-skilled traineeships of one year duration is the same as that of an apprenticeship of four-year duration. An illustration of this anomaly in training standards is a one year traineeship in Cleaning (Certificate III in Cleaning with 191 hours of training delivery) as compared to a four year Electrical Apprenticeship (Certificate III in Electro-Technology with 845 of training delivery). Both the cleaning trainee and the electrical apprentice qualify for an AQF Certificate III. It is perhaps understandable, given this kind of example that industry are strongly in favour of keeping the two systems separate.

Changes in the employment based training system has generally moved training from a previous youth oriented and new employment opportunity, to one which encompasses this element but extends the system to one of a delivery methodology. That is the concept of a combination of on and off the job training which is used for reskilling and upskilling the existing workforce across all age groups.

There is sound reasoning behind using this approach to raise the skill level of the labour force, however, in some cases the national drive for growth has not always encompassed a clearly defined and well constructed policy to ensure integrity of training outcomes in this area.

There is a strong need therefore to reinforce the integrity of the program and partnership with industry, to ensure the qualification outcome has been achieved through training and assessment both on and off the job.

Western Australia has undertaken a managed approach to the utilisation of traineeships to reskill and upskill the labour force and has worked strongly with industry to ensure the training system meets industry needs.

The apprenticeship system in Western Australia has, due to legislation and previous industry desire, remained relatively unchanged from a policy perspective. Changes are needed within the system to meet the new demands of industry and occupations that are part of a changing work environment.

This requirement for change is underlined by a general and consistent decline (12%) in apprenticeship commencements between 1994 and 2002.

Whilst Western Australia has increased 73% (13,167 to 22,730) the number of apprentices/trainees in training 1994 to 2002, and at the same time maintained a high level (61.9%) of apprentices/trainees in 'trade and labourer related

occupations', compared with other States/Territories, skills shortages are of considerable concern.

Western Australia is currently approaching the issue of skills shortages from varied directions as it is believed that no single approach will resolve the issue.

(ii) The role of TAFE Colleges

Each of the 10 Western Australian TAFE colleges are established as statutory bodies under section 39 of the *Vocational Education and Training Act 1996* (VET Act) to perform the functions listed in section 37 of the Act. It should be noted that in addition to the 10 TAFE colleges, three universities receive public funds to deliver VET:

- Curtin University- Kalgoorlie Campus or the Vocational Training and Education Centre (VTEC) which in Kalgoorlie is co-located with Curtin's School of Mines and Eastern Goldfields Senior High School's Years 11 and 12 and in Esperance has a campus adjacent to the town's Senior High School;
- the Western Australian Academy of Performing Arts (WAAPA) which is the specialist publicly funded training provider for the performing arts and operates as part of Edith Cowan University; and
- Notre Dame University at Broome.

Two other public institutions with a role in VET delivery are WestOne Services, which provides flexible learning options on behalf of the colleges, and TAFE International which recruits overseas fee paying students for the colleges.

The functions of the public VET providers include:

- to provide vocational education and training consistent with a College Training Profile referred to in section 42 (2) (a);
- to provide to an employer, a group of employers or any other persons or authorities such fee-for-service training programs as are authorised by the Minister;
- to undertake research and development related to vocational education and training which has a direct practical application to industry, commerce and the community;
- to promote equality of opportunity in the undertaking of vocational education and training;
- to provide or arrange for the provision of services to students;
- to participate in initiatives involving the whole of the State Training System and to collaborate with other colleges and educational institutions to ensure the greatest effectiveness and economy in expenditure and the most beneficial relationship between the college and other colleges and educational institutions throughout the State;
- to contribute to the general development of the community in the region of the college through such activities, including the provision of adult and community education, as may be authorized by the Minister; and

- subject to subsection (2), to provide on behalf of another educational authority such post-secondary education as is approved by the Minister.

TAFE WA is the primary provider of publicly funded VET in Western Australia. In 2002, 112,891 persons undertook training through TAFE WA, participating in almost 1000 different courses offered across the sector. Of these, 101,159 persons participated in VET training, 721 of which also participated in Adult Community Education (ACE) courses. An additional 11,732 persons participated only in ACE courses.

More than 50 TAFE campuses are located throughout Western Australia. In 2002 these campuses were organised into 12 colleges and two institutions, TAFE International and WestOne. From 1 January 2003, TAFE WA has been realigned and there will now be 10 colleges and two institutions. The realignment included the formation of the Pilbara TAFE (from the amalgamation of Eastern Pilbara College of TAFE and West Pilbara College of TAFE) and the establishment of the Swan TAFE (from the amalgamation of Midland College of TAFE, South East Metropolitan College of TAFE and the Balga Campus);

TAFE colleges in 2002	Courses	Clients
Central TAFE	362	26,125
Central West College of TAFE	163	3,831
Challenger TAFE	315	19,015
CY O'Connor College of TAFE	137	3,373
Eastern Pilbara College of TAFE	180	4,409
Great Southern TAFE	147	3,127
Kimberley Regional College of TAFE	91	2,822
Midland College of TAFE	192	9,293
South East Metropolitan College of TAFE	236	12,675
South West Regional College of TAFE	196	6,864
West Coast College of TAFE	231	19,502
West Pilbara College of TAFE	96	1,855
Total	2346	112,891
Unique courses	999	

Data source: Enrolment Statistics Unit – November 2002 monitoring point (i.e. not final data for 2002)

(iii) Generic as compared to industry specific training

In recent times, we have seen the rapid evolution of a new set of business conditions including an increasingly competitive global market, rapid technological change, new forms of work and work organisation and the evolution of knowledge-intensive economies, characterised by an increased focus on the services sector and customisation of products and services. As the modern workplace has changed, so too have the basic skills for getting, keeping and doing work.

There have been several major attempts to place generic/employability skills within useful frameworks. From an Australian perspective the framework that

has had the greatest impact is the Mayer key competencies, endorsed by Australian Ministers for VET in 1993.

There are several criticisms that have been leveled at the current system including:

- a lack of understanding of how generic skills are being advanced in the VET system;
- potential risks in not making the generic/employability skills more explicit; and
- a general lack of understanding about the development pathways followed by individuals as they develop their attributes, values and core skills.

The report *Employability Skills for the Future* was produced in early 2002 by the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) through joint funding by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). The report proposes the adoption of an *Employability Skills Framework*. In broad terms, the Framework has the potential to connect activity in generic skills across all education and training sectors and business and industry.

The framework incorporates a set of key skills that build on the Mayer key competencies. The skills include communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology. The framework also contains personal attributes that contribute to overall employability including loyalty, commitment, honesty, integrity, enthusiasm and adaptability.

From a Western Australian perspective, there is qualified support for adoption of the *Employability Skills Framework*.

- The education and training sectors in this State generally see a shared responsibility for the development of employability skills and attributes and that these skills and attributes are ones that students should have as they make the transition from school to work or further education and training. In relation to the education sector, there is acknowledgement that the concept of employability skills extends beyond the 'VET in Schools' component of the curriculum and that they are in many senses 'life skills' for fuller economic, social and cultural participation. In particular, the achievement of the Overarching Learning Outcomes from the *Curriculum Framework* and the integration of enterprise and vocational education across the Curriculum;
- In this context, the Department of Education and Training considers there is a need for consistency in approach in relation to the development of generic/employability skills. For example, there is a clear interface between the implementation of the Employability Skills Framework and a Ministerial Council on Education, Employment, Training and Youth

Affairs (MCEETYA) project that is currently being undertaken to test a national blueprint for career development in Australia;

- The cost implications of implementation of the *Employability Skills Framework* must be taken into account (from the perspective of any significant revision of Training Packages for example). In the current budgetary environment there will be significant pressure to ensure cost neutrality;
- Tied to this point is the fact that there is already significant work underway in Western Australia with five key frameworks pertinent to the development of employability skills (see Appendix D).
- In terms of teaching generic/employability skills, one of the key areas of contention is how to integrate them into learning. Part of the current problem in relation to the role of the generic/employability skills may lie in the fact that the key competencies have been integrated so well into training packages that they are hidden. There appears to be a tension between the need to integrate them and the need to promote them. The recent Western Australian study *Shaping the VET Practitioner for the Future* suggests that it will be important that appropriate professional development opportunities are available to prepare VET practitioners across the education and training sectors to manage flexible delivery and assessment strategies targeting employability/generic skills;
- The inclusion of ‘personal attributes’ within the proposed *Employability Skills Framework* is considered highly problematic, particularly in relation to how they may be assessed. In that personal attributes refer to a range of non skill-based behaviours and attitudes, there is ongoing debate about whether the VET sector has a primary role in their provision.

(iv) The possibilities and limitations of VET in Schools

Vocational Education and Training (VET) in Schools in Western Australia operates in accordance with the nationally agreed definition which requires students to be studying towards the senior school certificate and completion providing credit towards a recognised VET qualification.

In 2000, 7964 students from the public education sector participated in VET in Schools programs. This increased in 2001 to 13 093 and increased again in 2002 to 14 542 which comprised 45.9% of the years 11 and 12 student cohort.

Since 1 January 2000, schools delivering VET in Schools in Western Australia have been required to comply with the National Training Framework by delivering units of competency or qualifications from Training Packages, where available, and in accordance with the quality assurance requirements of the Australian Recognition Framework (ARF). The ARF requires that VET be delivered by a training organisation registered with the State/Territory Recognition Authority (in Western Australia, this is the Training Accreditation Council) or by an organisation in a partnership arrangement with the Registered Training Organisation (RTO). In partnership arrangements, the

RTO assures the quality of the delivery and assessment by the partnering organisation.

Generally, VET in Schools in Western Australia has been delivered through partnership arrangements with both public and private RTOs. In 2002 5% of delivery was fully outsourced to a provider and 69% was in an auspicing partnership in which the school delivered and the quality assurance was provided by an RTO. 26% of students receive their training in the 22 schools that are training providers.

There are fundamentally four key issues that are being raised at both the State and National levels in relation to VET in Schools:

- Quality of VET in Schools Programs;
- National guidelines for school-based New Apprenticeships;
- Data on VET in Schools; and
- Long-term VET in Schools funding.

Quality of VET in Schools Programs

Despite the success of the VET in Schools pathway, concerns have been raised by industry about the quality of VET in Schools outcomes. In some quarters VET delivered by schools is believed to be a lower standard than that delivered by other RTOs. The veracity of these concerns needs to be tested and the October 2002 meeting of the National Training Quality Council (NTQC) endorsed a resolution requesting ANTA to engage a consultant to address these issues.

National guidelines for school-based New Apprenticeships

The new draft *National Guidelines for School-based New Apprenticeships* address some of the potential risks in the system by clarifying the definition of School-based New Apprenticeships as distinct from part-time New Apprenticeships, as well as including provisions that require greater school involvement in the arrangements.

Data on VET in Schools

The Principles and Guidelines for Improving Outcomes for VET in Schools (2002-2004) specifically indicate that program planning in each State and Territory is to address the achievement of more comprehensive measurement and accountability in the collection of VET in Schools data. Consultation so far suggests this is not yet the case in all States and Territories and needs to be a priority area for attention in the development of Agreements between State Training Authorities and school authorities for 2003.

Long-term VET in schools funding

VET in Schools has been funded through a range of sources involving Commonwealth and State and Territory recurrent and specific purpose program funding. ANTA has provided \$20m pa. since 1997. The need to resolve how VET in Schools is funded beyond the end of 2004 as a program which is fully integrated into the resourcing arrangements for post compulsory education was agreed by ANTA MINCO. A small Working Group convened by ANTA has begun work to provide advice for the ANTA Board to both

ANTA MINCO and MCEETYA by mid 2003. The Working Group is to prepare advice on the current and potential source of funding for VET in Schools, existing effort and the likely future demand for VET in Schools and any transition arrangements that may need to be put in place in moving from the current funding arrangements to both potential and preferred future funding options. In exploring options the Working Group will take a broad cross-sectoral approach and examine all possible funding sources.

(v) The training responsibilities of employers

Two important issues with respect to ‘the training responsibilities of employers’ are quality and employer contributions to training.

The issue of quality was recently raised when the SBS Television broadcast an episode of its current affairs program *Insight* entitled “Learning the Hard Way” (29 August 2002). The program examined the nature of traineeships in Australia and highlighted a number of cases where trainees received little, if any workplace based training. The examples cited in the documentary were all in the Eastern States and involved the transport, retail and fast food industries. The program asserted that for many employers, the financial benefits associated with hiring a trainee are emphasised over the underlying purpose of assisting people get valuable workplace skills. Many of the issues raised were in respect to existing workers and part-time employees.

On the basis of these concerns, ANTA requested the National Training Quality Council (NTQC) to examine some of the issues raised and a Risk Management Group has been established.

In broad terms, Western Australia has always maintained the need for integrity and quality within the apprenticeship and traineeship system. For example, the registration of ‘existing workers’ as trainees is controlled through policy designed to ensure that a genuine upskilling/reskilling requirement exists and is demonstrated prior to the registration of a traineeship. There is also a 20 hour minimum requirement for part time training in traineeships.

The second issue is employer contributions to training.

At both the State and national level, there is ongoing work to help determine the appropriate contribution to the cost of training from government, enterprises and individuals. In particular, a major research project is currently being undertaken at the national level entitled *Resourcing VET*.

This project is occurring in three stages:

- examining the existing arrangements for funding the VET system by governments, industry and individual recipients;
- identifying and discussing the relative merits of different mechanisms to encourage enterprises and individuals to invest in VET; and

- proposing a range of options for the future mix of government/enterprise/individual financial contributions to VET.

The project is due for completion in July 2003.

(vi) The role of school career advisors

School Careers Advisers act as important conduits between industry, students and their parents. They have a hugely significant contribution to make to the development of a competent society that facilitates the development of an appropriately placed and skilled workforce which, in turn, enhances productivity and international competitiveness. The communication and interpretation of information on industry trends and skills shortages can be seen as an important function of a school careers adviser.

There has been a resurgence of interest in role of career advisers in schools in recent times. The newly created Department of Education and Training has recently set up a strategic working group to look at the provision of career guidance across the education and training system. The Department of Education and Training is generally responsible for the information, guidance and counselling services in Western Australian government schools. Services are offered by individual schools dependent upon the importance placed on the provision of the services by the school, the expertise within the school and other constraints such as timetabling.

APPENDIX A

Skill Priorities in Western Australia

The following pages provide an overview of the anticipated skill priorities in Western Australia as identified in the Western Australian State Training Profile 2003 – 2005. A more detailed discussion of occupational and regional skill priorities can be found in Appendix 2 – Western Australian State Training Profile (STP) 2003 – 2005.

This table also provides an overview of the intended response by the Department of Education and Training to provide funding programs to meet the identified industry needs.

The following describes the different funding mechanisms:

College Profile Funding

College Profile Funding is the major funding strategy used to achieve the skill needs identified by the State Training Profile (STP). Under College Profile Funding, accredited training courses are funded through Delivery and Performance Agreements negotiated with 10 TAFE colleges and two universities. College Profile Funding supports training in accordance with the STP in all industry groups and all regions of Western Australia and includes the training of apprentices and trainees.

Apprenticeships and Traineeships

An important feature of both apprenticeships and traineeships is the integration of the employment role and the structured training program in developing the required competencies. Employers are required to provide training in the workplace for the practice of these competencies and integration of formal training and workplace practice needs to be demonstrated.

The principles of User Choice allow employers (together with their trainees and apprentices) to select the Registered Training Organisation (RTO) that will provide or support the trainee/apprentice's accredited training. The RTO selected may be either a TAFE College or a private training organisation that is contracted to deliver traineeships and apprenticeships using public funds.

The User Choice framework aims to increase the relevance and responsiveness of apprenticeships and traineeships by giving clients greater say in where, when and how their training is delivered. Efficient use of public resources is assured by directing funds to the RTOs that are selected by clients as providing high quality training that meets the specific training needs of apprentices and trainees and the broader requirements of industry.

In the interest of addressing the markets in Western Australia, the principles of user choice apply to all trainees, and to apprentices in the metropolitan area and Bunbury. Apprentices outside of these areas should enrol at the nearest TAFE College that offers their desired qualification.

Competitive Allocation of Training (CAT)

The Competitively Allocated Training (CAT) program is a funding strategy that enables private and public Registered Training Organisations (RTOs) to be selected to deliver accredited training programs through an open competitive process.

The CAT program, assists the Department to meet the skill requirements of industry and assists people under-represented in VET in gaining new skills for employment.

The CAT program has several sub programs including the *Industry* program that allocates training to meet identified skill needs in specific industry areas, the *Access* program that allocates training to meet the skill needs of members of disadvantaged access groups and the *Skilling WA* program that allocates training to improve that skills of the employees of enterprises.

Skilling WA program

The Skilling WA program provides funds for short training programs that allow existing workers to gain skills to assist them in their workplace.

Up to \$4 million has been committed for four years to the Skilling WA program for the delivery of training for existing workers in an identified priority area.

Applications are only accepted from RTO' recognised by the Training Accreditation Council (TAC)

Only applications that meet the selection criteria are considered for funding.

VET in schools

Students in Years 11 and 12 undertake VET in Schools as part of a program leading towards the Western Australian Certificate of Education (WACE). VET programs are also applicable to some students in Years 9 and 10 who are at risk of leaving school early who also undertake VET programs. All students must meet the definition and funding criteria to be classified as VET in Schools students. There are nationally agreed Principles and Guidelines for VET in Schools and these underpin implementation in Western Australia.

The nationally agreed definition of VET in schools is:

“Vocational Education in schools assists all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways. It engages students in work related learning built on strategic partnerships between schools, business, industry and the wider community.” (*New Pathways for Learning* MCEETYA 2000, page 4.)

Training is classified as VET in Schools if:

- it is undertaken as part of a senior secondary certificate (that is the Western Australian Certificate of Education); and
- its completion by the student provides credit towards a recognised VET qualification within the Australian Qualification Framework. (*New Pathways for Learning* MCEETYA March 2000, page 82). ”

Skills Recognition

Skills Recognition is a mechanism of gaining recognition of existing skills and knowledge formally, without having to attend training or do further study.

A key principle of Skills Recognition is acceptance that may have been gained skills in many different ways, including:

- courses/training programs undertaken in Australia;
- courses/training programs undertaken overseas;
- paid or unpaid work experience;
- community or voluntary work; and
- life experience (eg. travel, hobbies, home duties and caring duties).

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
Arts, Recreation and Entertainment	<ul style="list-style-type: none"> ▪ Traineeships for new employees and skills recognition for existing library assistants; ▪ Skills in craft & visual arts, business skills, developing cultural tourism product; ▪ Training for broadcasters, broadcast engineers and range of occupations in film and television and music to support the growth of Indigenous media networks across WA; ▪ Training for web designers; and ▪ Entry level training across the arts aimed at young people at risk as part of the 'Making Arts Work for Young People at Risk' project. 	Profile, VET in Schools, Employment Based Training, Skills Recognition
Automotive	<ul style="list-style-type: none"> ▪ Automotive Mechanical; ▪ Motor Mechanic; ▪ Vehicle Body Builder; ▪ Automotive electrical; ▪ Automotive Mechanical, Electrical and Vehicle Bodybuilder technicians, Panel Beater; ▪ Vehicle Painter; ▪ Marine serviceperson and mechanic; ▪ Outdoor power equipment serviceperson and mechanic; and ▪ Automotive Mechanical VET in schools. 	Profile, VET in Schools, Employment Based Training
Building and Construction	<ul style="list-style-type: none"> ▪ Occupational health and safety; ▪ First aid training; ▪ Bricklayers; ▪ Ceiling fixers; ▪ Flush and cornice fixers; ▪ Carpenters; ▪ Roof carpenters; 	Profile, VET in Schools, Employment Based Training, Apprenticeships, CAT

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
Building and Construction, continued	<ul style="list-style-type: none"> ▪ Plumbers; ▪ Gas fitters; ▪ Roof plumbers; ▪ Tilers (ceramic); ▪ Plant/grader operators; ▪ Data and communications installer; ▪ Fire protection and sprinkler fitters; ▪ Solid plastering; ▪ Concreting/steel fixing; ▪ Painting and decorating; ▪ Roof tiling; ▪ Grader operators; ▪ Road construction and maintenance; ▪ Railway construction and maintenance; and ▪ Dogging, rigging and plant operations for the mining industry 	Based Training, Apprenticeships, CAT
Community Services Health and Education	<ul style="list-style-type: none"> ▪ Childcare workers ▪ Childcare co-ordinators ▪ Up skilling of the existing workforce and entry level skills for workers within the aged, personal and disability care services; ▪ Training for enrolled nurses; ▪ Entry level training skills for Aboriginal health workers; ▪ Training for dental clinic assistants, (particularly in the South West region) and dental technicians; 	Profile, Employment Based Training. Existing Workers, Skills Recognition, CAT, Skilling WA, VET in Schools

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
Community Services Health and Education continued	<ul style="list-style-type: none"> ▪ Training for Aboriginal housing and community development workers, particularly in rural and remote areas; ▪ Training for refuge and domestic violence workers; ▪ Training for teacher assistants; ▪ Training for Juvenile Justice Workers particularly for Indigenous workers and those working with Indigenous people; ▪ Training for youth workers in rural and remote areas of Western Australia; ▪ Training for workers in the emergency relief sector concentrating on referral, interviewing, and understanding client's skills needs; ▪ Telephone counselling skills for people working in crisis care; ▪ Up skilling of existing workforce and entry training for new workers for the out of school hours care industry. 	
Finance Property and Insurance	<ul style="list-style-type: none"> ▪ Crowd controller training for pubs, clubs and places of entertainment (Certificate II in Security Operations) in both metropolitan and regional locations; ▪ Training for customer service officers; ▪ Mobile fire extinguisher servicing; ▪ Pest management training (Certificate II in Asset Maintenance – Pest Management Technical), including to regional areas and including timber pest competencies; and ▪ Cleaning industry training (Certificate II and III in Cleaning Operations), including institutional delivery for existing employees and employment based training for entrants to the industry in both regional and metropolitan areas 	Profile, Short Courses, Employment Based Training, CAT
Food Processing	<ul style="list-style-type: none"> ▪ Hazardous Access Critical Control Point and food hygiene; ▪ Skills and knowledge in exporting; 	Profile, Skills Recognition, Skilling WA, Employment Based Training

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
Food Processing continued	<ul style="list-style-type: none"> ▪ Continuation of traineeships in Wine Tourism; ▪ RPL/RCC to achieve qualifications across all food and beverage sectors; and ▪ Literacy programs, particularly for existing workers in the meat processing sector. 	
Textiles, footwear and furnishing	<ul style="list-style-type: none"> ▪ Early stage wool processing; ▪ Hide, skin and leather processing; ▪ Millinery; ▪ Footwear production; ▪ Footwear repair; ▪ Leather goods; and ▪ TCF mechanics. ▪ Cabinet Maker ▪ Upholsterer 	Profile, CAT, Employment Based Training, Apprenticeships, VET in Schools
Engineering and Mining	<ul style="list-style-type: none"> ▪ Process operator (AQF levels 2-3), including operator/maintainer skills; ▪ Mining operative (AQF levels 2-3) in open cut and underground; ▪ Mechanical, electrical and instrumentation trades (AQF levels 3-4); ▪ Increasing the number of apprentices to fill the shortage of qualified tradespeople in the areas of plant mechanic/heavy duty fitter, refrigeration/airconditioning mechanics and aircraft maintenance engineers (mechanical, avionics & structures); 	Profile, Industry Specific, Employment Based Training, CAT,

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
Engineering and Mining continued	<ul style="list-style-type: none"> ▪ Fitter ▪ Metal Machinist ▪ Electrical Engineer Toolmaker 	
Primary Industries	<ul style="list-style-type: none"> ▪ Rural business management training; ▪ Training in farm diversification methods; ▪ Just in time short training programs to address specific and seasonal skill needs in seeding, harvesting, pruning and shed hand operations; ▪ Employment based training at an entry level, for workers in conservation and land management; ▪ Employment based training at an entry level for existing and new entrants into veterinary nursing; ▪ Training for dislocated workers from the native timber industry and for timber plantation workers; ▪ Employment based training at an entry level, for existing workers in the pork industry; ▪ Training in horticultural business and production; ▪ Entry level training for deckhand coxswain and those on fishing vessel charters; ▪ Entry level training for farmhands and technicians within the aquaculture industry; ▪ Resource/environmental management and leadership skills training for workers within the fishing industry; and ▪ Farming and business management skills for supervisors and managers (including Indigenous groups) within the inland aquaculture industry. 	Profile, Employment Based Training, CAT, Workers Assistance Program, VET in Schools

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
Process Manufacturing	<ul style="list-style-type: none"> ▪ Specific training for gas pipeline technicians and engineers; ▪ Specialist health safety and environment training including emergency response team, coaching and leadership skills; ▪ Process plant operators, particularly in the petrochemical and hydrocarbon sectors; ▪ Concrete pre-mix operators (AQF levels 2-3); ▪ Glass Operators (AQF levels 2-4); ▪ Laboratory Operators (AQF levels 3-4); ▪ Thermofabricators (AQF levels 2-3); ▪ Extruders (AQF levels 2-3); ▪ Skills in belt splicer/rubber liner and composites; ▪ Literacy and numeracy skills for the current workforce, especially for those from non-English speaking backgrounds; 	Profile, Employment Based Training, CAT, Short Courses
Salespersons and Personal Services	<ul style="list-style-type: none"> ▪ Occupational health and safety training for the funeral industry; ▪ General customer service skills for wholesale & retail; ▪ Training in occupational health & safety for hairdressers (to be taken from the Hairdressing Training Package); ▪ Training in how to deal with armed hold-ups; ▪ Multi-skilling for existing workers in the Funeral industry (to be taken from the Funeral Services Training Package); 	Profile, Employment Based training, Short Courses
Tourism and Hospitality	<ul style="list-style-type: none"> ▪ Work Readiness Skills focus on competencies within National Training Packages with emphasis on customer service and attitude; ▪ Food and Beverage Attendants; ▪ Cookery; ▪ Travel Agents – Certificate III in Tourism (International Retail Travel Sales); 	Profile, CAT, Employment Based Training, Apprenticeships, VET in Schools

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
	<ul style="list-style-type: none"> ▪ Specialised Managers (ie restaurant and catering, hotel / motel, and caravan park) Certificate IV in Hospitality (Food and Beverage Supervision), Certificate IV in Hospitality (Catering Operations), Diploma in Hospitality (Management) and Diploma of Caravan Park Management; ▪ Tour Guides; ▪ Tourism Visitor Information Services – Certificate III in Tourism Visitor Information Services. ▪ Chef ▪ Cook 	
Transport and Storage	<ul style="list-style-type: none"> ▪ Aviation ▪ Road Transport ▪ Warehousing - There will be an increased demand for existing workers traineeships in the warehousing sector. ▪ Rail 	Profile, Existing Workers Traineeships, Employment Based Training, Short Courses, VET in Schools
Electrical and Electronics	<ul style="list-style-type: none"> ▪ Certificate III qualifications in electricity generation, transmission and distribution; ▪ Retraining of current diesel power generation workers to enable operation of gas generation equipment; ▪ Power plant technician at Certificate IV level; ▪ Certificate II in Electrotechnology; ▪ Certificate III Gas Industry Operations; 	Profile, Employment Based Training, CAT, Existing Workers Traineeships
Business and Clerical	<ul style="list-style-type: none"> ▪ Flexible and online training provided for the small business sector, including short courses and small business management skills; ▪ Entry level book-keeping training (Certificate III in Financial Services – Accounts Clerical); ▪ Customer service and communication skills; 	Profile, Short Courses, VET in Schools

APPENDIX B

Annual National Priorities

Commonwealth, State and Territory Ministers have agreed to a range of measures to promote a strong, high quality, nationally consistent and client focussed vocational education and training system to benefit the nation, its industries and its people.

Co-operative government action to achieve these objectives is ongoing. In 2004, Ministers have agreed that the priority areas that were in place in 2003 require further action. Underpinning the achievement of these priorities is a shared commitment to quality and to meeting the needs of all, including indigenous peoples, people with a disability and women.

Therefore, in 2004, priority work will continue to be undertaken to:

A. Strengthen and promote the image and role of vocational education and training in Australia, including in relation to employment and VET's role in supporting innovation in business and industry.

Planned outcomes

- Vocational education and training will be recognised as providing both leading edge and broad “innovative work” skills to support innovation in enterprises.
- Links between VET and employment programs/services will be improved.
- The benefits of vocational education and training, and its appeal to young people and their parents, will be promoted.

B. Improve pathways between the vocational education and training sector and the schools and higher education sectors.

Planned outcomes

- Pathways from VET in schools to further education, training and employment will be improved.
- The new VET in Schools Framework will be implemented to improve the quality of VET in schools and its relevance to industry.
- More students will have the opportunity to benefit from credit transfer and articulation arrangements between VET and higher education.

C. Enhance the capability of vocational education and training professionals to provide quality learning experiences for clients and to facilitate innovative partnerships between training organisations, enterprises and communities.

Planned outcomes

- Professional development will include a stronger focus on teaching and learning methodologies, including the application of technology.
- A broader range of VET professionals will participate in professional development activities.

- Professional development will support high quality assessment practices at the provider level.
- The capability of VET professionals to develop and sustain partnerships at the local level will be improved.
- Educational leadership skills within registered training organisations will be further developed to support implementation of Training Packages in response to local needs.

D. Achieve agreed outcomes for 2004 of the Blueprint for implementation of Bridging Pathways, the National Strategy for increasing opportunities for people with a disability in VET, and the Blueprint for implementation of Partners in a Learning Culture, the National Strategy for Aboriginal and Torres Strait Islander people in VET.

Planned outcomes

- State and Territory action plans for 2004 and identified actions in the Blueprints for the National Strategies will be implemented by December 2004.
- The level of participation in vocational education and training by people with a disability, and their associated outcomes, will improve.
- Strategies will be implemented that lead to improved employment outcomes for Aboriginal and Torres Strait Islander people who successfully complete their VET studies.

E. Achieve improved training outcomes for older workers.

Planned outcomes

- Innovative and responsive skill development options will be available for older workers.
- More effective skills recognition processes will be in place.

F. Improve the client focus of vocational education and training, particularly for individuals and small business.

Planned outcomes

- Accessibility to information on vocational education and training will be improved.
- The language of VET will be simplified.
- Sources of complexity in the VET system will be removed by streamlining processes and improving national consistency.
- Easier navigation systems will be provided for users, including through continued development of the VET portal.

G. Refine Training Packages and their implementation to improve their quality and enhance their flexibility to meet clients' needs, particularly for individuals and small business.

Planned outcomes

- Generic employability and emerging technical skills will be embedded in all new and reviewed Training Packages, and subsequent training delivery and assessment.
- Further access by small business to Training Package competencies and qualifications will be promoted.
- New Apprenticeship options will be improved.
- Commonwealth and State/Territory New Apprenticeship support services will be improved.

As well as these national priorities, individual States and Territories may also establish local priorities for 2004.

APPENDIX C
Burrup Skills Taskforce Report

APPENDIX D
Key frameworks supporting the development of
Employability Skills in Western Australia

<p>1- Training Packages and the implementation of Graded Assessment</p>	<ul style="list-style-type: none"> • Training packages are an integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people’s skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials. Every unit of competency integrates the Mayer Key Competencies. • A system of graded performance has been introduced in Western Australia. The system is designed to build on existing good assessment practice; recognise excellence in learner achievement; enhance learner motivation; provide employers with additional information on the qualifications of applicants for employment; and improve articulation between the schools, VET and higher education systems. The Grading Criteria have been based on the Mayer Key Competencies and a recent mapping exercise suggests that Western Australia’s graded performance system is strongly supportive of the proposed <i>Employability Skills Framework</i>.
<p>2- Employment Directions and the Employability Skills Program</p>	<ul style="list-style-type: none"> • In 2002, extensive community consultations to create a new vision and direction for employment in Western Australia were conducted. Following the State Government’s commitment to review labour market programs, the former Department of Training undertook a re-assessment of what employment means in the current global environment and what strategies and services would be relevant to serve the labour market of the future. The resulting strategy, <i>Employment Directions</i>, aims to provide Western Australians with the opportunities and support to become more employable, resilient to, and comfortable with, change and more in control of their development and future. • As part of <i>Employment Directions</i>, an Employability Skills Program is currently under development. The program will involve self-directed learning through four modules that work to reinforce each other.
<p>3- Lifelong Learning</p>	<ul style="list-style-type: none"> • A key driver in the promotion of lifelong learning is to increase and sustain individuals employability in a rapidly

	<p>changing world of work.</p> <ul style="list-style-type: none"> • Within the Department, five focus areas have been identified which provide a framework for strategies and initiatives that contribute to development of an education, training and employment system that supports lifelong learning. These are: Participation and Inclusion; Advice and Guidance; Teaching and Learning; Transitions and Articulation; and Enterprise and Community. These focus areas have strong relevance to the development of employability skills.
<p>4- Building Diversity</p>	<ul style="list-style-type: none"> • Enhancing employability for people within key target groups is integral to training and employment projects and courses funded by the Department under the banner of <i>Building Diversity</i>. • The target groups identified in the <i>Building Diversity</i> framework are: Aboriginal and Torres Strait Islander peoples, people with disabilities, people from culturally and linguistically diverse backgrounds, women, mature aged people, youth and people from rural and remote regions.
<p>5- VET in Schools</p>	<ul style="list-style-type: none"> • VET in Schools is undertaken as part of senior secondary certificate and its completion by the student provides credit towards a recognised VET qualification within the Australian Qualifications Framework. Students undertake units of competency within the School curriculum. A pilot of Graded Assessment is being undertaken in VET in Schools programs.