

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; ▪ Plumbers; ▪ Gas fitters; ▪ Roof plumbers; ▪ Tilers (ceramic); ▪ Plant/grader operators; 	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"> ▪ 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 	Profile, VET in Schools, Employment 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; ▪ 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. 	Profile, Employment Based Training, Existing Workers, Skills Recognition, CAT, Skilling WA, VET in Schools
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; 	Profile, Short Courses, Employment Based Training, CAT

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
	<ul style="list-style-type: none"> ▪ 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 	
Food Processing	<ul style="list-style-type: none"> ▪ Hazardous Access Critical Control Point and food hygiene; ▪ Skills and knowledge in exporting; ▪ 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. ▪ 	Profile, Skills Recognition, Skilling WA, Employment Based Training
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); 	Profile, Industry Specific, CAT, Employment Based Training

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
	<ul style="list-style-type: none"> ▪ 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); ▪ 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. 	<p>Profile, Employment Based Training, CAT, Workers Assistance Program, VET in Schools</p>
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); 	<p>Profile, Employment Based Training, CAT, Short Courses</p>

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
	<ul style="list-style-type: none"> ▪ 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; 	
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); ▪ 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 	Profile, CAT, Employment Based Training, Apprenticeships, VET in Schools
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; 	Profile, Employment Based Training, CAT, Existing Workers

Industry	Industry Identified Skill Shortages / Priorities	Training response to meet current and emerging skill needs
	<ul style="list-style-type: none"> ▪ Power plant technician at Certificate IV level; ▪ Certificate II in Electrotechnology; ▪ Certificate III Gas Industry Operations; 	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