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ABSTRACT

This document contains the first two volumes of a three-volume annual national report on Australia's vocational education and training (VET) system. Volume 1, which constitutes approximately 30% of the document, details progress in achieving the following national priorities: (1) a quality national training system that provides value for money (achieve quality outcomes cost-effectively; achieve effective outcomes through implementation of the National Training Framework, quality assurance, and risk management; and improve national consistency); (2) industry commitment to skill development (foster a learning culture within enterprises; increase industry participation and investment in training; and expand New Apprenticeships); (3) meeting the needs of individuals as learners (target products and services to meet learner needs; increase opportunities and improve outcomes for targeted groups; and improve and increase pathways of VET in schools); (4) VET professionalism (build the capabilities of VET's professional staff); and (5) support for regional development (target skill development to meet local enterprise, small business, and community needs). Information about reporting through other programs and program funding is included. Overviews of system planning and policy mechanisms are appended along with selected board and advisory committee membership lists. Volume 2

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details each of the individual states' and territories' progress in achieving the national priorities. (Contains 22 tables.) (MN)

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Annual National Report of the Australian Vocational Education and Training System 2001

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Australian National Training Authority

Volume 1 National Overview

Volume 2 Commonwealth, State & Territory Reports

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The **2001 Annual National Report** provides detailed information about what the national vocational education and training system achieved in the 2001 calendar year.

The report comprises three volumes.

Volume 1: **National Overview:** provides a national overview and describes the national vocational education and training system's achievements against the annual national priorities.

Volume 2: **Commonwealth, State and Territory Reports:** describes Commonwealth, State and Territory achievements and comprises reports from each jurisdiction of their achievements against the annual national priorities.

Volume 3: **Report on the Key Performance Measures for the Australian Vocational Education and Training System:** analyses the performance of the national vocational education and training system against the eight key performance measures developed as part of the national strategy. Volume 3 is published separately to Volumes 1 and 2.

The annual national priorities for vocational education and training are reviewed annually and agreed by the ANTA Ministerial Council. They are designed to progress achievement of the objectives in the national strategy *A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003.*

The Australian National Training Authority (ANTA) coordinates the production of this report each year. The report meets legislative requirements to report on the operation of the national system. ANTA also produces an annual report on the performance of the authority itself, called the Annual Report on Operations.

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Australian National Training Authority

Annual National Report of the Australian Vocational Education and Training System 2001

people

industry

community

AUSTRALIAN NATIONAL TRAINING AUTHORITY

Volume 1 National Overview

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- A record 1.75 million Australians participated in publicly-funded vocational education and training.
- Australia ranked fourth in the world in terms of the percentage of employed people doing apprenticeships and traineeships, with over 300,000 training through the New Apprenticeships system.
- The number of new apprentices increased in all major occupational groups (except for tradespeople and related workers, where numbers fell slightly). The number of part-time new apprentices increased by 40%.
- The number of students doing vocational education and training in schools increased dramatically, to around 170,000. The number of school-based new apprentices increased to 10,000 across Australia.
- 74% of employers of recent vocational education and training graduates felt that training pays for itself through increased worker productivity.
- The negotiation of the ANTA Agreement 2001-2003 reinforced the commitment of Governments and industry to the national system.
- The introduction of the Australian Quality Training Framework provided clearer, higher standards for registered training organisations, their staff and the products and services they deliver.
- A total of 64 Training Packages have now been endorsed, with three Training Packages being fully reviewed during 2001. Many tools were developed to enhance the quality of Training Packages including a *Training Package Developers Handbook* and a range of support materials. Ten Training Package assessment guides were distributed through professional development workshops in all States and Territories.
- Progress was made towards achieving a high-quality, nationally-consistent vocational education and training system. This included the establishment of the National Information Service on User Choice and Incentives, the development of the national Apprenticeship/ Traineeship Training Contract and the completion of the National Code of Good Practice for New Apprenticeships.
- The translation of work done so far into a fully integrated national system and how that impacts on clients will require ongoing attention for all stakeholders.
- The troubleshooter unit, in its role of working with national companies, directly helped over 60 enterprises to better access the national system.
- National, State and Territory marketing campaigns were undertaken to convince young Australians considering dropping out of their education and training to stick with it.
- Reframing the Future was launched in 2001 as the next national vocational education and training staff development initiative. 197 work-based learning staff development projects were funded, to improve practitioners' skills in using Training Packages.
- The second annual plan for the Flexible Learning Framework, Strategy 2001, saw 18 projects funded. The Learnscope Professional Development Initiative funded 337 work-based projects involving more than 3,000 participants in all States and Territories.
- Ten regional Australian communities participated in a project to help them better address their skills needs and improve their economic, social and environmental sustainability.

Towards a skilled Australia

Vocational education and training unlocks the potential of the Australian workforce, strengthening our enterprises, improving their competitiveness, and enabling our people to lead more productive and rewarding lives.

The Australian vocational education and training system is a partnership between industry, governments and providers, working together to meet the needs of the system's diverse clients.

The year 2001 was year four of the five year national strategy for vocational education and training. Within this strategy the mission for vocational education and training is to ensure that the skills of the Australian labour force are sufficient to support international competitive commerce and industry and to provide individuals with opportunities to optimise their potential.

In 2001, 4,500 registered training organisations delivered vocational education and training to a record 1.75m Australians. The number of apprentices and trainees grew to over 330,000.

The national system is led by the ANTA Ministerial Council, comprising Commonwealth, State and Territory ministers for vocational education and training. The council is advised by the Australian National Training Authority Board.

The leaders of the system have established the National Training Framework, within which Governments, registered training organisations, learners, employers and others work together to ensure the effectiveness and quality of the national system, although more work is required. The National Training Framework includes the Australian Quality Training Framework (nationally-agreed quality arrangements for vocational education and training throughout Australia), as well as national Training Packages (comprising nationally-endorsed industry competency standards, assessment guidelines and national qualifications).

Through collaborative national effort, the year 2001 saw significant improvements in the quality and national consistency of the system. There were also more training places provided nationally, clearer and more accessible pathways from school to work, and more nationally-recognised training in industry, including in high-growth and new-economy industries.

The ANTA Agreement 2001-2003

The negotiation of the **ANTA Agreement 2001-2003** reinforced the commitment of Governments and industry to the national system.

State, Territory and the Commonwealth Governments have a shared commitment to a strong, national, industry-led vocational education and training system. This commitment was reinforced in June when the ANTA Ministerial Council agreed to a new ANTA Agreement for 2001-2003.

The ANTA Agreement 2001-2003 creates the basis for a partnership between Governments, and with industry, to continuously improve the national system. The agreement sets down objectives for the system, as well as the roles and responsibilities of the ANTA Ministerial Council, ANTA, State and Territory training authorities and the Commonwealth agency responsible for vocational education and training.

The ANTA Agreement 2001-2003 acknowledges the successes to date of reforms to the national system, and seeks to build on these successes in coming years.

While the ANTA Ministerial Council agreed to the new Agreement in June, its provisions apply to the full 2001 calendar year.

The Agreement aims to:

- create opportunities for all Australians to acquire skills through life, and especially for young people and new workforce entrants
- promote employer and individual commitment to invest in skill acquisition
- develop high-quality outcomes relevant to current and emerging labour market needs
- enable flexible training to be delivered by a wide range of providers that are responsive to their clients.

As in previous years, the Agreement continues to focus on accountability, which requires real improvements to the system by Governments over the period of the Agreement. Reporting on improvements (in line with the national strategy, national priorities and key performance measures) will continue to be through the annual national report, which will also include reports from Commonwealth, State and Territory Governments on:

- relative efficiency
- the effectiveness of the operation of the Australian Recognition Framework (now the Australian Quality Training Framework)
- the implementation of Training Packages and the extent to which registered training organisations are using Training Packages to respond to the needs of the jurisdiction's clients.

Funding under the ANTA Agreement 2001-2003

The ANTA Agreement 2001-2003 provides funding stability for the system. Under the Agreement, the Commonwealth Government undertook to maintain current levels of funding in real terms for the duration of the Agreement. As well, an extra $230m in growth funding ($50m in 2001, $76m in 2002 and $104m in 2003) is being made available by the Commonwealth, subject to States and Territories:

- matching the funding from their own sources in each year
- meeting user choice policy and principles
- increasing the numbers of new apprentices in training by 20,000 over two years
- preparing an innovation strategy for each year of the Agreement.

The Commonwealth has also made further funding available to the States and Territories, as part of the Australians Working Together - Helping People to Move Forward Package.

Annual national priorities for 2001

Each year, the ANTA Ministerial Council sets **annual national priorities** for the system. This gives State, Territory and Commonwealth Governments and ANTA a clear set of outcomes for the year.

For 2001, the annual national priorities were:

- a quality, national, training system that provides value-for-money
- industry commitment to skill development
- individuals as learners
- vocational education and training professionalism
- support for regional development.

These priorities provide the reporting framework for this annual national report.

A quality national training system that provides value-for-money

In 2001, key result areas for a quality, national training system were:

- quality outcomes achieved in a cost-effective way
- effective outcomes of implementation of national training arrangements, including the National Training Framework
- quality assurance and risk management
- national consistency improved, having regard to State and Territory priorities.

Quality outcomes achieved in a cost-effective way

The provision of the **best possible outcomes for clients** is a priority for Australia's vocational education and training system. This priority must be balanced with the need to make the most of available resources, by operating in an efficient and cost-effective manner.

The national system's eight key performance measures (KPMs) are the means by which progress towards the achievement of the objectives of the system's current national strategy is monitored. The KPMs are also used to monitor the performance of the national system, in terms of its effectiveness in delivering quality outcomes for learners and employers involved with the system, and in terms of its effectiveness in maximising the amount of skill created for the public funds used.

Effectiveness demonstrated for learners

The majority of learners doing vocational education and training want to build the skills they need for work.

Seventy-three percent of those who successfully completed a full training course in 2001, and 67% of those who successfully completed modules only, were employed in May 2001. Twenty-seven percent of graduates were in their first full-time job. Forty-five percent of those unemployed when they started training were employed after successfully completing their training. Further, about 80% of graduates and 70% of those who successfully completed a module only indicated that their training had helped them to achieve their main reason for doing training. These statistics indicate that the national system was effective in meeting the training needs, and the job aspirations, of the majority of learners.

Job outcomes for people in equity groups were not as positive, but initiatives to improve outcomes for them are underway.

A more detailed analysis of performance in 2001 against KPM 4: Student employment outcomes and prospects before and after participation in vocational education and training, and against KPM 5: Vocational education and training participation, outputs and outcomes achieved by client groups, is presented in Volume 3 of this report.

Effectiveness demonstrated for employers

Employers invest in vocational education and training because they want employees who are suitably-skilled, and highly-productive.

In 2001, more than 70% of employers of a recent vocational education and training graduate believed that training pays for itself through increased productivity. This level of employer support for training has been consistently-high in recent years. Eighty percent of employers remain satisfied with vocational education and training providers, with satisfaction being slightly higher in medium to large companies.

Further, almost 70% of employers of recent vocational education and training graduates in 2001 were satisfied that the national system was producing graduates with the skills that they (the employer) needed, up from 56% in 1995. A small and declining proportion of employers believed that the system did not take their needs into account.

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A more detailed analysis of performance in 2001 against KPM 3: Employers' views on the relevance of skills acquired through vocational education and training is presented in Volume 3 of this report.

National system efficiency

Under the ANTA Agreement 2001-2003, each State and Territory has agreed to strive for ongoing efficiency improvements. States and Territories assess their own efficiency performance, and report in Volume 2 of this report.

A more detailed analysis of efficiency performance is presented in Volume 3 of this report.

New accountability framework introduced for infrastructure

The national Infrastructure Program is the major source of Commonwealth funds for the vocational education and training system's infrastructure. A new accountability framework for the Infrastructure Program was introduced in 2001 to improve the planning and management of the system's physical assets, to more effectively use public funds.

The three main components of the framework are:

- a three-year strategic infrastructure plan
- an annual infrastructure plan
- performance measures and benchmarks.

In line with the new arrangements, States and Territories provided strategic infrastructure plans for 2002-2004 to ANTA in September. The plans link asset management strategies with vocational education and training trends and objectives, to ensure that existing and planned buildings, facilities, equipment and technological infrastructure will meet the long-term needs of the system.

Effective outcomes of implementation of national training arrangements including the National Training Framework; quality assurance and risk management

The **National Training Framework** provides the basis for high-quality, flexible and nationally-consistent vocational education and training that meets the needs of Australian industry. The National Training Framework is made up of the Australian Quality Training Framework (formerly known as the Australian Recognition Framework), together with national Training Packages.

Australian Quality Training Framework introduced

After a concerted collaborative effort by States, Territories, the Commonwealth, industry representatives and ANTA, the Australian Quality Training Framework was introduced in 2001. The framework revised and updated the existing Australian Recognition Framework. It provides nationally-agreed standards to ensure the quality of vocational education and training throughout Australia and ensures that all registered training organisations, and the qualifications they issue, are recognised throughout Australia.

The introduction of the Australian Quality Training Framework was a major step toward the goal of achieving a fully-integrated national system in which clients are confident about the high quality of training and assessment products and services.

The Australian Quality Training Framework includes two sets of standards:

- standards for registered training organisations
- standards for State and Territory registering/course accrediting bodies.

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The standards for registered training organisations are clearer and higher than previously, and set a single level of registration for Australia's more than 4,500 registered training organisations.

The standards for State and Territory registering and course accrediting bodies provide for greater consistency in the registering and auditing of training organisations, and for the accrediting of courses where Training Packages don't exist.

Implementation of the framework began in June, with transition arrangements being adopted to help existing and newly-registered training organisations to comply with the revised standards.

National communication strategy implemented

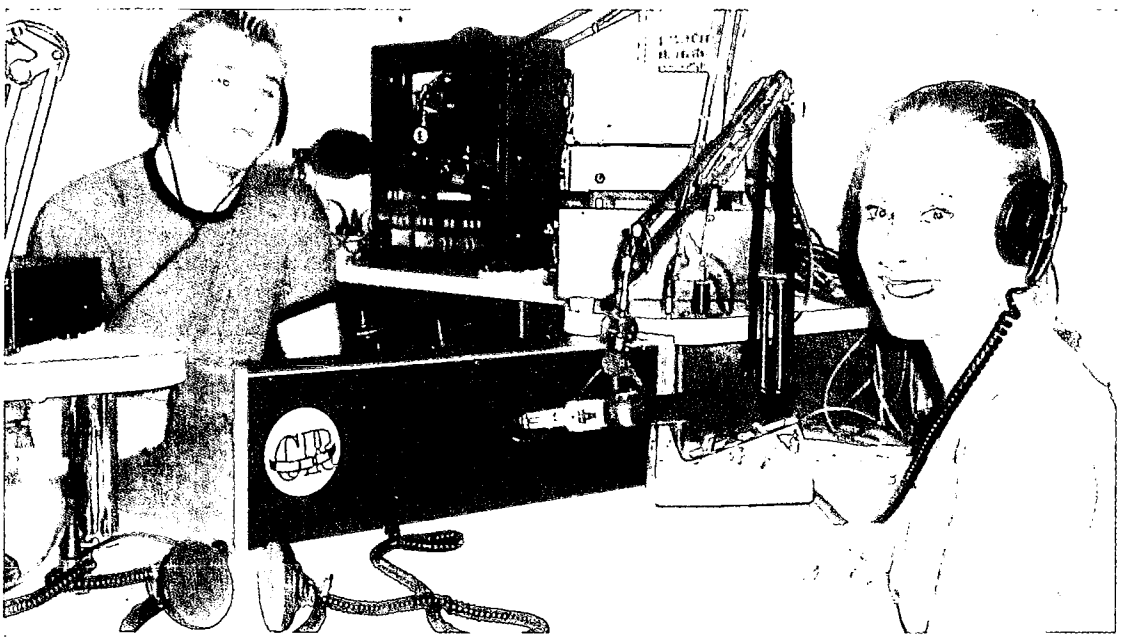
A national communication strategy was developed and implemented in early 2001 to support the transition to the Australian Quality Training Framework. This was an extensive, collaborative effort, with information disseminated in diverse formats and forums. The communication strategy ensured that consistent, targeted messages were communicated to the system's many audiences, and to the general public; messages that emphasised the framework as both a quality and a regulatory measure.

Risk management approach agreed

A national risk management approach was endorsed in 2001 for the Australian Quality Training Framework to ensure a consistent approach to the auditing of registered training organisations. The three components of the approach are:

- a continuous improvement cycle for getting a national picture of risks involved in the delivery and assessment of vocational education and training, and for building these into State and Territory registered training organisation audit schedules
- national key risk areas to inform the targeting and frequency of registered training organisation audits
- a range of sources to identify risks associated with a registered training organisation's performance.

The national risk management approach will be reviewed annually by the National Training Quality Council.



Students at the Institute for Design, Entertainment and the Arts in Victoria (2001 Small Training Provider of the Year).

Auditor professional development conducted

During 2001, a national State and Territory professional development program for Australian Quality Training Framework auditors was developed and implemented.

National Training Quality Council active

In 2001, the National Training Quality Council oversaw the development of the Australian Quality Training Framework, as part of its quality assurance and system monitoring roles. The council also considered issues relating to the development and continuous improvement of Training Packages, including the improvement of advice to Training Package developers.

The council considered expanding Training Package qualifications to include links with entry-level qualifications and dual-sector higher education qualifications. It also commissioned a national evaluation of the impact of Training Packages on vocational education and training clients, the findings of which will be available in early 2002.

More Training Packages endorsed

Training Packages are one of the most important means by which industry determines the national system's training and assessment services. Training Packages are developed by industry representative bodies or by enterprises, and must have the demonstrated support of employers and employees. Representatives of training organisations are also involved, as steering committee members, in the development and review of all Training Packages and associated resources. These processes also include wide-ranging consultations with all stakeholders.

A Training Package includes:

- competency standards, which are statements of the knowledge and skills (and their workplace application) required for the work covered by the standard
- assessment guidelines, which specify how the industry expects competency to be assessed
- qualifications, that specify which combination of competency standards lead to each nationally-recognised qualification in the package
- support materials, which might include resources for learners, employers, trainers, mentors, assessors and others involved in learning and assessment.

More and more Australian workers are being covered by new and revised Training Packages. By the end of 2001, 64 Training Packages were endorsed, seven of which were enterprise-specific Training Packages; compared to 59 industry and seven enterprise packages at the end of 2000. The endorsement of a revised Business Services and the Health Training Package in 2001 significantly increased the proportion of the workforce with access to nationally-recognised training based on industry-validated standards and qualifications.

More Training Packages reviewed

Training Packages are designed to evolve in response to changing client needs, and must be regularly reviewed. In 2001, three Training Packages were fully reviewed (Meat; Plastics, Rubber and Cable Making; and Pulp and Paper Manufacturing) and a further 32 reviews were underway.

In 2001, the *Training Package Development Handbook* was produced, in order to improve the quality and consistency of Training Packages. The handbook is for all groups and individuals with an interest in the development of Training Packages, and includes best-practice examples from endorsed Training Packages.

To ensure that the needs of people in equity groups are addressed, an equity advisory service was established in 2001 for developers and reviewers of Training Packages.

The *Training Package Development Handbook* also includes advice about incorporating language, literacy and numeracy requirements in packages; and the requirement to consider language, literacy and numeracy issues was also included in Training Package review contracts.

DELTA GOLD FINDS GOLD IN TRAINING PACKAGES

'National competency standards and nationally-recognised training are good for the company and terrific for the employees and other stakeholders. Training Packages open up avenues and new pathways for people with capability.'

This is according to Patrick Barrs, a people development specialist with Delta Gold, a leading Australian gold company. 'If you want your workforce to be safe, legal and competent it makes absolute business sense to go for nationally-endorsed training', he says. Barrs is the man at the centre of a massive training commitment at Delta Gold. Working with Curtain University in Western Australia, almost all the 150 production and processing employees at the company's Kanowna Belle facility have been individually assessed for recognition of current competency. 'Any person who works for Delta Gold for 12 months will leave with at least Certificate II', Barrs said.

Cross-industry standards developed

In 2001, several cross-industry projects developed and validated competency standards that can be used across many industries. These included customer service, first aid, e-commerce and innovation skills. Management and other standards from the Business Services Training Package are being increasingly adopted by other industries, increasing the portability of skills and the efficiency of training.

More Training Package support materials developed

To improve the quality and pace of implementation of Training Packages, the Commonwealth Department of Education, Science and Training (formally known as the Department of Education, Training and Youth Affairs) provided funds for the development of Training Package support materials. These materials are produced in many formats and media and are used by learners in their training and assessment, as well as by teachers, trainers, workplace supervisors and mentors to assess people and deliver training.

In 2001, 10 Training Package assessment guides were distributed through professional development workshops in all States and Territories. Vocational education and training in schools resources for 15 industry areas were distributed to education systems in all States and Territories. Among a variety of other resources made available was Cybermall, an interactive CD-ROM for trainees needing customer service skills. This resource was a finalist in the Australian Interactive Multimedia Industry Awards 2001.

The Resource Generator was made available in 2001 and provides trainers and assessors with access to information about competency standards, qualifications and learning resources for a range of industries. The Resource Generator is linked to the ANTA website, and by the end of 2001 had resources for six industries.

Action taken to make Training Package implementation more consistent

In 2001, a project was started to provide Training Package implementation guides on the internet. The guides will provide general information about Training Packages, as well as specific information about particular packages, including information specific to each State and Territory. The guides will help registered training organisations implement Training Packages consistently.

After the website becomes available in 2002, guides will be made available progressively for new and reviewed Training Packages.

Work commenced in 2001 to resolve the identified issue of different nominal hour values being assigned to the same competency standard by different States and Territories. Fifty Training Package qualifications were reviewed, and significant differences found between States and Territories. Improvements will continue in 2002.

In 2001, two studies were commissioned into the extent to which industry licensing and regulatory arrangements are barriers to the implementation of Training Packages, and to the availability of Training Package qualifications. A preliminary analysis was completed of how licensing arrangements are addressed in 17 Training Packages.

In September, a national project managed by the Queensland Department of Employment and Training began to examine the implications of industry regulation and licensing of occupational health and safety for the national vocational education and training system, and for the implementation of Training Packages. The report of the project will be finalised in early 2002 and will recommend ongoing work.

Information about Training Packages enhanced

The National Training Information Service (www.ntis.gov.au) has details of all registered training organisations, Training Packages and accredited courses in Australia. The service was averaging 5,000 hits a week by the end of 2001. The majority of users were looking for information about Training Packages: competency standards, qualifications, courses and delivery locations.

In 2001, emphasis was placed on making some of the most-used inquiry processes faster, and on allowing users to comment on the site, so it can be improved in future.

National consistency improved

In 2001, **national consistency** of the vocational education and training system was substantially improved through intensive efforts by Governments, industry and other stakeholders. All parties acknowledge however that more work needs to be done.

In November 2000, the ANTA Ministerial Council agreed on a number of initiatives for national consistency in the vocational education and training system, and timelines for further work in 2001. Ministers also requested that emphasis be given to certain priority areas, including:

- the progressive implementation of revised Australian Recognition Framework (the Australian Quality Training Framework)
- the effective operation of mutual recognition, within the current legislative framework, and a single level of registered training organisation registration
- the availability of Training Package qualifications throughout the system immediately after national endorsement
- the development of the National Information Service on User Choice and Incentives
- the progressive introduction of a New Apprenticeships training contract and code of good practice
- the adoption of client-centred business approaches to navigating and transacting vocational education and training.

Good progress was made in 2001 on achieving these priorities, and work will continue on them in 2002 and beyond.

Specific effort will be required in 2002 to finish work and a continuous improvement process is required. The translation of work done so far into a fully integrated national system on the ground may take some time and will continue to require resolute commitment from all stakeholders.

The National Consistency Advisory Committee (comprising representatives of industry and Governments) continued to oversee national consistency work, and to advise the ANTA Board.

As reported above, a major national consistency achievement was the adoption of the Australian Quality Training Framework, and the national implementation of its standards and requirements.

Legislative consistency addressed

Some of the national consistency outcomes agreed by the ANTA Ministerial Council in November 2000 required changes to State, Territory and Commonwealth law. ANTA worked with the jurisdictions to prepare drafting instructions for model clauses for existing State and Territory legislation. The drafting instructions were agreed by the council in June 2001. Model clauses will be developed and considered by the council in 2002.

Information on user choice and incentives improved

In 2001, the National Information Service on User Choice and Incentives was established. The service published nationally consistent questions and answers about user choice on all State and Territory websites, with links to the Commonwealth's New Apprenticeships website.

Training Package qualifications mapped

In 2001, a 'map' of the availability of every Training Package qualification in each jurisdiction was prepared. This map will be used by States and Territories to identify areas where availability can increase, and to make the funding of Training Package qualifications through New Apprenticeships more consistent across jurisdictions.

National training contract developed

In 2001, the national Apprenticeship/Traineeship Training Contract was developed, and use of it started in late 2001. The contract specifies the legal requirements and obligations of employers, apprentices and trainees; covers Commonwealth incentives requirements; and allows for the collection of data for the Australian Vocational Education and Training Management Information Statistical Standard.

National Code of Good Practice for New Apprenticeships agreed

The National Code of Good Practice for New Apprenticeships was completed in 2001. The code makes clear to employers, apprentices and trainees their responsibilities and obligations.

National vocational education and training portal requirements developed

In November, a steering committee was formed to oversee the development of a national internet portal for the vocational education and training system. The committee has representatives from the Commonwealth, States, Territories, ANTA and industry. The portal will provide a single point of entry to Commonwealth, State and Territory information about vocational education and training and is a response to expressed needs for easier navigation through the national system.

Consultants were engaged to develop the business and user requirements for the portal. The feasibility of a supporting customer telephone facility will be investigated in 2002.

Reporting made easier

Reporting arrangements for registered training organisations were rationalised in 2001, and the consistency of data collection (in terms of how data is collected and how often registered training organisations are required to report) was streamlined from a user's perspective.

New Apprenticeships system improved

Variations in incentives and subsidies for New Apprenticeships across jurisdictions continued in 2001 as a result of different State and Territory priorities. Information about incentives and subsidies was however more accessible after the National Information Service on User Choice and Incentives was introduced.

In 2001, the Commonwealth Government (through the Commonwealth Department of Employment, Workplace Relations and Small Business and the Commonwealth Department of Education, Training and Youth Affairs) worked with the national peak industry representative bodies to establish key variations to the National Training Wage Award. A guide to vocational education and training for workplace relations practitioners was published in December.

During the year, State and Territory authorities reported an increase in training wage availability for New Apprenticeships, across a broad range of industries, to the Commonwealth Government's Workplace Relations and Training Multilateral Forum.

User choice improved

The national user choice policy, introduced in 1997, is the mechanism by which State and Territory training authorities allocate public funds for New Apprenticeships training. Under user choice arrangements, employers, apprentices and trainees have choices about the registered training organisation that provides their training and assessment services, and about the timing, location and content of the services.

The user choice policy was updated in early 2001, and made clear that registered training organisations would not be discriminated against on the basis of where they are registered. The updated policy also states that State and Territory decisions about public funding will be transparent, and that risk management arrangements will not result in more regulatory requirements.

The ANTA Ministerial Council also agreed that States and Territories would collaboratively develop and implement voluntary national protocols for the administration of user choice. These protocols will help States and Territories to examine their contractual and administrative arrangements with registered training organisations, to make them more nationally-consistent. During 2002 these protocols will be evaluated.

Overall, there were significant improvements made in 2001 in the national consistency of the system, but more remains to be done.

Industry commitment to skill development

In 2001, the key result areas for this priority were:

- foster a learning culture within enterprises
- increase industry participation and investment in training, to add to the existing skill base
- expand New Apprenticeships.

Foster a learning culture within enterprises; increase industry participation and investment in training to add to the existing skill base

Industry commitment and contributions to skill development is central to Australia's social and economic well-being. Australia's vocational education and training system is opening up structured training to all industries, and making nationally-recognised vocational education and training and assessment available to more current and prospective workers than ever before.

Australian enterprises continued to be actively engaged in planning and delivering the national system's services in 2001. This engagement is central to the system's ability to deliver products and services that meet industry needs, and must only increase in future.

Employers feel training pays for itself through increased productivity

The 2001 national Survey of Employer Views on Vocational Education and Training provided important insights into the changing patterns of employer involvement with the system.

The number of enterprises with recent vocational education and training graduates was an estimated 126,500 in 2001, double the estimated 63,000 in 1995. In 2001, a further 132,391 employers employed non-recent vocational education and training graduates.

Compared to 2000, more employers increased their use of recognised training than decreased it. Of the employers of recent vocational education and training graduates who provided in-house training in 2001, 57% delivered accredited or recognised training. This is a big improvement over 1999, when only 46% of these employers provided such training.

In 2001, 74% of employers of recent vocational education and training graduates felt that training pays for itself through increased worker productivity. The national survey found that this view was shared by similar percentages of employers with no vocational education and training graduates, or only non-recent graduates.

From 1999 to 2001, there was also a strong increase in the proportion of employers of recent vocational education and training graduates that wholly or partly paid for their employees' training: from 73% to 81%. The comparable percentages for employers with no vocational education and training graduates were 40% (1999) and 48% (2001). The comparable percentage of employers with only non-recent vocational education and training graduates was 68% in 2001: no data was collected for these employers in 1999.

ALCOA, A LEARNING ORGANISATION

Alcoa, the world's biggest producer of alumina, owns and operates mines and refineries in Western Australia. It has around 3,700 employees for whom learning is part of the regular working day. Alcoa subscribes to the philosophy of success through its people, and education is thoroughly embedded in Alcoa's strategic planning and culture, acknowledging 'a learning organisation is one that really values continuous learning'. Training covers everything from new employee induction to the education and training of future Alcoa employees through Alcoa's involvement in its local communities and corporate support for other education initiatives. Alcoa won the Australian Training Awards 2001 Employer of the Year Award.

Troubleshooters help enterprises

The Troubleshooter Unit was established by ANTA, following an ANTA Ministerial Council decision in November 2000 to clarify and address concerns that employers have with New Apprenticeships nationally. The unit works with State, Territory and Commonwealth training authorities to identify policy and administrative barriers to using the New Apprenticeships system, and has directly helped over 60 enterprises, as well as a range of other organisations working with national enterprises.

The Troubleshooter Unit found that very few national enterprises manage their links with the vocational education and training system themselves, or deal directly with inconsistency issues. Most enterprises choose to outsource considerable portions of the management of their training operations to a variety of intermediaries such as public and private providers, industry training advisory bodies, group training companies or brokers. Of these, public providers are major players, often establishing dedicated support teams to manage system navigation, transactions and administration for enterprise clients.

The work of the Troubleshooter Unit, highlighting as it does barriers to enterprise involvement with the national system, has informed the need for a single point of access to system information. In June, the ANTA Ministerial Council agreed in principle to the development of an internet-based vocational education and training portal to address this need.

Industry futures investigated

In 2001, work started in a number of areas referred to collectively as 'industry futures'. A report on the current state of human and intellectual capital was completed, identifying some strategic options. A project was started, to look at how enterprises link their business strategies with workforce capabilities. Stage one of this project was completed in 2001, providing new analysis and conceptual models for how enterprises develop business strategies and how workforce development activities impact on them. This project will be completed in early 2002.

Preliminary work on the future of industry skill needs, and how they might be met, also started in 2001. This work is likely to continue, as part of a skills forecasting project, in 2002.

Other eyes were also kept on the future through the continued development and use of strategic industry vocational education and training plans, developed by national industry training advisory bodies.

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National Industry Skills Initiative

The National Industry Skills Initiative, a Commonwealth initiative which began in 1999, continued in 2001. The rural industry, food trades (commercial cookery) and the building and construction industry all signed action plans that saw industry and Governments working together to address industry skill shortages. The engineering, retail motor and electrotechnology industries reported on progress in implementing their action plans. Three new industries were included in the initiative in 2001: emerging technologies, retail, and road freight transport.

Common framework for industry advisory arrangements developed

In 2001, a common framework was developed of roles, responsibilities, performance indicators and measurement tools for national, State and Territory industry advisory arrangements.

Excellence celebrated through the Australian Training Awards

The Australian Training Awards aim to recognise excellence and foster a learning culture in enterprises. The awards acknowledge the best efforts of training providers, employers, other organisations and learners in the development of a highly-skilled Australian workforce.

The national winners of the Australian Training Awards for 2001 were announced in Canberra in November in front of more than 800 people, including industry and government leaders, ministers for vocational education and training among them.

Through the awards nomination processes, large and small enterprises demonstrate that the amount and quality of training they provide for employees contributes strongly to their business success. The inspirational stories of finalists and winners from around Australia are used to promote the value of training to the broader business community.

The winner of the 2001 Prime Minister's Small Business of the Year Award was Wholesale Timbersource Pty Ltd of Loganholme in south-east Queensland. The company's Director, David Anderson, showed his commitment to training employees when he said, 'the company can only continue by expanding and embracing new technologies and markets, and needs to train to be successful'.

Industry-based skill centres funded

In 2001, funding of over $4m was provided for nine new projects under the Industry Based Skill Centres Program. New sites and buildings were purchased for the Port Adelaide Training and Development Centre at Lonsdale, the Retail Industry Training and Advisory Services South Australia and the Construction Skills Centre in Central Queensland. Industry funded the equipping of the centres. Refurbishment expenses and additional equipment were also provided for other projects.

Expand New Apprenticeships

The Australian **New Apprenticeships system** leads the English-speaking world in terms of its size, scope and coverage. It has proved to be an exceptionally successful employment and training program, with 93% of apprentices and trainees in employment three months after successfully completing their training.

New Apprenticeships combine practical work with structured training to give learners a nationally-recognised qualification, as well as the experience they need to get the job they want. New Apprenticeships have evolved from the traditional trade training to provide structured on- and off-the-job training, combined with practical work, in a far broader range of

Carpenter, Jennifer Grainger of Queensland (2001 Apprentice of the Year).

industries, for a far broader range of people (including school students and older workers), using a far broader range of delivery methods.

Record levels of New Apprenticeships reached

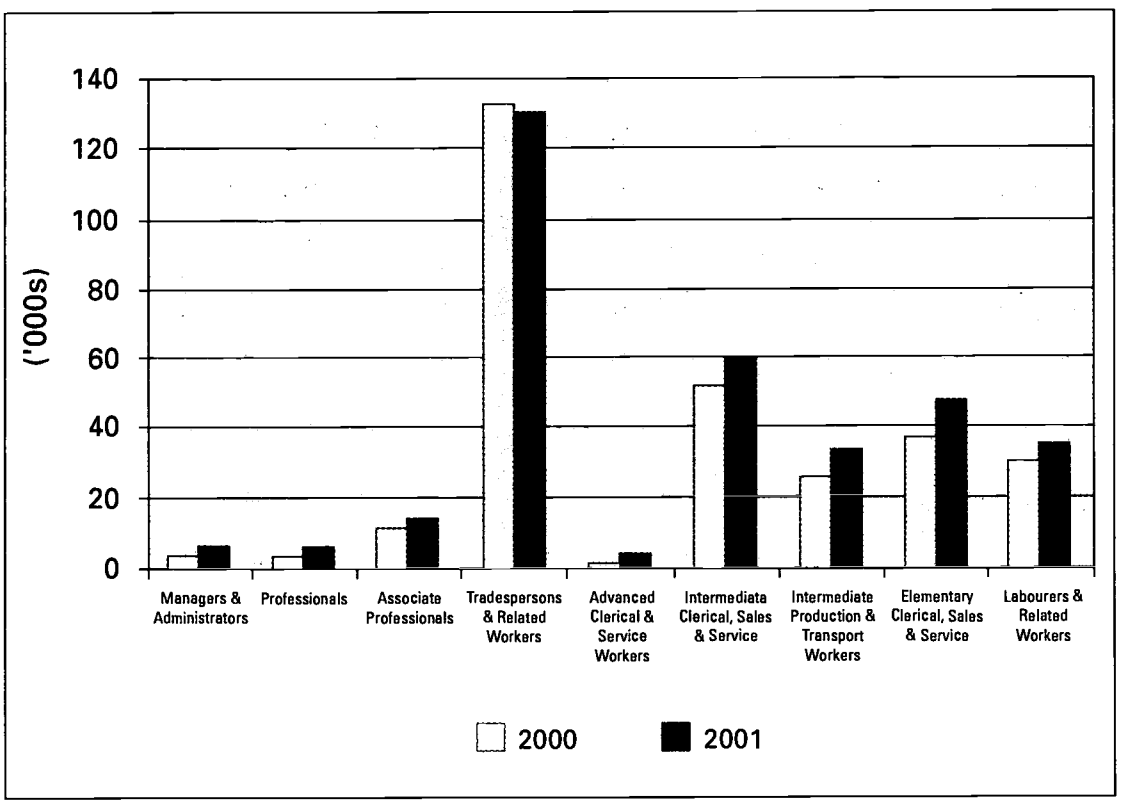
The number of new apprentices (apprentices and trainees) in training continued to grow in 2001, reaching a record estimated 333,200 at the end of the year. This compares with 296,300 at the end of December 2000, and with 256,200 12 months earlier.

Australia now rates fourth in the world (just behind Switzerland, Germany and Austria) in terms of coverage of the workforce by the New Apprenticeships system[1].

In 2001, the number of new apprentices increased in all major occupational groups (except for tradespeople and related workers, where numbers fell slightly). However, the tradesperson and related worker group still represents the largest occupation group, accounting for 39% of all new apprentices in training.

Figure 1 shows the numbers of new apprentices in 2000 and 2001.

FIGURE 1: NEW APPRENTICES IN TRAINING BY OCCUPATION[2]



[1] *Source: NCVER: Apprenticeship Research at a Glance - 2001*

[2] *Source: NCVER: Australian apprentice and trainee Statistics December quarter 2001*

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In 2001, more women than men started a New Apprenticeship, increasing the percentage of female new apprentices in training from 32.2% to 34.3%.

During the year, the number of part-time new apprentices increased by 40.3%, making them 21.4% of all new apprentices (compared with 17.2% at the end of 2000).

The estimated number of new apprentices who successfully completed their training in 2001 increased by 14.2% to 96,400.

New Apprenticeships in schools increased

In 2001, the number of new apprentices still at school also increased, from 5,800 in 2000 to 10,600. Other information about New Apprenticeships in schools is in the next section of this report.

Group training reviewed

A group training organisation employs new apprentices and places them with one or more host employers. The host employers provide on-the-job training and experience. The group training organisation undertakes the employer responsibilities for quality and continuity of the employment and training and manages the additional care and support necessary to achieve successful completion.

At the end of 2001, an estimated 35,300 new apprentices were employed by group training organisations which is more than double the number employed in 1995. Group training organisations are the biggest employers of teenage new apprentices and account for almost half of school-based New Apprenticeships.

In June, the ANTA Ministerial Council initiated a review of group training arrangements, to ensure their future growth and stability. A steering committee comprising representatives of industry, group training, the Commonwealth, States and Territories, ANTA, equity groups and trade unions was established and terms of reference for the review adopted, including:

- a comprehensive overview of group training in Australia
- the development of a vision for group training
- an evaluation of current funding arrangements
- advice on outcomes and funding arrangements appropriate for purchases by Governments in the future
- advice on a recognition and quality framework for group training.

Consultations and initial research indicated that completions by new apprentices employed by group training organisations have grown at a slightly higher rate than completions overall. As well, job outcomes from group training new apprentices are high and comparable with job outcomes from new apprentices in general. Consultations also identified many strengths and opportunities available to group training organisations include the ability to expand and diversify. However, some of the strengths of group training are subject to emerging economic pressures. The final report is expected to be presented in early 2002.

In 2001, the key result areas for this priority were:

- target products and services to meet learner needs
- increase opportunities and improve outcomes for targeted groups
- improve and increase pathways, especially vocational education and training in schools, where it is consistent with the National Training Framework.

Target products and services to meet learner needs

National research in 2000 showed that Australians **love learning**. This is a powerful and positive force that can be harnessed to help the vocational education and training system help Australia become more productive and actively encourage a learning society.

A vocational education and training system that is client-focused and client-driven must create the products and services that learners want. Learners all have unique perceptions, needs and wants and the national system must become much more adept at understanding and meeting them.

It Pays to Stay Campaign rolled out

The social marketing project, which was one of the key achievements of 2000, continued to inform the national system's work in 2001. Phase three of the It Pays to Stay Campaign (which was based on the social marketing project findings) was rolled out. The campaign aimed to convince young Australians considering dropping out of their education and training to stick with it. The phase used a partnership approach between States and Territories, giving them autonomy to implement communication activities.

The national campaign, using television and press advertising, telephone hotlines, school visits, professional development materials for counsellors and teachers and web-based resources, was rolled out in late 2001.

Tracking research to measure the impact of the campaign was undertaken on 13 TAFE campuses nationally in late February 2001. Of the more than 340 students surveyed, 16% said they had heard the radio advertisements, and 45% recognised the campaign's 'stick with it' message. Further evaluation will be undertaken in 2002 to provide a full picture of the impact of the campaign.

VOCATIONAL EDUCATION AND TRAINING CHANGES A LIFE

Former-Sydneysider Paul was once warned by police to stay away from school, 'to avoid confrontations and not to make his situation worse'. Barred from several secondary schools, Paul left school in year 8, living on the streets and in refuges and getting caught up in crime. Today, he aspires to be an army officer with a degree in information technology. The 19-year-old turned his life around after enrolling for a General Education Certificate at Blacktown District Community Education College in Sydney's Western suburbs. 'I would rather be a shepherd than a sheep', said Paul of his motivation to go to university. The positive experience at Blacktown College, where staff took a one-on-one interest in learners, was a key to Paul's turnaround. They didn't just provide intellectual support for learners: Paul tells how his English teacher sometimes picked him up from where he was living to make sure he was on time for class. Paul will now do a tertiary preparation course before attending the University of Southern Queensland.

Client Focus in VET Professional Development Project started

Stage one of the Client Focus in VET Professional Development Project was conducted in 2001, with research into the issues and challenges facing vocational education and training practitioners in meeting client needs. The results of the research will be used in 2002 to develop products and services that improve client satisfaction with the national system.

This project emerged from the 2000 social marketing project, which identified the need to improve the skills of vocational education and training practitioners in meeting client needs.

Australians succeed in WorldSkills

WorldSkills is a worldwide network of national non-profit bodies that promote the standard and status of vocational training and job skills.

In September, Australians brought home a record five gold medals, one silver medal and 17 diplomas of excellence from the 36th International WorldSkills Competition held in South Korea.

In conjunction with the 2001 WorldSkills national finals, the Australian National Training Authority (ANTA), in partnership with the Australian Association of Career Counselors, held numerous career education events to promote vocational education and training to young people.

An independent evaluation of Australia's involvement in WorldSkills was completed in 2001. Recommendations included increased funding to enable WorldSkills Australia to professionally market its regional and national skills competitions, and so attract more industry and community sponsorship.

Improving language, literacy and numeracy programs conducted

Through its language, literacy and numeracy programs, the national system has traditionally helped people who need these basic skills before they can do other learning programs.

Several projects in 2001 continued to support language literacy and numeracy learning in communities and workplaces. The Reading and Writing Hotline continued to support people in their personal and work lives. The Australian Council of Adult Literacy ran two forums on social justice and workplace literacy.

Increased opportunities and improved outcomes for targeted groups

A fair, equitable Australia must provide all people with **equal opportunities** whatever the historical discrimination they have faced, and the ongoing disadvantage they continue to face. Education and training - and lifelong learning more generally leading to jobs - are the keys to economic, social and cultural development, and a better life for all Australians.

In 2001, the accessibility of the national system to people in equity groups improved. These groups are:

- Indigenous people
- people with a disability
- women
- people in a correctional institution.

The strongest improvement among these groups was for women doing New Apprenticeships. As well, the number of Indigenous new apprentices increased by over 1,200 (or 23%) for the 12 months to September.

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Opportunities improved for Indigenous people, people with a disability

In 2001, work continued to implement blueprints for the two, five-year national strategies, Bridging Pathways (which aims to increase vocational education and training opportunities for people with a disability) and Partners in a Learning Culture (which aims to increase opportunities for Indigenous people).

The blueprints will contribute to reconciliation and justice among Indigenous people, and empower people with a disability, so they can more fully achieve their social and economic goals.

The Australian Indigenous Training Advisory Council and the Australian Disability Training Advisory Council were formed in late 2000. The councils are ANTA Board committees and are co-chaired by board members. The role of each council is to oversee the implementation of their blueprint. State and Territory training authorities have established committees to oversee implementation of the blueprints in their jurisdictions.

Several projects commenced in 2001 under the blueprints. The Equity Advisory Service was established, to advise Training Package developers on equity issues and to review Training Packages from an equity perspective. A mapping project was undertaken, to help Australian Disability Training Advisory Council members fully understand the interactions between disability and vocational education and training policies and programs in all jurisdictions. Group Training Australia was commissioned to identify ways to increase New Apprenticeships opportunities in group training companies for Indigenous people and people with a disability.

A consultant was engaged to identify examples of best practice in employing Indigenous Australians. A joint project was started with the Aboriginal and Torres Strait Islander Commission to identify opportunities to recognise prior learning in remote Community Development Employment Programs.

A research project was also undertaken, through the National Research and Evaluation Committee, to look at how funding arrangements that improve the participation of people with a disability in vocational education and training might be improved.

Anita Maynard, graphic design and multimedia student in Tasmania (2001 Aboriginal and Torres Strait Islander Student of the Year).

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Funds allocated to infrastructure for Indigenous people

In 2001, $4m of Commonwealth funding was allocated for the VET Infrastructure for Indigenous People Program. This funding was pooled with $4m allocated in 2000, allowing the program's national selection panel to approve 40 projects in early 2001. Many of the Northern Territory's projects were started, providing vocational education and training opportunities to more communities across the Territory. Queensland, in particular, innovatively combined funding for Indigenous, schools and industry skill centre programs to develop flexible, community-based facilities in regional and remote areas.

W-ith-it scholarships recognise women in high technology

In 2001, the national Women's IT&T Scholarship Program was established. The program offered eight scholarships (one in each State and Territory) to women seeking to enter the high technology industry. The program was conducted under contract to the national Information Technology and Telecommunications Industry Training Advisory Body and its State and Territory network. The program's aim was to recognise and promote the achievements of the winners, as well as to provide role models for other women.

International Women's Day events held

In 2001, funds were also provided to States and Territories for events, as part of International Women's Day, to celebrate and promote the achievements of women in vocational education and training.

Corrections strategy developed

A draft national strategy for adult prisoners and offenders in Australia was developed during the year, in consultation with ANTA, State and Territory training authorities and correctional services departments. The strategy responds to a growing need for vocational education and training in correctional facilities. The strategy will be finalised in 2002.

Equity conference held

The third annual Equity in Practice Conference was held in Melbourne in July. The conference is growing in size each year, with over 250 participants in 2001. The conference focused on the two blueprints.

More funds for people with a disability through Australians Working Together package

As part of the ANTA Agreement 2001-2003, the Commonwealth Government will provide funds to States and Territories under the Australian's Working Together package. These funds will support vocational education and training for people with a disability and will be available from July 2002.

Improve and increase pathways, especially vocational education and training in schools

The ANTA Board's vision for the national system is for a seamless, post-compulsory education and training system where individuals can move through school, vocational education and training, adult education, university and informal systems, in any sequence or combination throughout life, with confidence that their skills and qualifications are recognised and portable.

Vocational education and training in schools programs a major success

The most notable achievement in efforts to streamline post-compulsory education and training has been in the enormous increase in school students doing vocational education and training in schools.

Vocational education and training (VET) in schools programs continued to be a major success story for the national system during 2001. From only a few thousand students in the early 1990s, these programs catered in 2001 for around 170,000 students, and were provided in over 90% of Australia's secondary schools.

The programs provide students with nationally-recognised industry qualifications, contributions to senior secondary certificates and the opportunity to learn in workplaces.

For many students, their VET in schools program provides a rewarding reason for staying at school, improves their job prospects and encourages them to keep learning throughout life.

Program principles and guidelines reviewed

In September, the ANTA Ministerial Council agreed to provide $20m each year (increasing with indexation) in 2002, 2003 and 2004 to State and Territory training authorities, for VET in schools programs. The council also agreed to the development of new principles and guidelines for programs.

Under the new guidelines, VET in schools program plans in each State and Territory will include a timeline for 2002-04 to achieve:

- conformity of VET in schools programs to the National Training Framework
- better accountability and data collection
- the development of an integrated funding frameworks
- alignment between end-of-school and vocational education and training qualifications, so that vocational education and training achievements are properly recognised, including for tertiary entrance purposes
- engagement with employers in the development and delivery of programs, particularly through local partnerships.

The Australian Quality Training Framework and vocational education and training in schools studied

In 2001, the National Training Quality Council initiated a study of VET in schools arrangements as a result of the introduction of the Australian Quality Training Framework and concerns expressed by industry about the quality of some VET in schools provision. Given that the Australian Quality Training Framework has clearer and higher standards for registered training organisations, the study looked at the extent to which VET in schools complies with the Australian Recognition Framework, and assessed the impact of the Australian Quality Training Framework on compliance by schools delivering programs. The study's findings will be available in early 2002.

New Apprenticeships in schools evaluated

School-based New Apprenticeships increase learning options for school students. In 2001, the number of training agreements for school-based New Apprenticeships grew to 10,600.

Although expanding New Apprenticeships in schools is a high priority in many jurisdictions, action has been slow in some jurisdictions, and how programs are implemented varies significantly. A national evaluation of school-based New Apprenticeships began in 2001, to see how these New Apprenticeships can be increased and improved, and how the existing Principles and Framework for New Apprenticeships for School Students might need to be refined. The evaluation's findings will be available by mid-2002.

Training Package resources for vocational education and training in schools programs developed

A range of Training Package resources for VET in schools was developed in 2001. These materials are tailored for schools and have been developed for the financial services, seafood, textiles clothing and footwear, transport and distribution, hospitality, agriculture, and sport and recreation industries. Resources for laboratory operations, entertainment film TV radio and multimedia, music, food processing and maritime industries are under development. The resources are due for release in 2002.

Skill centres for school students funded

In 2001, 22 new skill centres for school students were funded for more than $4m, increasing the facilities available for VET in schools students.

Skill recognition through youth development programs investigated

In 2001, the report *Due credit: Examining the potential to recognise the skills achieved by young people participating in youth development programs* was finalised. The report was used in work around the National Youth Development Strategy endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs in March 2000.

This project sought to investigate how the skills gained by young people in youth development programs relate to skills gained in vocational education and training programs; and whether youth development program skills could be recognised through education and training recognition processes. The report concluded that a multi-faceted approach, building on existing recognition arrangements, offered the greatest potential. The report also proposed strategies and a framework for further work.

The report will be released in early 2002, and it is expected that its recommendations will be implemented in 2002 and 2003.

Guidelines developed for linking cross-system qualifications

In 2001, national guidelines on linking vocational education and training and higher education qualifications were jointly established by ANTA and the Australian Vice-Chancellors' Committee. Better links (particularly between higher-level vocational education and training qualifications and degree courses) will help students move between the two systems. The guidelines are expected to be included in the third edition of the Australian Qualifications Framework Advisory Board's *AQF Implementation Handbook.*

Vocational education and training professionalism

In 2001, the key result area for this priority was to build the capabilities of vocational education and training professional staff.

Build the capabilities of vocational education and training professional staff

Vocational education and training professionals are faced with multiple challenges as they seek to implement the National Training Framework in an environment of continual change in industry brought about globalisation, the rapid diffusion of information and communication technologies and other factors.

Vocational education and training system professionals include staff development and human resource staff; senior, middle-level and supervisory-level managers; staff from providers, enterprises and industry bodies; teachers and trainers; and student support officers.

In 2001, two professional development projects were funded to help system professionals deliver cutting-edge training to:

- increase the take-up of the National Training Framework; and
- accelerate the use of flexible learning and new technologies to deliver products and services.

Teacher of retail with student at South East Metropolitan College, Western Australia (2001 Large Training Provider of the Year).

Reframing the Future initiative launched

In 2001, the Reframing the Future initiative was launched. It is the continuation of the highly-successful Framing the Future national project, and will increase the take-up of the National Training Framework by system professionals. Reframing the Future picked up the most successful aspects of Framing the Future, to encourage further change.

In 2001, over 3,500 registered training organisation professionals were involved in Reframing the Future projects in all States and Territories, and in metropolitan and regional areas.

In 2001, 16 communities of practice were piloted, each about a different aspect of implementing the National Training Framework. Communities of practice are networks of professionals that help each other learn: they are also seen as more adaptive and self-perpetuating than the organising structures traditionally used for national projects. They ensure that the new knowledge arising from implementing the National Training Framework does not sit gathering dust on shelves, but is disseminated widely among professionals.

Other Reframing the Future projects included:

- 197 work-based learning staff development projects to develop professionals' skills in using Training Packages
- three pilot projects for managers of registered training organisations
- a forum for professionals about the teaching and learning of generic skills, and how these skills can be integrated, measured and assessed.

Spotlight on the Provider events held around Australia in 2001 also enabled teachers and trainers to exchange ideas about National Training Framework implementation.

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Action taken on Australian Flexible Learning Framework

The *Australian flexible learning framework for the national vocational education and training system 2000-2004* is a five-year strategic plan to accelerate the national system's uptake of flexible learning and the use of new technology. One of the principal goal areas of the framework entitled 'creative, capable people' is all about building a critical mass of staff who are able to use flexible learning approaches to accelerate Australia's transition to the information economy.

In 2001, the LearnScope initiative funded 337 work-based projects involving more than 3,000 participants in all States and Territories. LearnScope in 2001 sought to develop innovative ways to deliver the system's services and products. The program continued to support teachers and trainers, and also encouraged the participation of middle managers, and staff who support students, teachers and trainers.

Under the framework, 30 flexible learning leaders were also funded to provide leadership in flexible learning pedagogy in the States or Territories, and four flexible learning fellowships were awarded to senior managers of registered training organisations to develop and implement change-management plans for their organisations. The Net*Working 2001 Conference: From Virtual to Reality brought together 800 vocational education and training stakeholders in Brisbane to discuss educational and technological issues in the delivery of online learning.

Five research reports were also commissioned in 2001 to look at regional perspectives of online learning. These reports focused on the connections between e-business and online, delivery, on how e-business can influence delivery, enrolment and access in vocational education and training, and on quality assessment in online learning. They are expected to be completed in 2002.

LEARNSCOPE IN ACTION

Queensland's Bremer Institute of TAFE helped improve communication between its Adult Literacy Unit in Ipswich and volunteer literacy tutors in the Lockyer Valley near Toowoomba, with the setting-up of a web-board discussion. The initiative was part of LearnScope 2001.

When Vi Jorgensen and Anne-Marie Smith from the unit were looking for a project to apply their new-found online facilitation skills, they saw an opportunity to help volunteer literacy tutors in the Lockyer Valley. The discussion links the unit's Volunteer Tutor Coordinator with tutors spread around the valley, to work through literacy case studies and problems.

Librarian Kate Wilson's experience in web-board discussions, her dedication in producing a user guide for web-board discussions, and enthusiasm for the project, helped it get off the ground.

The project had mixed success, with initial technology problems, and slow log-in and access times from school computers. It was slow to post messages, and not all tutors could log onto the discussion group in the allocated time. However, the project demonstrated the great potential of this facility and some tutors subsequently used the web-board from their home computers. Vi and Anne-Marie are hopeful that a regular web-board discussion might occur to improve the professional support for isolated literacy tutors in urban, regional and remote areas.

Support for regional development

In 2001, the key result area for this priority was to target skill development to meet the needs of local enterprise, small business and communities.

Target skill development to meet the needs of local enterprise, small business and communities

Skill development in regional and remote areas is a major activity of the national system. One in three vocational education and training students lives in a regional or remote area. There is growing evidence that communities with a high degree of social capital are more likely to achieve excellent skill development outcomes, which in turn breed economic success.

There is a growing realisation in Australia that regional and remote areas need to be supported in their social, cultural and economic development.

The evidence suggests that regional and remote Australia is engaging with the national vocational education and training system, and is reaping the benefits.

Ten learning communities piloted

There is increasing interest around Australia and internationally in learning communities, learning towns and cities and learning regions. The Learning Communities initiative helps communities to better address their skill needs and improve their economic, social and environmental sustainability: the triple bottom line. In 2001, the ten communities shown in Figure 2 were involved in a pilot project to assess how learning can contribute to the social and economic development of a community and its region.

LEARNING LEADS RENEWAL IN TASMANIA

In the rural community of Oatlands in central Tasmania, a small campus offering education, training and hope is at the centre of an inspiring community renewal. With State, Commonwealth and corporate funds and support (including funds from the national VET Skill Centre initiative), the campus is part of a growing network of rural Tasmanian schools seeking to keep their young people in education and in home towns that offer them a future. The Central Tasmania Community College Campus offers 300 short adult and community education courses, a year 11 and 12 curriculum including vocational education and training, a commercial conference and meeting centre, video conferencing facilities, an aquaculture education project and a rural industry training centre that offers wool-classing outside Hobart for the first time. College Manager and teacher Sally Isles says the education tradition in rural Tasmania is that young people leave home for boarding schools or city high schools. 'Rural Tasmania is exporting its young people and this community has said "Enough!". Oatlands is passionate about offering our young people an alternative. If you make it worthwhile, they just may come back', Sally said. 'If rural communities are not learning communities, they are not going to survive.'

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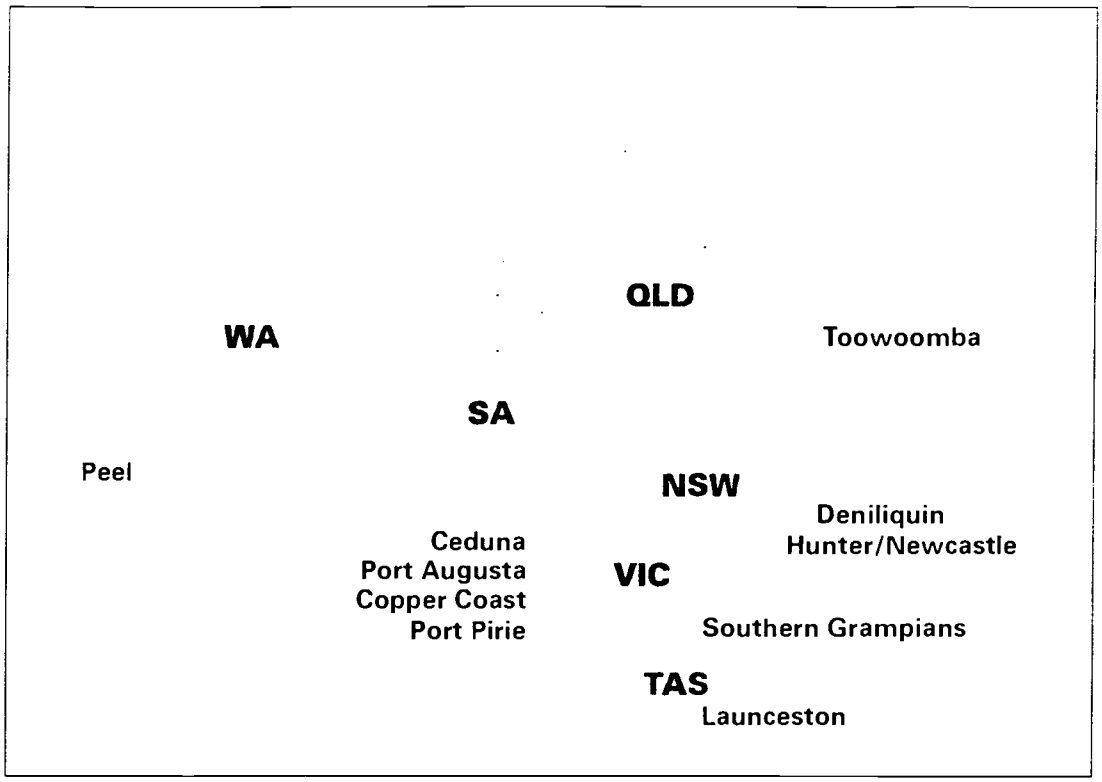
FIGURE 2: 2001 PILOT PROJECT LEARNING COMMUNITIES



The pilot projects supported groups in the communities to better understand the concept of a learning community, so that they could build their capacity to either implement the concept in their own community, or further develop the concept. The pilot projects will be completed in 2002 when an analysis by each community of the strengths, opportunities, issues and barriers it faces in becoming a learning community will be completed. The results of the pilot projects will inform the next phase of this project.

Adult and community education supported

Adult and community education contributes strongly to social, cultural and economic development in local communities. Adult and community education provides a new start in learning for a diverse range of Australians.

The Adult Learners Week in September 2001 provided the opportunity to celebrate the work of providers in encouraging adult Australians to achieve their maximum potential by engaging in learning, often informally. It is estimated that a quarter of all Australians were aware of this event, especially in regional communities.

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Reporting against other programs

Research program

Research keeps policy makers and organisations up-to-date and supports continuous improvement of the vocational education and training system. ANTA, together with Commonwealth, State and Territory Governments, provides more than $3m annually for vocational education and training system research.

The ANTA national research program funds national key research centres and partners with three-year contracts, and funds the annual research program.

Key research centres, key research partner contracted

There are two national key research centres, each of which conducts research in a designated area of expertise.

The three-year work plan for the Centre for the Economics of Education and Training (a collaborative venture by Monash University and the Australian Council for Educational Research) includes projects with a focus on the economics of vocational education and training, and on the interaction between vocational education and training and the wider economy and society.

The three-year work plan for the Research Centre for Vocational Education and Training at the University of Technology, Sydney includes a project which focuses on the changing contexts of vocational education and training, changing work and changing learning, the pedagogy of flexible learning, participation in a diversifying system and the new vocational education and training professional.

The national key research partner undertakes larger, more specific projects over a three-year period. The Centre for Post Compulsory Education and Training is currently undertaking a three-year longitudinal study of the experiences of young people in vocational education and training and higher education, and of those who leave school early and do not continue to do eduction and training.

Annual research program projects conducted

The annual research program is conducted by the National Research and Evaluation Committee and managed by the National Centre for Vocational Education Research. Each year, research priorities are determined in consultation with key stakeholders. In September, researchers were invited to tender for contracts for research projects in identified priority areas.

In 2001, about 30 projects were awarded to research generic skills, industry and vocational education and training provider relationships and partnerships, and whether Training Packages meet local needs. There was also an open category, which yielded a number of projects of relevance to the system.

Think tank hosted

In May 2001, ANTA hosted a research think tank meeting that looked at how the system could be better integrated and more responsive, and at how the status of vocational education and training research could be improved.

National programs

Allocations to national programs are shown in Table 1 below. Allocations in 2000-01 and 2001-02 particularly encouraged industry participation and the implementation of the Australian Quality Training Framework.

TABLE 1: NATIONAL PROGRAM ALLOCATIONS 2000-2001 AND 2001-2002

Program	2000-2001 ($m)	2001-2002 ($m)
Equity development and training innovation	3.500	3.500
Industry training advisory bodies	17.000	17.000
Training Package development	13.398	13.802
Group training	8.998	8.998
Total	42.896	43.300

Equity development and training innovation funded

In 2001, ANTA provided funds to each State and Territory for projects that supported the implementation of the blueprint for Indigenous Australians in vocational education and training, and the blueprint for people with a disability in vocational education and training.

The adult and community education sector was funded for Adult Learners Week and for projects and research to support the goals of the national adult and community education policy.

Funds were provided to industry for new and more effective approaches to delivering training. Priority was given to projects that encouraged training reform and related to the national system's objectives.

Funds were also provided under this program to WorldSkills Australia. This organisation was funded to support regional skills competitions that led to the national finals in Adelaide in March.

Industry training advisory bodies funded

Bodies that make up the national, State and Territory industry training advisory arrangements were funded. State and Territory training agencies are funded to support their jurisdictional industry training advisory arrangements, while national bodies are funded directly by ANTA.

Industry training advisory bodies:

- prepare industry strategic plans, which link industry skill needs to the national system's priorities
- prepare annual operational plans which prioritise activities identified in industry strategic plans
- advise on the skill needs of State and Territory industries
- engage industry in how to take up the National Training Framework, through regular consultations and advice
- establish and maintain effective working relationships between their national, State and Territory networks
- exchange advice between Governments and industry.

Industry funded to develop Training Packages

Industry training advisory bodies and other recognised bodies were funded under this program to develop, maintain, implement and review Training Packages.

Group training companies funded

This program purchased outcomes from group training companies, with an emphasis on increasing numbers of people from targeted groups, and on the quality of their training. Outcomes are purchased through a joint policy agreement with States and Territories, which requires funds allocated by ANTA to be matched.

National projects

Each year funds are allocated to national projects under the *Vocational Education and Training Funding Act 1992* to achieve the aims of the national strategy for vocational education and training.

National projects fund activities that relate to:

- the management and support of the national system
- change processes to implement agreed reforms to the system
- national priorities areas for action agreed by the ANTA Ministerial Council.

National projects are developed and approved through a collaborative approach between States, Territories, the Commonwealth and ANTA. In 2001, the national project approval process was streamlined and administrative requirements reduced.

Projects are managed by ANTA, the Commonwealth, States or Territories or by other bodies such as the National Centre for Vocational Education Research. For most projects, the managing body is supported by a steering committee or working group made up of representatives from States, Territories, the Commonwealth and ANTA.

In 2001, all national projects were matched to one of the annual national priorities. Table 2 shows the actual expenditure in 2001 on each national project.

TABLE 2: ACTUAL EXPENDITURE ON NATIONAL PROJECTS

Project	$ m
A business approach to navigation and transaction in vocational education and training	0.125
ABS surveys	0.109
Adult literacy and numeracy	1.666
Advancing lifelong learning	0.011
AESharenet	1.000
Annual national report	0.153
Australian Quality Training Framework	0.408
Australian Education International	0.500
B2C in vocational education and training	0.267
Benchmarking in the private sector	0.070
Capital issues	0.038
EdNa vocational education and training support	0.076
Employer training survey	0.004
Factors affecting vocational education and training in rural areas	0.010
Framing & Reframing the Future	3.150
How institutions respond to Training Packages	0.075
Implementation of key performance measures	1.159
Improved New Apprenticeships selection for small business	0.065
Integrated communication	2.213
Leadership program - TAFE directors	0.030
Learning communities	0.135
Legislation project	0.110
Marketing - employer	0.443
Marketing - might give it away	1.103
Marketing - professional development	0.104
National case management for targeted groups projects	0.076
National consistency	0.445
National consistency - State and Territory allocation	1.500
National vocational education and training communities of practice	0.020
National Training Information Service	0.274
New Apprenticeships management	0.051
Research and evaluation	3.179
Scenario planning	0.030
Statistical services	6.483
TAFE directors / development of a change model for managers	0.052
User choice	0.054
Vocational education and training system professional development	0.048
Workplace learning	0.030

The financial tables in this report are based on data for 2001 collected by the National Centre for Vocational Education Research in accordance with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for financial data.

The data was collected from transactions processed by State and Territory training authorities, public providers and ANTA. It was collected from general-purpose financial statements including an operating statement, a statement of cash flows and a statement of financial position provided by States and Territories and by ANTA.

Some additional data may be included for the adult and community education system in some States and Territories, for vocational education and training administration and for direct payments to private providers by the Department of Education, Science and Training (formally known as the Department of Education, Training and Youth Affairs).

The financial data, showing revenues and expenditures, has been prepared on an accrual accounting basis and covers all courses, commercial operations, regulatory and administrative functions and capital transactions.

Additional financial information including assets, liabilities and equities is reported by the National Centre for Vocational Education Research in its report *Australian vocational education and training 2001 statistics - financial data.*

The accounting policies applied to the collection of data are as set out in the AVETMISS for vocational education and training financial data.

The information contained in the tables has not been audited except for total operating expenses, general operating revenues and Commonwealth-specific funded revenues for States and Territories.

Revenue and expenditure figures that are recorded under the national heading cover specific vocational education and training activities for which ANTA has responsibility, net of ANTA funds paid to State and Territory training authorities (which are reported by States and Territories).

Commonwealth-sourced revenues and expenditures are amounts that have been paid through ANTA, or directly to State and Territory training authorities or public providers.

The following two tables show total vocational education and training revenue and expenditure by type in 2001.

TABLE 3: VOCATIONAL EDUCATION AND TRAINING OPERATING REVENUES*, BY TYPE, 2001, ($'000)

STATE/ TERRITORY	GENERAL OPERATING REVENUES					OPERATING REVENUES FROM GOVERNMENT					
	FEE-FOR-SERVICE	ANCILLARY TRADING	STUDENT FEES & CHARGES	OTHER	SUB-TOTAL GENERAL OPERATING REVENUES	ANTA FUNDED COMMONWEALTH GENERAL PURPOSE RECURRENT	STATE RECURRENT	ANTA FUNDED COMMONWEALTH SPECIFIC PROGRAMS	OTHER COMMONWEALTH SPECIFIC FUNDED PROGRAMS	LIABILITIES ASSUMED & OTHER	SUB-TOTAL OPERATING REVENUES FROM GOVERNMENT	TOTAL OPERATING REVENUE
NSW	83,827	44,725	40,862	33,419	202,833	267,563	741,468	3,809	16,182	91,206	1,120,228	1,323,061
Vic	237,386	31,294	47,594	46,985	363,259	193,269	559,395	4,410	5,227	0	762,301	1,125,560
Qld	38,414	16,732	33,957	4,610	93,713	133,749	407,343	4,734	10,453	0	556,279	649,992
SA	30,704	6,602	23,488	30,095	90,889	62,917	153,884	2,061	2,547	0	221,409	312,298
WA	36,346	5,018	27,551	12,602	81,517	74,325	234,111	2,519	4,057	8,332	323,344	404,861
Tas	9,056	2,966	3,613	1,189	16,824	22,082	49,189	1,393	1,311	0	73,975	90,799
NT	1,747	535	915	853	4,050	8,953	56,579	1,269	7,926	1,830	76,557	80,607
ACT	7,607	3,008	4,163	1,848	16,626	15,625	43,712	773	78	51	60,239	76,865
National	0	0	0	9,317	9,317	31,409 (1)	0	34,276 (2)	0	0	65,685	75,002
Total	445,087	110,880	182,143	140,918	879,028	809,892	2,245,681	55,244	47,781	101,419	3,260,017	4,139,045

Northern Territory data are preliminary and are undergoing audit at time of publication.
** Operating Revenues represent accrual based revenues.*

(1) Comprises total Commonwealth general purpose recurrent funding for national projects.
(2) Represents the balance of Commonwealth funding for national programs not included within State and Territory figures and ANTA's operating costs.

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TABLE 4: VOCATIONAL EDUCATION AND TRAINING CAPITAL REVENUE, BY TYPE ($'000)

STATE/ TERRITORY	CAPITAL REVENUES FROM GOVERNMENT*			OTHER CAPITAL, FINANCING AND INVESTING REVENUES**				TOTAL CAPITAL REVENUE
	ANTA FUNDED COMMONWEALTH CAPITAL	STATE FUNDED CAPITAL	SUB-TOTAL CAPITAL REVENUES FROM GOVERNMENT	SALES OF PROPERTY, PLANT & EQUIPMENT, LOANS & ADVANCES RETURNED	LOANS RAISED	INVESTMENTS	SUB-TOTAL OTHER CAPITAL, FINANCING ETC REVENUES	
NSW	62,721	40,040	102,761	714	0	0	714	103,475
VIC	47,273	30,162	77,435	5,760	353	2,036	8,149	85,584
QLD	34,667	18,934	53,601	2,624	0	1	2,625	56,226
SA	18,434	12,697	31,131	40	0	0	40	31,171
WA	11,755	9,456	21,211	942	0	0	942	22,153
TAS	4,866	1,009	5,875	-115	0	0	-115	5,760
NT	2,425	2,233	4,658	23	0	107	130	4,788
ACT	2,696	3,185	5,881	0	0	0	0	5,881
National	0	0	0	83	0	0	83	83
TOTAL	184,837	117,716	302,553	10,071	353	2,144	12,568	315,121

Northern Territory data are preliminary and are undergoing audit at time of publication.

** Capital Revenues from Government represent accrual based revenues.*
*** Other Capital, Financing and Investing Revenues represent cash revenues.*

TABLE 5: EMPLOYEE EXPENSES, BY TYPE, 2001 ($'000)*

STATE/ TERRITORY	SALARIES, WAGES, OVERTIME & ALLOWANCES	SUPERANNUATION	PAYROLL TAX	OTHER SALARY & WAGE RELATED COSTS	TOTAL EMPLOYEE EXPENSES
NSW	811,576	88,270	52,798	10,152	962,796
Vic	584,632	49,595	33,013	14,722	681,962
Qld	320,934	34,624	16,033	4,164	375,755
SA	154,844	15,970	9,920	16,041	196,775
WA	216,472	22,086	11,511	7,974	258,043
Tas	50,258	5,103	3,558	930	59,849
NT	32,771	4,286	2,374	1,156	40,587
ACT	39,107	5,654	0	1,214	45,975
National	6,621	762	0	658	8,041
TOTAL	2,217,215	226,350	129,207	57,011	2,629,783

Northern Territory data are preliminary and are undergoing audit at time of publication.
** Operating expenses represent accrual based expenses.*

TABLE 6: OTHER OPERATING EXPENSES, BY TYPE, 2001, ($'000)*

STATE/ TERRITORY	SUPPLIES & SERVICES	PAYMENTS TO NON-TAFE PROVIDERS FOR VET DELIVERY	GRANTS & SUBSIDIES	DEPRECIATION & AMORTISATION	OTHER INCL. BORROWING COSTS	TOTAL OTHER OPERATING EXPENSES
NSW	283,079	75,826	36,876	86,887	0	482,668
Vic	266,306	101,243	36,658	66,061	7,295	477,563
Qld	131,903	72,973	27,417	48,539	4,620	285,452
SA	86,097	28,483	11,041	12,551	1,060	139,232
WA	105,173	22,059	3,851	23,584	5,316	159,983
Tas	20,300	4,721	3,854	7,085	2,361	38,321
NT	25,051	6,239	9,341	3,648	134	44,413
ACT	21,126	7,135	942	3,082	1,841	34,126
National**	5,750	0	48,600	361	11,630	66,341
TOTAL	944,785	318,679	178,580	251,798	34,257	1,728,099

Northern Territory data are preliminary and are undergoing audit at time of publication.
** Operating expenses represent accrual based expenses.*
*** National grants and subsidies represent national program payments other than those paid directly to States and Territories which are included in their revenue and expense figures.*

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TABLE 7: OTHER CAPITAL, FINANCING AND INVESTMENT EXPENSES, BY TYPE, 2001 ($'000)*

STATE/ TERRITORY	INFRASTRUCTURE CAPITAL INCLUDING EQUIPMENT	REPAYMENT OF LOANS, FINANCE LEASE PAYMENTS & EQUITY RETURNS	LOANS & ADVANCES MADE	INVESTMENTS	TOTAL OTHER CAPITAL EXPENSES
NSW	82,809	0	0	611	83,420
Vic	107,625	1,216	0	5,947	114,788
Qld	61,941	54,668	360	0	116,969
SA	24,918	0	0	0	24,918
WA	26,906	10,605	0	0	37,511
Tas	4,392	793	0	0	5,185
NT	3,480	354	0	0	3,834
ACT	3,796	0	0	0	3,796
National	400	0	0	0	400
TOTAL	316,267	67,636	360	6,558	390,821

Northern Territory data are preliminary and are undergoing audit at time of publication.
** Capital, financing and investing expenses represent cash expenditures.*

TABLE 8: STATES AND TERRITORIES OPERATING EXPENDITURES, BY ACTIVITIES, 2001, ($'000)*

STATE/ TERRITORY	DELIVERY PROVISION & SUPPORT SERVICES	ADMINISTRATION & GENERAL SERVICES	PROPERTY, PLANT & EQUIPMENT SERVICES	STUDENT & OTHER SERVICES	TOTAL
NSW	1,065,989	209,212	151,179	19,084	1,445,464
Vic	779,986	198,625	120,334	60,580	1,159,525
Qld	437,521	144,041	70,375	9,270	661,207
SA	209,546	69,569	30,209	26,683	336,007
WA	265,719	96,801	33,995	21,511	418,026
Tas	59,467	21,542	9,527	7,634	98,170
NT	45,576	18,263	11,859	9,302	85,000
ACT	59,822	7,771	8,179	4,329	80,101
TOTAL	2,923,626	765,824	435,657	158,393	4,283,500

Northern Territory data are preliminary and are undergoing audit at time of publication.
** Activity amounts are recurrent expenditures for employee costs and other operating expenses including depreciation and amortisation, and borrowing costs. Capital, financing and investing expenditures are not included.*

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System policy

Policy for the national system is formulated and decided by the following bodies. Details of the membership of these bodies is in Appendix 2 of this report.

ANTA Ministerial Council

The ANTA Ministerial Council sets goals, objectives and priorities for the national system. The council is the peak government decision-making body for vocational education and training and comprises the ministers for vocational education and training from each State and Territory, and the Commonwealth Minister, who chairs the council. In 2001, this was the Hon. Dr David Kemp, MP, Minister for Education Training and Youth Affairs until November, after which the Hon. Dr Brendan Nelson, MP, Minister for Education, Science and Training was chair.

Australian National Training Authority

The Australian National Training Authority (ANTA) is a statutory body with an industry-led board that advises, and is responsible to, the ANTA Ministerial Council. The authority's main roles are to provide national policy advice and allocate Commonwealth funding for vocational education and training. The authority was established under the *Australian National Training Authority Act 1992*.

ANTA Board

The ANTA Board has seven members nominated by the ANTA Ministerial Council and appointed by the Governor General. All members are business and industry leaders. The ANTA Board advises the ANTA Ministerial Council, and is responsible for the Authority's operations and performance. In 2001, the Chair of the ANTA Board was Stuart Hornery, AO, former Chairman, Lend Lease Corporation and founder and Chairman of the Hornery Institute.

The ANTA Board is advised by the following:

National Training Quality Council

The National Training Quality Council, chaired by an ANTA Board member, comprises employer, employee and government representatives. The council oversees the National Training Framework which includes the Australian Quality Training Framework and Training Packages.

National Consistency Advisory Committee

The National Consistency Advisory Committee comprises representatives of industry and government. The committee was established to address a range of national consistency issues identified by the ANTA Ministerial Council.

Australian Indigenous Training Advisory Council

The Australian Indigenous Training Advisory Council was established to monitor the blueprint for implementation of Partners in a Learning Culture: Australia's National Aboriginal and Torres Strait Islander Strategy for vocational education and training 2000-05.

Australian Disability Training Advisory Council

The Australian Disability Training Advisory Council was established to oversee the blueprint for implementation of Bridging Pathways, the national strategy for increasing opportunities for people with a disability in vocational education and training.

National Training Statistical Committee

The National Training Statistical Committee is the key strategic and policy development forum for the national vocational education and training statistical standard, and for system data collection and reporting.

National industry training advisory arrangements

Industry training advisory bodies and recognised bodies are a key link between Australian enterprises and vocational education and training system. These bodies comprise employer, employee and vocational education and training representatives. Their main roles are to inform the vocational education and training system about the current and future skill needs of Australian enterprises, to inform industry about the system and develop products for the system including Training Packages.

State and Territory training authorities

Each State and Territory Government has a training authority to plan, and be responsible for, vocational education and training within their jurisdiction. They are accountable to their State and Territory minister and Parliament for the operations of their system, and to the ANTA Ministerial Council for national policy matters. State and Territory training authorities are responsible for their own TAFE systems.

Commonwealth Agency responsible for Vocational Education and Training

The Commonwealth Department of Education, Science and Training (formally known as the Department of Education, Training and Youth Affairs) has an active role in the national system. Specific roles for the Department are outlined in the ANTA Agreement 2001-2003.

System planning

System planning is primarily undertaken through the following mechanisms.

National strategy

The system is currently working to the second national strategy for vocational education and training, titled *A bridge to the future: Australia's national strategy for vocational education and training 1998 - 2003.*

The strategy:

- guides the setting of annual national priorities for the system
- provides the national policy framework for State and Territory plans
- lays the ground for system targets and key performance measures
- meets government and stakeholder expectations about policy.

The system's mission, as stated in the strategy, is:

> 'to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimise their potential'.

The system's objectives are:

- equipping Australians for the world of work
- enhancing mobility in the labour market
- achieving equitable outcomes in vocational education and training
- increasing investment in training
- maximising the value of public vocational education and training expenditure.

Each year, the ANTA Ministerial Council reviews the achievements of the system against the strategy, and determines the annual national priorities for the coming year. For 2001, those priorities were:

- a quality national training system that provides value for money
- industry commitment to skill development
- individuals as learners
- vocational education and training professionalism
- support for regional development.

State and Territory annual vocational education and training plans

States and Territories respond to the annual national priorities through their annual vocational education and training plans, which show how States and Territories will implement national policy. Commonwealth funds for 2001 totalling $931.415m were released to State and Territory Governments after the ANTA Ministerial Council (in November 2000) agreed to their plans for the following year.

Industry strategic plans

Industry strategic vocational education and training plans are compiled by industry training advisory bodies (and recognised bodies) to detail future three- to five-year industry training requirements, and to propose priorities. Operational plans derived annually from the industry strategic plans show how industry is addressing the latter. Industry strategic plans and operational plans are validated by a sample of large, medium and small businesses.

Infrastructure planning

A new accountability framework for vocational education and training infrastructure has been developed, as part of a strategic approach to infrastructure funding. The framework has three components:

- a three-year State and Territory strategic infrastructure plan
- an annual State and Territory infrastructure planning statement
- infrastructure performance measures.

Implementation of the new framework started in 2001.

New technology planning

The Australian Flexible Learning Framework guides national collaboration and action on flexible learning for 2000-04. To give practical expression to the framework, annual strategies are developed. Strategy 2001 focused on learners in enterprises and registered training organisations, and on how online approaches can better meet their needs.

National research planning

The current planning framework for national vocational education and training research covers 2000-02. The main research initiatives are the national key research centres, the national key research partner and the National Research and Evaluation Program. The national key research centres and partners have a three- year contract, while the National Research and Evaluation Committee allocates funds for specific research projects annually.

Equity advisory arrangements

Implementation of Partners in a Learning Culture: Australia's National Aboriginal and Torres Strait Islander Strategy for vocational education and training 2000-05 and Bridging Pathways, the national strategy for increasing opportunities for people with a disability in vocational education and training, and their blueprints, is being monitored by the Australian Indigenous Training Advisory Council and the Australian Disability Training Advisory Council, which are advisory committees to the ANTA Board.

Memberships

ANTA Ministerial Council

In 2001, the following people were members of the ANTA Ministerial Council.

Commonwealth
The Hon. Dr David Kemp, MP (Chair), Minister for Education, Training and Youth Affairs *(until November 2001)*

The Hon. Dr Brendan Nelson, MP, Minister for Education, Science and Training *(from November 2001)*

New South Wales
The Hon. John Aquilina, MP, Minister for Education and Training *(until November 2001)*

The Hon. John Watkins, MP, Minister for Education and Training *(from November 2001)*

Victoria
The Hon. Lynne Kosky, MP, Minister for Post Compulsory Education, Training and Employment

Queensland
The Hon. Paul Braddy, MLA, Minister for Employment, Training and Industrial Relations *(until March 2001)*

The Hon. Matthew Foley, MLA, Minister for Employment, Training, Youth and the Arts *(from March 2001)*

Western Australia
The Hon. Mike Board, JP, MLA, Minister for Employment, Training, Youth, the Arts *(until February 2001)*

The Hon. Jon Kobelke, MLA, Minister for Labour Relations, Consumer Affairs, Employment and Training *(from February 2001)*

South Australia
The Hon. Mark Brindal, MP, Minister for Employment and Training

Tasmania
The Hon. Paula Wriedt, MHA, Minister for Education *(until October 2001)*

The Hon. Fran Bladel, MHA, Minister for Education *(from October 2001)*

Australian Capital Territory
Mr Bill Stefaniak, MLA, Minister for Education *(until November 2001)*

Mr Simon Corbell, MLA, Minister for Education, Training, Youth and Family Services *(from November 2001)*

Northern Territory
The Hon. Chris Lugg, MLA, Minister for Tertiary Education and Training *(until August 2001)*

The Hon. Sydney James Stirling, MLA, Minister for Employment, Education and Training *(from August 2001)*

ANTA Board

In 2001, the following people were members of the ANTA Board.

Mr Stuart Hornery, AO (Chair), former Chairman, Lend Lease Corporation Pty Ltd and founder and chairman of the Hornery Institute

Mr Bill Mansfield (Deputy Chair), Assistant Secretary, Australian Council of Trade Unions

Ms Stella Axarlis, AM, Chair of Peninsula Health Services

Mr Geoff Ashton, National President of the Australian Industry Group *(until June 2001)*

Mr Mark Paterson, Chief Executive, Australian Chamber of Commerce and Industry

Mr Peter Griffin, pastoralist, Launceston, Tasmania *(until June 2001)*

Mr Vince O'Rourke, AM, former Chief Executive, Queensland Rail

Ms Leonie Clyne, Managing Director and Owner, Angus Clyne Australia Pty Ltd *(from July 2001)*

Dr Evelyn Scott, former Chairperson, Council for Aboriginal Reconciliation *(from July 2001)*

National Training Quality Council

Mr Mark Paterson (Chair), ANTA Board Member

Mr Julius Roe, National President, Australian Manufacturing Workers' Union

Mr Doug Wright, Australian Industry Group

Mr Gary Collins, Manager, Training Services, Chamber of Commerce and Industry of Western Australia

Ms Felicity Mildon, Training and Development Manager, Qantas Airways Limited

Mr Larry Stinson, Training Manager Queensland, Tradelink Plumbing Supplies

Ms Meredith Sussex, Director, Office of Post Compulsory Education, Training and Employment, Department of Education, Employment and Training, Victoria *(until September 2001)*

Mr Ken Smith, Director-General, Queensland Department of Employment and Training *(from September 2001)*

Dr Gary Willmott, Assistant Director-General, Industry Services, NSW Department of Education and Training *(until June 2001)*

Ms Leslie Loble, Deputy Director-General, NSW Department of Education and Training *(from June 2001)*

Ms Therese Taylor, Director, Office of Vocational Education and Training, Department of Education, Tasmania *(until April 2001)*

Mr Michael Stevens, Deputy Secretary, Department of Education, Tasmania *(from April 2001 and until September 2001)*

Dr Geoff Wood, Executive Director, Department of Education, Training and Employment, South Australia *(from September 2001)*

Mr Richard Strickland, Department of Training, Western Australia *(until February 2001)*

Mr Robert Player, General Manager, Department of Training and Employment, Western Australia *(from February 2001)*

Mr Rod Manns, Assistant Secretary, VET Reform Branch, Training and Youth Division, Department of Education, Training and Youth Affairs

National Consistency Advisory Committee

Mr Geoff Ashton (Chair), ANTA Board Member *(until June 2001)*

Mr Paul Byrne (Chair), General Manager, ANTA *(chair from July 2001)*

Dr Gary Willmott, Assistant Director-General, Industry Services, NSW Department of Education and Training *(until June 2001)*

Ms Leslie Loble, Deputy Director-General, NSW Department of Education and Training *(from June 2001)*

Ms Meredith Sussex, Director, Office of Post Compulsory Education, Training and Employment, Department of Education, Employment and Training, Victoria

Ms Jenny Cranston, General Manager, Queensland Department of Employment and Training

Dr Geoff Wood, Executive Director, Department of Education, Training and Employment, South Australia

Mr Richard Strickland, Acting General Manager, Training Group, Western Australian Department of Training

Ms Therese Taylor, Director, Tasmanian Office of Vocational Education and Training *(until April 2001)*

Mr Michael Stevens, Deputy Secretary (VET Strategies), Tasmanian Office of Vocational Education and Training *(from April 2001 until August 2001)*

Mr Mike Brough, Director, Tasmanian Office of Vocational Education and Training *(from August 2001)*

Ms Anne Houghton, Program Manager, Quality Assurance, Vocational Education and Training Authority, ACT

Ms Jenny Butler, Manager Planning, Northern Territory Employment and Training Authority *(until April 2001)*

Ms Kate Finlayson, Manager Client Services, Northern Territory Employment and Training Authority *(from July 2001)*

Mr Colin Walters, First Assistant Secretary, VET Reform Branch, Department of Education, Training and Youth Affairs

Mr Steve Balzary, Director, Employment and Training, Australian Chamber of Commerce and Industry

Mr Lyndon Rowe, Chief Executive Officer, Chamber of Commerce and Industry, Western Australia

Mr Keith Harvey, Industrial Officer, Australian Services Union

Ms Mandy Keillor, Principal Director, Keillor Building Associates

Mr Col Thatcher, Assistant Director, Business Council of Australia *(until April 2001)*

Ms Maria Tarrant, Assistant Director, Business Council of Australia *(from April 2001)*

Mr Doug Wright, Australian Industry Group

Australian Indigenous Training Advisory Council

Mr Vince O'Rourke (Co-Chair), ANTA Board Member

Mr Kevin Bromley (Co-Chair), representing small business

Mr Charles Davison, representing the Aboriginal Educational Consultative Group

Mr Bill Wilson, President, Federation of Aboriginal Education Providers

Mr Hans Batzke, Australian Chamber of Commerce and Industry

Mr Colin Walters, First Assistant Secretary, Department of Education, Training and Youth Affairs

Mr Peter Buckskin, Assistant Secretary - Indigenous Education Branch, Department of Education, Training and Youth Affairs

Mr Steve Larkin, Department of Employment, Workplace Relations and Small Business

Ms Ann Flood, Australian Council of Trade Unions

Mr Stephen Comeagain, Enterprise and Career Education Foundation

Mr Desmone Williams, Commissioner, Aboriginal and Torres Strait Islander Commission

Mr Mike O'Ryan, Director, Community Development and Employment Programs, Aboriginal and Torres Strait Islander Commission

Ms Marie Persson, Director, Sydney Institute of Technical and Further Education, representing registered training organisations

Dr Ken Boston, Director-General, NSW Department of Education and Training, representing the ANTA chief executive officers

Ms Pam Gill, New South Wales

Mr Lionel Bamblett, Victoria

Ms Jeannie Herbert, Queensland

Ms Wendy Dawson, Western Australia

Mr Klynton Wanganeen, South Australia

Ms Claire Anderson, Tasmania

Ms Pat Cummins, Northern Territory

Mr John Heath, Australian Capital Territory

Mr Steve McDonald, General Manager, ANTA

Australian Disability Training Advisory Council

Mr Geoff Ashton (Co-Chair), ANTA Board Member *(until June 2001)*

Mr Vince O'Rouke (Co-Chair), ANTA Board Member *(from July 2001)*

Mr Mark Bagshaw (Co-Chair), International Marketing Manager, IBM Australasia

Mr David Kalisch, Executive Director, Economic and Social Participation, Department of Families and Community Services

Mr John Heneker, Director, Murray Institute of TAFE

Mr Peter Botsman, Executive Director, Brisbane Institute

Mr Rod Manns, Assistant Secretary, VET Reform Branch, Department of Education, Training and Youth Affairs

Ms Kate Shipway, Director, Equity Standards Branch, Department of Education, Tasmania

Mr Brian Smyth-King, Manager, Disabilities and Learning Difficulties Unit, Department of Education and Training, New South Wales

Ms Fiona MacGregor, Board Member, Vocational Education and Training Authority, ACT

Ms Marion Norton, Principal Policy Officer, Strategic Directions, Department of Employment and Training, Queensland *(until October 2001)*

Mr Dan Kearns, Manager, Red Cross Job Training and Support, Queensland *(from October 2001)*

Ms Margaret McColl, Executive Officer, Ministerial Advisory Committee: Students with a disability, South Australia

Ms Margaret Darwin, Chair, National Community Services and Health Industry Training Advisory Board *(until November 2001)*

Mr Jo Pyke, General Manager, Access Training and Employment Centre *(until September 2001)*

Ms Madeline Scully, Manager, Participation Initiatives, Department of Employment, Training and Tertiary Education

Mr Maurice Corcoran, National Coordinator, DDA Standards Project

Mr Craig Harrison, Manager, Personnel Employment

Ms Lyn Hammond, Senior Executive Officer - Equity, TAFE Queensland

Ms Dianne Wallace, Director, Directions Australia

Mr Tony Vardaro, Disability Services Officer, South East Metropolitan College of TAFE

Mr Steve McDonald, General Manager, ANTA

National Training Statistical Committee

Mr Robert Marshman (Chair), Director-General, Department of Employment and Training, Queensland *(until August 2001)*

Mr Ken Smith (Chair), Director-General, Department of Employment and Training, Queensland *(from August 2001)*

Ms Therese Taylor (Deputy Chair), Director, Office of Post Compulsory Education and Training, Tasmania *(until August 2001)*

Mr John Sullivan, (Deputy Chair), General Manager, Officer of Employment, Training and Tertiary Education, Victoria *(Deputy Chair from July 2001)*

Ms Pam Christie, Director, Department of Education and Training, New South Wales *(until August 2001)*

Dr Michele Bruniges, Director, Strategic Information and Planning, Department of Education and Training, New South Wales *(from November 2001)*

Ms Merrill White, Director, VET System Reporting, Department of Employment and Training, Queensland *(until August 2001)*

Mr John Stalker, Acting Director, VET System Reporting, Department of Employment and Training, Queensland *(from August 2001)*

Mr Richard Osborne, Acting Assistant Director, Department of Education Training and Employment, South Australia *(until August 2001)*

Mrs Chris Harrison, Director, VET Strategy and Co-ordination, Department of Training and Employment, South Australia *(from November 2001)*

Mr Richard Strickland, Director, Department of Training and Employment, Western Australia *(until August 2001)*

Mr David Lloyd, Director, Research and Performance Allocation, Department of Training and Employment, Western Australia *(from August 2001)*

Mr Mike Brough, Director, Office of Post Compulsory Education and Training, Tasmania

Mr Paul Fennell, Manager, Office of Training and Adult Education, Australian Capital Territory

Ms Joyce Vandemaas, Resources and Statistics Officer, Northern Territory Employment and Training Authority

Ms Robyn Bergin, Director, ANTA Liaison Section, Department of Education, Training and Youth Affairs *(until March 2001)*

Ms Catherine Hope, Acting Director, ANTA Liaison Section, Department of Education, Training and Youth Affairs *(from March 2001 until November 2001)*

Mr Brett Levy, Director, ANTA Liaison Section, Department of Education, Training and Youth Affairs *(from November 2001)*

Mr Mel Butler, Director, Australian Bureau of Statistics

Dr Kaye Bowman, Director, Planning and Performance Review, ANTA

The 2001 Australian Training Award champions

New Apprenticeships Apprentice of the Year
Jennifer Grainger, Queensland

New Apprenticeships Trainee for the Year
Sara Karydis, Tasmania

Aboriginal and Torres Strait Islander Student of the Year
Anita Maynard, Tasmania

Vocational Student of the Year
Marcus Deakes, Tasmania

Australian Training Award
Qantas College Online

Prime Minister's Small Business of the Year
Wholesale Timbersource Pty Ltd, Queensland

Small Training Provider of the Year
Institute for Design, Entertainment and the Arts (iDEA), Victoria

Large Training Provider of the Year
South Metropolitan College of TAFE, Western Australia

Employer of the Year
Alcoa World Alumina Australia (Western Australian operations)

VET In Schools Excellence Award
Rosny College, Tasmania

ANTA Board Award
Worldskills Australia volunteers

Industry awards

Automotive
Garry Crick Auto Group, Queensland

Community Services and Health
Home Care Services, New South Wales
Queensland Ambulance Services, Queensland

Cultural
The Sydney Opera House Trust, New South Wales

Financial Services
RACV Sales and Marketing, Victoria

Food Processing
Australia Meat Holdings, Queensland

IT and Telecommunications
Datacom, New South Wales

Manufacturing, Engineering and Related Services
Australian Defence Industries, Victoria

Mining
Alcoa World Alumina Australia (WA Operations)

Process Manufacturing
CSL Bioplasma, Victoria

Property Services
Chubb Security Holdings Australia Limited

Public Administration
Roads and Traffic Authority of NSW

Recreation
Outward Bound Australia, Australian Capital Territory

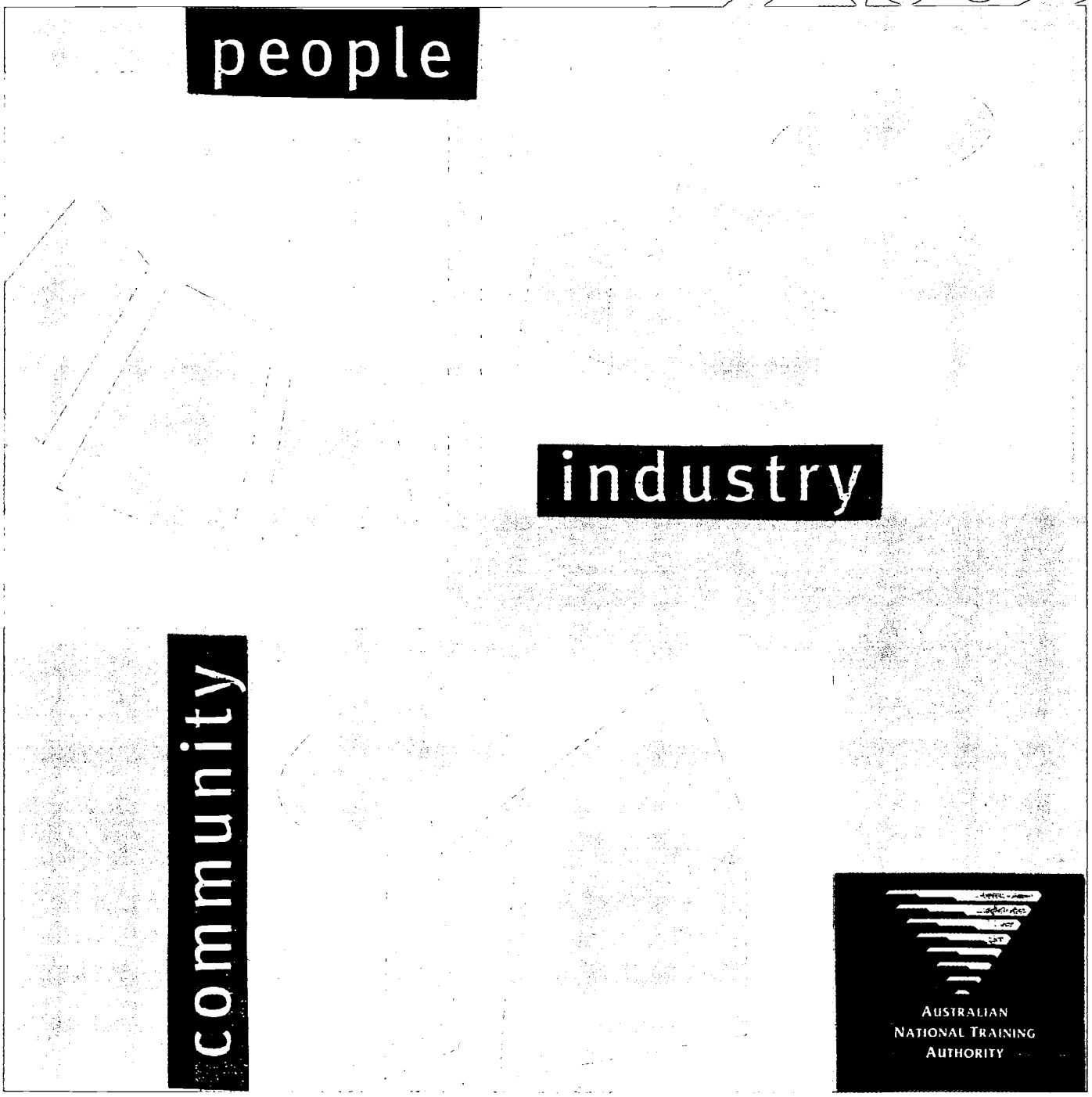
Tourism and Hospitality
Port Arthur Historic Site Management Authority, Tasmania

Utilities and Electrotechnology
Power and Water Authority of Northern Territory

Wholesale, Retail and Personal Services
Woolworths Limited

Australian National Training Authority

Annual National Report of the Australian Vocational Education and Training System 2001



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INTRODUCTION

ANTA Agreement 2001-2003

The ANTA (Australian National Training Authority) Agreement between the Commonwealth, State and Territory ministers responsible for vocational education and training provides the framework for the Australian vocational education and training system. The Agreement also creates the basis for a joint partnership between governments and industry.

The ANTA Agreement 2001-2003 was endorsed in principle by the ANTA Ministerial Council meeting on 30 June 2001, with final endorsement in August 2001. The Agreement takes forward agreed national reforms and includes enhancements to the accountability framework. The new arrangements focus on quality assurance under the National Training Framework, flexibility in training delivery using Training Packages, New Apprenticeships and innovation.

In 2001, all States and Territories developed innovation strategies for 2002 which outline State and Territory approaches to meeting the skill needs of emerging and innovative industries.

The ANTA Agreement 2001-2003 provides a substantial funding boost. The extra Commonwealth funding includes $230m for growth, to be matched by the States, plus an estimated $120m for indexation. It brings Commonwealth funding for training to over $1,000m a year for the first time. In addition, the Commonwealth has allocated $15m under the Australians Working Together - Helping People Move Forward package in the period covered by the ANTA Agreement.

The funding under the Australians Working Together - Helping People Move Forward package will help States and Territories to provide vocational education and training places for people with a disability, and support increased training by unemployed people who receive income support.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

New Apprenticeships Access Programme reviewed

The New Apprenticeships Access Programme works with job seekers who face barriers to employment, by providing pre-vocational training, support and assistance. The program helps clients to obtain, and successfully participate in, a New Apprenticeship. Alternatively, a job seeker may be supported into employment, further education or training. To be eligible for the program, people must meet eligibility criteria that indicate a particular area of disadvantage.

In 2001, over 4,270 people started training through the program. A review of the program to improve its design and performance led to several major changes, including the procurement of program services through competitive tender. This will ensure that services are delivered by experienced organisations with sound employment networks in more metropolitan, regional and remote areas, while providing value-for-money for the Commonwealth.

Education Services for Overseas Students (ESOS) Act 2000 comes into effect

In June 2001, *the Education Services for Overseas Students (ESOS) Act* 2000, and its National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students, came into effect.

The Act provides a stronger Commonwealth regulatory framework for the education and training export industry. It is designed to provide financial and tuition assurance, and

assure the quality of education and training provided to students studying in Australia on student visas. It requires providers to report student visa breaches. The Department of Education, Science and Training (DEST) works with the State and Territory education authorities and the Department of Immigration and Multicultural and Indigenous Affairs to implement the Act.

Effective outcomes of implementation of national training arrangements including the National Training Framework

Training Package support materials funded

In 2001, DEST worked closely with the Australian National Training Authority (ANTA) to develop training materials to support the implementation of Training Packages and New Apprenticeships. In 2000 and 2001, the department contributed $13.5m to this effort, in addition to the Commonwealth's ongoing funding of ANTA's Training Package national program. Innovative and flexible learning strategies, assessment resources and professional development materials were developed for Training Packages covering over 30 industry areas. Practitioner resources for conducting assessment were unveiled at workshops around the country. Resources to assist the delivery of Training Package qualifications in schools were also developed.

A web-based library of customisable resources was also developed to help change the way registered training organisations develop learning and assessment strategies for Training Package qualifications. Interactive multimedia and other resources designed to support New Apprentices (including Indigenous New Apprentices) were evaluated and will be available in 2002.

All resources were developed in close consultation with key industry stakeholders including industry training advisory bodies (ITABs) and peak bodies, practitioners and learners. Communication strategies were progressively implemented during the year to promote the resources and encourage widespread use of them.

Employability Skills Project

In 2001, DEST and ANTA funded the Business Council of Australia to research, with the Australian Chamber of Commerce and Industry, business requirements for employability skills. A reference group comprising representatives of the four organisations, and of the Australian Industry Group, National Farmers' Federation and National Centre for Vocational Education Research directed the project.

The outcomes from the project, which clarify what Australian industry and leading enterprises understand by employability skills and propose an employability skills framework, will help underpin the understanding and future application of generic employability skills in Australian education and training.

National consistency improved, having regard to State and Territory priorities

National troubleshooter

Following a resolution of the ANTA Ministerial Council in November 2000, the Commonwealth funded ANTA to support a troubleshooter to help national employers access the national vocational education and training system. The troubleshooter commenced operation in early 2001. As well as helping national employers, the troubleshooter worked with States, Territories and the Commonwealth to address inconsistencies in policy and administrative practices in the national system.

Australian Quality Training Framework initiatives undertaken

In June 2001, the ANTA Ministerial Council endorsed the Australian Quality Training Framework, which is a major achievement in assuring nationally-consistent and quality vocational education and training delivery and assessment.

Following a proposal by the Commonwealth Minister, work commenced on developing model clauses to give nationally-consistent legislative underpinning to the framework, and to aspects of New Apprenticeship regulation. The clauses will be considered by the council in 2002.

In 2001, the Commonwealth contributed $4.5m ($1.5m from national projects and $3m from DEST) through ANTA to the States and Territories, to help implement national consistency initiatives and particularly the Australian Quality Training Framework. An additional $2.5m was provided to the authority by the Commonwealth for national consistency work, particularly in areas supporting New Apprenticeships.

National consistency of New Apprenticeships advanced

In June 2001, the ANTA Ministerial Council agreed to the Apprenticeship/Traineeship Training Contract and its full implementation across the Commonwealth, States and Territories by 1 October 2001, noting that under current Western Australian legislation, Western Australia would be unable to meet this timeline for New Apprenticeships.

The Commonwealth worked with the States and Territories to develop and implement the contract, which was fully implemented in Tasmania in October 2001. It is expected to be implemented in all States and Territories in 2002.

The National Code of Good Practice was introduced in 2001. The code helps employers and New Apprentices to better understand their responsibilities and obligations, and to adopt best practice. A reference group managed by the department and with representatives of peak industry bodies, States, Territories and the authority monitored development of the code.

In particular, the code says that employers must provide structured training, supervision and support in the workplace, and a safe work environment for New Apprentices. The code tells New Apprentices of their obligations to fulfil their work responsibilities, including the obligations to attend training, work as directed by the employer and take care of workplace property and resources.

In November 2000, the ANTA Ministerial Council agreed to work priorities for 2001 to improve national consistency in New Apprenticeships. One of these was to develop a National User Choice and Incentives Information Service. The service was established in March and links the Commonwealth's New Apprenticeships website directly to user choice and incentives information on State and Territory websites. Through the service, information is available in a nationally-consistent format under agreed headings, to make it easier for users to find information on each website.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

The National Industry Skills Initiative expanded

The National Industry Skills Initiative was developed in 1999 as a partnership between industry and government to address current and emerging skill needs in selected industries. As a result of a meeting with key industry groups, the initiative established industry-led Working Groups to develop Action Plans to address identified skills issues.

In 2001, industry Taskforces monitored the implementation of recommendations in Action Plans for six industries: engineering, electrotechnology, retail motor, commercial cookery, building and construction, and sectors of the rural industry. Action under the plans included the development of careers education materials, flexible ways of recognising existing skills and improving career paths and options to retain skill levels. All Taskforces will report progress in June 2002.

In the rural industry, a cross-sector New Apprenticeship was developed and a two-year pilot started. The New Apprenticeship recognises the specific needs of the industry arising from the seasonal and short-term nature of much of the work, and uses competency standards from several Training Packages.

In July 2001, a further three industries were added to the Initiative: emerging technologies, retail and road freight transport. Working Groups for these three industries are expected to report by June 2002. The Initiative has proven to be a very effective way to facilitate industry and government partnerships to address skills-related issues.

Increase industry participation and investment in training to add to the existing skill base

Research conducted through the National Industry Skills Initiative has identified that the key audiences that must be engaged to support improved skill outcomes are school leavers, careers advisers, workforce entrants and their potential employers. In 2001, the engineering, electrotechnology and retail motor industries provided professional development for careers advisers, and provided support and multimedia resources to these audiences.

The Action Plans under the initiative identify the need for additional industry training. The retail motor, electrotechnology and rural industry Action Plans include employment and training initiatives under the Group Training New Apprenticeships Targeted Initiatives Programme.

Bodies contracted under the Industry Training Strategies Programme

Through the Industry Training Strategies Programme, the Commonwealth supports projects to address issues relating to the implementation of New Apprenticeships by industries. In 2001, 11 industry organisations were contracted to increase awareness of the flexibilities available through Training Packages in their industries. The Commonwealth also contracted an Indigenous organisation to address cultural awareness issues. Contracts with three national employer peak bodies continued throughout 2001.

Workplace English Language and Literacy Programme continued

The Commonwealth's Workplace English Language and Literacy Programme encourages employers to invest in training by subsidising up to 75% of the cost of training to provide workers with English language and literacy skills, to enable them to meet the demands of their current and future employment.

In 2000-01, funding of $10.5m supported some 380 projects. About 16,989 workers were assessed and over 22,000 trained. Of those trained, 28% were from a non-English-speaking background, 3% were Indigenous Australians and 45% were female.

The main industries to benefit from program funding were health and community services (25%), manufacturing (23%), construction (13%), agriculture and forestry (6%), personal and other services (5%), and accommodation, cafes and restaurants (4%).

In 2000-01, 6% of funds was allocated for strategic national activities and resource development.

Expand New Apprenticeships

New Apprenticeships expanded

As at December 2001, there were some 333,000 New Apprentices in training, an increase of 12.5% since December 2000. There were about 230,600 commencements in 2001, up 10.9% on 2000. The estimated number of completions for 2001 was 96,400, up 14.2% on 2000.

Young people have benefited from the growth in New Apprenticeships, with 15 to 24 year olds accounting for over 57% (or 192,000) of New Apprentices in training in December 2001. This represents a 50% increase in the numbers in this age group over the past six years, up from 127,600 in training in December 1995.

New Apprenticeships continue to expand across industry sectors and are now available in over 500 occupations, covering three quarters of the workforce.

Workplace relations issues addressed

In 2001, DEST continued to work with the national peak industry organisations to resolve workplace relations issues relating to training. The department supported the development of training wage arrangements for New Apprenticeships and encouraged their widespread adoption in all jurisdictions.

In 2001, these efforts focused on varying Federal awards to include provisions for school-based apprentices. The Australian Industrial Relations Commission varied a number of awards and continued to call hearings on the key Federal awards, with the aim of inserting school-based New Apprenticeships provisions in all relevant awards.

New Apprenticeships Centres

In December 1999, 35 organisations started operating as New Apprenticeships Centres in more than 300 sites across Australia. New Apprenticeships Centres provide up-to-date New Apprenticeships information, market and promote New Apprenticeships locally, and administer the Commonwealth's New Apprenticeships Incentive Programme.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

Literacy and Numeracy Programme, Advanced English for Migrants Programme amalgamated

In 2001, the Literacy and Numeracy Programme helped job seekers to improve their literacy and numeracy skills, to help them compete more effectively for jobs and improve their daily lives. A total of 12,850 job seekers had their literacy and numeracy skills assessed and 9,734 job seekers started training under the program.

The Advanced English for Migrants Programme helped job seekers of non-English speaking background to improve their English language proficiency and overcome their English language barriers to employment and participation in vocational education and training. In 2000-01, 2,887 job seekers were trained under this program.

These programs were amalgamated to form a new Language, Literacy and Numeracy Programme, to commence in January 2002.

The new program will provide basic English language, literacy and numeracy training and advanced English language training to eligible job seekers. Training will also be available anywhere in Australia through distance education.

Transition from School Taskforce role created

The Commonwealth pursues a national effort in careers guidance, services and information

through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

In June 2001, the Council decided that the new Transition from School Taskforce would absorb the work of the former National Careers Taskforce, and the VET in Schools Taskforce. The new Taskforce advises on approaches to enhancing student transition from school to work and further learning to ensure the achievements of the agreed national goals for schooling.

As part of its work, the Taskforce will develop a national framework for careers development, with three elements: a national blueprint for career development (the competencies people need to manage their careers at any point in their lives); standards for career professionals; and performance measures for schools providing careers advice.

International review of policies on careers information, guidance and counselling services conducted

In 2001, the Commonwealth supported Australia's participation with 13 other countries in a review by the Organisation for Economic Cooperation and Development (OECD) of policies about career information, guidance and counselling services. The review was endorsed by the OECD Education and the Employment, Labour and Social Affairs Committees.

Careers services in Australia mapped

In 2001, the MCEETYA National Careers Taskforce identified a need for a comprehensive mapping of career information, guidance and counselling services in Australia, to identify opportunities for the further development of an integrated national career guidance system.

The Commonwealth funded the mapping project, which was conducted in conjunction with the preparation of Australia's response to the OECD review of policies in career information, guidance and counselling services.

National career information system funded

In 2000, MCEETYA agreed to establish a unique, comprehensive, online career exploration and information system. The Commonwealth agreed to fund the development of the system, and States and Territories agreed to share the recurrent costs with the Commonwealth. The system known as myfuture.edu.au will help Australian students, and all other Australians interested in career exploration, to make informed career decisions. It will also be a useful tool for those providing career advisory services.

The Australian Careers Directory

In 2001, the Commonwealth continued to maintain the Australian Careers Directory website, which has links to over 100 Australian and international careers-related sites.

The Real Game series introduced to Australia

In 2001, the Commonwealth continued to work with State, Territory and non-government education authorities to evaluate The Real Game, a Canadian career and life skills program for 12 to 14 year old students. An Australian edition is now available for purchase via the website, at realgame.dest.gov.au.

In 2001, two other games in the series were trialled, the Make It Real Game for 10 to 12 year olds and the Be Real Game for 14 to 16 year olds.

Career and Transition Pilot introduced

In 2001, the Career and Transition Pilot initiative was introduced as a result of the *Footprints to the Future* report. Pilot projects will test ways to improve the quality of career and transition support available for young people aged 13 to 19, primarily through the provision of dedicated Career and Transition Advisers. The Commonwealth will provide $3.6m across 2002-03 to conduct 23 pilots in metropolitan, regional and remote locations around Australia.

Adult Literacy National Project funded

In 2001, the Commonwealth allocated $2m to the Australian National Training Authority Adult Literacy National Project which is managed by the department. Funds were used for national literacy and numeracy research, adult literacy referral and information activities including a telephone Hotline and a bi-monthly journal ('Literacy Link') and for innovative projects promoting literacy and numeracy through resource development, pilot programs and action research. A national forum was also held which focussed on issues of national interest in relation to adult literacy, including State and Territory activities and initiatives in the field.

Australian Education International promotes vocational education and training

Australian Education International (AEI) is a Commonwealth Government enterprise located in DEST. AEI promotes Australia internationally as a high-quality, attractive study destination and as a source of world-standard education and training services and expertise. In terms of the national vocational education and training system, AEI aims are:

- growth in the number of international students doing vocational education and training in Australia
- recognition of Australia's system as the most sophisticated and advanced in the region
- broader international recognition of the Australian system as one of the most highly-evolved competency-based systems in the world.

In 2001, ANTA provided national project funding for AEI to be active in vocational education and training. AEI conducted general promotional and other activities to benefit the vocational education and training system.

In 2000, 153,372 international students were learning in Australia, including 30,759 (20.1% of the total) in the vocational education and training system. The percentage in the vocational education and training system was an encouraging increase of 3.9% on 1999. The number of international students commencing vocational education and training in Australia also grew in 2000, by 2.4% and this was the first year since 1997 in which an increase in international vocational education and training student numbers had been recorded. However, preliminary figures indicate a decline in the number of international students commencing vocational education and training studies since July.

In 2001, AEI services were provided through a national office in Canberra and through education and training counsellors, who also managed Australian Education Centres or AEI Offices in Bangkok, Beijing, Hanoi, Ho Chi Minh City, Hong Kong, Guangzhou, Jakarta, Kuala Lumpur, Mumbai, New Delhi, Seoul, Shanghai, Surabaya, Taipei and Tokyo. There are also education advisers in Dubai and Islamabad. Through a partnership between AEI and Austrade, additional services were provided in Europe (in the Czech and Slovak Republics, France, Germany, Hungary, Italy, Poland, Scandinavia, Spain, Switzerland and the United Kingdom) and South America (in Brazil). AEI also entered into an arrangement late in 2001 for the provision of services in the United Arab Emirates.

AEI education and training counsellors have official relations with governments, learning organisations and other relevant bodies and help promote Australia's international education interests. AEI also provides market information to Australian institutions, provides information services to overseas students, participates in promotions, and sponsors and coordinates study tours.

In 2001, AEI worked with ANTA, with State and Territory vocational education and training authorities, and with a range of the system's peak bodies, including TAFE Directors Australia, the Australian TAFE International

Network, the Australian Council for Private Education and Training, the Australian Council of Independent Vocational Colleges and the Western Australian Private Education and Training Industry Association.

AEI was also involved in the Commonwealth's Interdepartmental Committee on International Education.

Increase opportunities and improve outcomes for targeted groups

Targeted groups helped in New Apprenticeships

The department's Group Training New Apprenticeships Targeted Initiatives Programme helps group training organisations provide New Apprenticeships for targeted groups. In 2001, the program funded 48 projects:

- 70% of which were for New Apprenticeships in regional and remote Australia
- 50% of which were for occupations facing skill shortages
- 20% of which were for school-based New Apprenticeships
- 16% of which were equity-related, including providing New Apprenticeships for Indigenous people and people with a disability.

The New Apprenticeships system aims to encourage participation. As at December 2001, there were some 114,400 women in training. They were 34.3% of all New Apprentices, an increase from 32.2% in December 2000.

The New Apprenticeships system provides a wide range of training opportunities for Indigenous people. Since the mid 1990s, the number of Indigenous New Apprenticeships commencements increased fourfold from 1,320 in 1995 to some 5,950 in 2001. Indigenous New Apprenticeships commencements increased from some 4,860 in 2000, or 22.4% in the year.

In June, the Commonwealth provided $4.3m to ANTA to implement national actions under the Partners in a Learning Culture Indigenous blueprint, and the Bridging Pathways blueprint for people with a disability. These funds will continue until June 2003.

The Australians Working Together - Helping People Move Forward package announced in the 2001-02 Commonwealth Budget will provide $28.1m over three years from July 2002, to increase the participation by people with a disability in mainstream vocational education and training and to improve service coordination. This funding comprises:

- $24.4m to States and Territories, to help people with a disability undertake vocational education and training: funds will be managed as part of overall funding to the States and Territories through ANTA
- $3.7m to establish a Disability Coordination Officer Programme to provide information, coordination and referral services for people with a disability who want to do post-school education and training: the program will start in July 2002.

Improve and increase pathways, especially Vocational Education and Training in Schools where it is consistent with the National Training Framework

Vocational education and training in schools enrolments increase

In 2001, the Commonwealth continued to encourage vocational education and training in senior secondary schools through initiatives including the Enterprise and Career Education Foundation (previously known as the Australian Student Traineeship Foundation), funding through ANTA for Vocational Education and Training in Schools, and the Enterprise and Career Education Programme.

In 2000, over 153,000 (or 38% of all) senior secondary students undertook vocational education and training in school, with 92% of all schools that offered senior secondary curriculum also offering vocational education and training as part of the curriculum. An estimated 169,700 students undertook vocational education and training in school in 2001, across a broad range of industry areas.

In 2001, the Commonwealth continued to work collaboratively with the States and Territories to support the National Goals for Schooling, particularly the broader goals about providing opportunities for all students to develop the skills, knowledge and attributes to deal with a changing world of work, and to be active learners throughout their lives.

Framework for Vocational Education in Schools developed

In 2001, in response to the National Goals for Schooling, a policy and implementation plan for vocational education in schools, the Framework for Vocational Education in Schools, was developed by the MCEETYA VET in Schools Taskforce. The new framework, and the implementation strategy, was broadly endorsed by MCEETYA Ministers (out of session) in January 2001, and implementation began for the new school year.

The framework improves pathways for all young people from school to work, and to further education and training. It encompasses career information and guidance, work-based learning, enterprise education, vocational learning and student support services, as well as both general and dual-accredited vocational education and training courses, structured workplace learning and school-based New Apprenticeships.

Enterprise and Career Education Foundation established

In February, the Commonwealth established the Enterprise and Career Education Foundation to promote the expansion of school-to-work links, and to enable young Australians to acquire vocational, enterprise and career education, knowledge and experience while at school.

The foundation promotes structured workplace learning for year 11 and 12 students. This combines traditional classroom learning with hands-on workplace learning, enabling students to gain practical workplace skills recognised by industry and by education systems. It gives students the opportunity to begin the transition from school to work while completing their year 11 and 12 academic education. Structured workplace learning also firmly and effectively links schools, industries and communities, increasing the number and variety of New Apprenticeships opportunities for secondary school students, and better integrating New Apprenticeships with vocational education and training in schools programs.

The foundation is also important in implementing the new Framework for Vocational Education in Schools. Over $100m will be provided to the foundation for 2000-01 to 2003-04.

Vocational education and training in schools funded

In 2001, the ANTA Ministerial Council agreed to continued funding, at the same level as previously, to expand vocational education opportunities in schools. Between 1997 and 2000, the Commonwealth provided $20m a year through ANTA for this purpose. This funding will complement State and Territory funding for VET in schools, and is made available in line with the principles and guidelines to support the achievement of the National Goals for Schooling in the Twenty-First Century that relates to vocational education and training in schools. The funding ensures that vocational education and training in schools programs deliver nationally-recognised vocational qualifications as part of learning towards a senior secondary certificate.

New Apprenticeships for school students

By the end of 2000, there were 5,957 school students in New Apprenticeships, with 4,288 of those starting in 2000. (2001 figures were not available at the time of writing.)

Part-time New Apprenticeships in schools enable students to start a New Apprenticeship in conjunction with their secondary schooling.

School-based part-time New Apprenticeships are available for a range of industry groups, with the greatest numbers of students in the automotive, building and construction, engineering and mining, primary, sales and personal services, tourism and hospitality, and business and clerical industry groups.

Jobs Pathway Programme

The Jobs Pathway Programme helps young people make a successful transition from school to work, by focusing on the skills and knowledge they need to reduce their risk of becoming unemployed. The program assesses each individual's needs, and provides ongoing support and guidance to help meet those needs. The program can provide:

- advice and information about careers, prevocational training, the local job market, New Apprenticeships, post-secondary studies and school-based vocational education and training options
- referral to, or provision of, literacy and numeracy assessment and training
- mentoring
- help to motivate and raise the person's self esteem
- referral to the New Apprenticeship Access Programme and Centrelink
- help to get and keep a job, prepare a resume and job applications, prepare for an interview and stay motivated through the search for a job.

Young people between 15 and 19 who have left school, or who intend to leave school to get a job, are eligible for support from the program. The program also targets young people:

- doing a school-industry program that does not entail a job outcome
- who would benefit from a school-based New Apprenticeship
- with poor literacy or numeracy skills
- from a non-English speaking background
- whose highest level of secondary studies is (or was) years 9, 10 or 11
- who are Indigenous Australians.

In 2001, about 94 projects were funded across Australia for more than 70,000 young people in over 1,600 secondary schools.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Target skill development to meet the needs of local enterprise, small business and communities

Rural and Regional New Apprenticeships Initiative continued

The Rural and Regional New Apprenticeships Initiative was introduced on 1 January 1999 to boost training in rural and regional Australia. The initiative provides an additional progress payment to employers of New Apprentices in non-metropolitan areas for occupations in which there are skills shortages.

At the end of 2001, there were 130,800 New Apprentices in training in rural and regional areas, a 14.2% increase on 2000.

Rural Industry Taskforce implements Action Plan

In mid 2001, the National Industry Skills Initiative Rural Taskforce began implementing an Action Plan to address recommendations of the Skill Needs for Rural Industry report, produced by the Rural Working Group through the National Industry Skills Initiative. The plan will boost skills levels, market rural industry careers and increase the availability of New Apprenticeships in rural industries; and will attune the vocational education and training system more closely to rural needs. This work will encourage and assist young people to live and work in regional and remote communities, while also addressing the broader skills issues faced by these communities.

INTRODUCTION

New South Wales has a world-class education and training system that is a vital component of the NSW economy. Our network of public, private and community vocational education and training providers and schools are assisting industry, enterprises and individuals to respond to, and benefit from, the emergence of the knowledge economy and the challenges of our dynamic labour market.

As the State training authority for New South Wales, the NSW Department of Education and Training is responsible for supporting Australia's national system of vocational education and training. In doing so, it administers New South Wales legislation that supports the National Training Framework and works closely with the Australian National Training Authority (ANTA), which coordinates and promotes the national vocational education and training system.

The challenge facing the Department of Education and Training has been to find the right balance between the demand and supply of skills for New South Wales that will generate social development and economic prosperity.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

In 2001, New South Wales produced an in-depth environmental scan for the State to underpin quality vocational education and training planning and better match training activity to emerging needs. The National Institute of Economic and Industry Research produced a report, *New South Wales: Employment and Economic Outlooks 2000-2005.* The report analysed the employment outlook and forecast shifts in male and female employment, employment of target groups such as Indigenous people and workers born in mainly non-English speaking countries. The report also looked at youth and older-worker employment, full-time and part-time employment, and employment in small, medium and large enterprises.

In 2001, New South Wales continued to monitor costs, increase efficiency and improve effectiveness while maintaining quality by:

- continuing to refine the funding process for vocational education and training in schools, to allow more efficient use of government school and TAFE resources in delivering vocational education and training in schools
- developing collaborative initiatives between schools and TAFE to deliver Higher School Certificate vocational education and training in schools courses, to allow more efficient use of resources
- implementing an interface between the TAFE and the department's management information systems, which will speed up the process of claims for payment under the Apprenticeship and Traineeship Program, and improve the financial management of the program
- implementing electronic lodgement of apprenticeship and traineeship applications, to speed up the processing of applications
- rationalising the State's vocational education and training websites, to ensure efficiency and the consistency of information disseminated.

The NSW Department of Education and Training's data network infrastructure was upgraded and integrated in 2001. This resulted in productivity gains through the provision of common infrastructure across the publicly-funded education and training system.

During the year, the department developed its Information and Communication Technologies (ICT) Strategic Plan 2001-2004, providing a clear direction and framework for technology in education and training. This plan's four goals are to:

- provide innovative, technology-based educational programs and services
- improve the ICT skills of students, teachers and members of the community
- provide innovative e-services for students, staff and the community
- continue to improve the department's ICT infrastructure.

Effective outcomes of implementation of national training arrangements including the National Training Framework

Australian Recognition Framework / Australian Quality Training Framework

In 2001, 218 audits were conducted under the Australian Recognition Framework. All new registered training organisations were audited in 2001 by the NSW Vocational Education and Training Accreditation Board (VETAB) to assess their compliance with the framework. Implementation of the Australian Quality Training Framework began in 2001 which is to replace the Australian Recognition Framework.

As per the ANTA Agreement, New South Wales achieved a number of important outcomes in relation to implementing the Australian Quality Training Framework. A two-day training program in the framework's standards and evidence guide was provided for VETAB auditors, and a one-day program for advisors. Audit working papers were revised and updated to reflect the new standards. Auditors were advised to complete a self-assessment against AS3911.2 to begin the process of being placed on the register of auditors.

As part of a national communications strategy, New South Wales developed plans to provide registered training organisations with information about the Australian Quality Training Framework, the new standards they will have to meet in 2002, and the transition arrangements. The information was provided on VETAB's website, in *VETAB News*, and through information sessions and workshops. From VETAB's website, clients were also able to access the Australian National Training Authority's website and download the standards and associated publications.

A comprehensive communication strategy was also developed for VETAB. This included expanding the VETAB's intranet to support the functions that staff perform, updating VETAB's website as the main method of disseminating information to clients, and further developing the e-business facilities on the website. Training organisations were able to use the e-business functions on the website to lodge applications for registration and for additions to their scopes of registration. Clients were also supported by an online enquiry function on the website. During the year, over 1,100 enquiries were received electronically.

In 2001, the TAFE system guidelines and procedures for managing accreditation, approving curriculum for Training Package qualifications and varying scope of registration were reviewed, to ensure that they met the requirements of the Australian Quality Training Framework. TAFE delegations were extended by VETAB to December 2003 to align with proposed national arrangements relating to delegations by State regulatory authorities. TAFE NSW has a number of quality assurance systems in place so that when a new course is offered, the institutes are assisted to meet the framework's requirements for delivery.

Ensuring the implementation, currency and relevance of Training Packages

As part of the ANTA Agreement, New South Wales undertook a number of initiatives in

2001 to support the implementation of Training Packages. VETAB endorsed 197 Training Package qualifications and 947 NSW courses expired. The Training Package qualifications were from eight new Training Packages and 16 extensions to existing Training Packages. New South Wales accredited 219 courses in 2001, including 113 accredited by VETAB and 106 courses accredited under delegation by the TAFE Accreditation Council. TAFE New South Wales replaced 132 accredited courses with Training Package qualifications and TAFE NSW in 2001 had over 600 Training Package qualifications on offer from 53 Training Packages.

In 2001, New South Wales established a departmental committee to oversee and monitor the implementation of Training Packages in New South Wales. Progress was made:

- improving registered training organisation, course, student, apprenticeship and traineeship data management systems
- mapping New South Wales crown copyright curriculum to Training Packages
- producing professional development guides for trainers and assessors and conducting workshops
- developing strategies to implement the new Australian Quality Training Framework requirements in the adult and community education sector.

New South Wales also supported the effective delivery of Training Package qualifications by:

- allowing registered training organisations to replace approved courses on the department's approved providers list with Training Package qualifications, as they are endorsed
- amending vocational training orders which specify the courses that support apprenticeships and traineeships, to reflect the relevant Training Package qualifications, as packages are endorsed
- including Training Package orientation and learner needs analysis modules in learning pathways, to promote the advantages and potential efficiencies associated with upfront recognition processes for meeting individual learners' needs
- developing innovative teaching and learning resources, including online and CD resources
- developing Training Package implementation guides, with six guides developed in 2001 to cover the Beauty, Agriculture, Entertainment, Horticulture, National Sport and Business Services Training Packages
- providing professional training through awareness workshops involving TAFE staff and local industry in the New England region, as well as four Training Package workshops for 80 adult and community education personnel conducted in metropolitan and rural areas
- disseminating the *Training Package Implementation Guide for the ACE Sector.*

New South Wales increased access for senior school students to a greater range of Training Package qualifications through the full implementation of Higher School Certificate vocational education and training industry curriculum framework courses based directly on Training Packages in eight industry areas.

New South Wales agricultural colleges produced a range of support materials for Training Packages in 2001. For example, Murrumbidgee College of Agriculture helped Land Enterprise Australia and the Indigenous Land Corporation map training programs to Training Packages.

Customised Training Package implementation guides for adult and community education were completed and disseminated. The guides provide a comprehensive framework for the implementation of Training Packages in adult and community education, and improve the

capacity of adult and community education registered training organisations to customise local training and assessment services.

An *Assessment Moderation Guide for ACE VET Trainers and Assessors* was produced.

In rural and regional areas, cooperative arrangements between neighbouring adult and community education organisations (one of which is a registered training organisation) has extended the availability of accredited vocational education and training in regional and remote areas of the State.

In 2001, the *NSW ACE Quality Strategy Best Practice* CD-ROM was produced.

Quality assurance and risk management

In 2001, New South Wales implemented a quality management system, which received International Standards Organisation (ISO) 9002 accreditation, for the purchasing and monitoring of training. This initiative will give impetus to the development of a quality culture in vocational education and training. The monitoring of registered training organisations is a key element of the system and is based on a risk-management approach.

New South Wales completed audits of all registered training organisations for compliance with the Australian Recognition Framework in the first quarter of 2001.

The NSW Department of Education and Training conducted regular sample desk audits of student outcomes in 2001 from registered training organisations delivering training under various departmental programs. The audits improve registered training organisations' record-keeping systems and promote the accuracy and reliability of student outcomes reported to the department.

The VETAB Customer Contact Centre was established in 2001. The centre uses telephone, fax, face-to-face communication and internet technologies to improve customer service.

New South Wales established a Workers' Compensation for Trainees Project Group to look at ways to improve the monitoring and management of workers' compensation arrangements for trainees in New South Wales. The project is investigating the increasing cost of premiums and hindsight payments in recent years. The group will research current policy and administrative arrangements, streamline procedures for processing claims, review information provided to new employers and develop information kits for all new employers and staff involved in the claim process.

In 2001, TAFE NSW institutes responded rapidly to feedback from employers and students, to ensure that their services were high-quality and relevant.

In 2001, TAFE NSW successfully implemented the TAFEcard. As well as providing student identification on campus and in final exams, the TAFEcard contains a reloadable 'electronic purse' which can be used as an alternative to cash. TAFE NSW and its major technology partner Getronics (part of WANG International), received a ComputerWorld Honours Award for the TAFEcard. The ComputerWorld Honours Program of Awards is conducted in association with the Smithsonian Institute in the USA.

National consistency improved, having regard to State and Territory priorities

In 2001, VETAB implemented revised Australian Quality Training Framework standards for registered training organisations and quality-endorsed training organisations in New South Wales. Implementation progressed well, and a number of milestones were achieved. A gap analysis of VETAB requirements in relation to the new standards was completed. Information sessions for registered training organisations in the Sydney CBD, Parramatta, Newcastle and Wollongong areas were held. Workshops on the *Australian Quality Training Framework Evidence Guide* were held.

Work started on revising VETAB guidelines for accreditation and registration.

VETAB engaged a quality consultant in 2001 to provide advice and conduct a workshop for staff of VETAB and its delegated authorities to agree on a common approach to implementing quality systems to meet the Australian Quality Training Framework standards for registering/course accrediting bodies. A project officer was appointed to document quality systems for VETAB to meet the standards.

In 2001, New South Wales furthered the adoption of client-centred business approaches to navigating the vocational education and training system, and making transactions with it. These included enhancement of the Department of Education and Training websites, establishment of the VETAB Customer Contact Centre and the start of work to amend the Integrated Vocational Education and Training System. A position of National Client Manager was created. These client-centred services were commenced with national companies including Woolworths, Ford, QANTAS and Chubb.

A pilot project was undertaken in 2001 to apply Rasch measurement and analysis techniques to the benchmarking of TAFE student outcomes. Systems and procedures were also improved for the record management, reporting and credentialing of vocational education and training in schools. The *School to Work Planning Student Logbook* was distributed to schools. Students can use the logbook to record their work-related experience, skills and achievements.

New South Wales undertook a project in 2001 to provide professional development to registered training organisations, so they can implement the most suitable assessment methods for specific enterprise clients. Initial discussions took place to define the scope of the Assessment Professional Development Program, which will be based on national materials and pilots that have been trialled in New South Wales.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

In 2001, the NSW Board of Vocational Education and Training and the NSW Department of Education and Training sponsored a conference titled The Future of Work - Working Learning and Prospering: The Challenge of the New Economy. The themes of the conference included:

- matching skill formation with skill demand
- reforms needed to ensure the vocational education and training system recognises new labour market structures and better serves student and industry needs
- broadening the benefits of the knowledge economy
- increasing investment in training by companies and individuals
- new learning strategies required to adequately address more diverse skill needs.

In 2001, TAFE NSW undertook a wide range of activities to promote the benefits of a learning culture to industry, individuals and communities. The *Right Choice* information guide for school leavers, first published in 1994, was changed to a magazine-style format. The new-look *Right Choice* showcases some of TAFE NSW's outstanding teachers and support staff, features testimonials with past and present students and includes endorsements from industry experts in a range of vocational areas.

After completing a part-time electronics course at TAFE NSW - Western Sydney Institute these students now run their own successful TV and VCR repairs business in Richmond.

Increase industry participation and investment in training to add to the existing skill base

In 2001, New South Wales completed extensive consultations with key industry, government, community and training organisations in relation to the revision of the *Industrial and Commercial Training Act 1989*. A new Act, the *Apprenticeship and Traineeship Act 2001* was introduced. The new Act streamlines processes for the establishment and regulation of apprenticeships and traineeships, ensuring that young people entering into an apprenticeship or traineeship are protected. The new Act will:

- facilitate the proposed national training contract and e-lodgement of applications from employers
- clearly outline employers' responsibilities
- require that a training plan endorsed by a registered training organisation be submitted for each apprentice and trainee.

New South Wales has increased participation in workplace learning through the implementation of mandatory work placements for Higher School Certificate industry curriculum framework courses delivered by schools, TAFE institutes and other registered training organisations. A total of 1,674,966 hours of workplace learning was undertaken by students doing these courses in years 11 and 12.

A range of industry training strategies was implemented to increase participation and investment in training. These included:

- the NSW Information and Communications Technology Skills Action Plan, which aims to close the information technology skills gap and increase opportunities for stronger partnerships between the Government, business and the community
- the Training Strategy for Visy Industries Pulp and Paper Mill, which enabled the creation of up to 800 new jobs in the South West Slopes region of New South Wales: there were 419 enrolments in training under the strategy in 2001
- The Next Step - A Training Strategy for Displaced Workers in the NSW Coal Industry, which provides training and related services to displaced workers in the New South Wales coal mining industry
- the Deaf Education Network Training Strategy, which provides specialist education services to people with hearing impairments, and supports training in information technology skills for hearing-impaired people.

In 2001, the corporate partnerships strategy for school-based, part-time traineeships expanded significantly. Retail partners included McDonalds, Coles Supermarkets and Big W. The Toyota T3 Project (a partnership between

the Toyota Motor Corporation Australia, Toyota dealerships and TAFE NSW) traineeships were implemented in 2001 with recruitment in automotive servicing and business services programs in Dubbo, Shellharbour, Glendale, Blacktown, Hornsby and Gymea, among other places.

Expand New Apprenticeships

The number and range of apprenticeship and traineeship pathways aligned to Training Package qualifications and currently available for implementation in New South Wales continued to increase in 2001. Two new types of apprenticeship, and 36 new traineeships, were made available for a range of industries. Existing traineeship and apprenticeship arrangements were revised in line with the review of Training Packages. The number of students from all school sectors who commenced school-based, part-time traineeships in 2001 was 317.

TAFE NSW institutes continued to increase the range of New Apprenticeships available. For example, TAFE NSW played a key role in the development of a school-based traineeship program for the automotive industry. Whilst this program initially centred on the T3 Project, the program will be extended to General Motors Holden in 2002 and other automotive manufacturers, distributors and importers have expressed interest in joining the program in 2003. Currently, the traineeships being delivered under the program are in automotive servicing and office administration. In 2003, a traineeship in automotive replacement parts, sales and accessories is proposed.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

In 2001, information on user choice and incentives was improved through the publishing of nationally-consistent questions and answers about user choice on all State and Territory websites, with links to the Commonwealth website. Up-to-date information on training options was also made available through:

- the NSW Training Market website, which contains comprehensive information on apprenticeship and traineeship pathways, the availability of new Training Package qualifications and purchasing arrangements
- the NSW Board of Vocational Education and Training website, which contains information on apprenticeships and traineeships, recognition and accreditation, vocational education and training planning, the NSW training market and training providers.

The TAFE NSW Online project continued in 2001. Teachers and information technology staff from all TAFE NSW institutes and divisions developed over 200 modules of online learningware. These course modules were introduced progressively in 2001. They represented over 7,000 curriculum hours of content across more than 34 course categories. A further round of learningware development commenced in July.

The Aboriginal Programs Unit consulted closely with the Access Division and Open Training and Education Network in the latter's development of e-learning materials sponsored by the TAFE NSW Online Project.

Enrolment and online credit card payment via the internet was available for TAFE Plus (the commercial arm of TAFE NSW) courses from May. Since May, 1,500 students have enrolled online in TAFE Plus courses. Business requirements for the expansion of the online enrolment service to selected mainstream enrolments continued to be developed in 2001.

An important component of TAFE NSW's online services is the Student Services (SeS) Project. This project will enable students to

access their results and conduct some administrative functions online. Three TAFE colleges were involved in the pilot project, with 14,000 students being provided access to SeS. SeS will be fully implemented in TAFE colleges during 2002.

In 2001, innovative assessment-only pathways were provided by TAFE NSW for the public sector, aligning to the NSW Premier's Initiative for Recognition of Current Competency for the NSW Public Sector.

The NSW Board of Adult and Community Education successfully promoted the benefits of lifelong learning through Adult Learners Week. A State awards function was held, as well as a wide range of activities in local communities throughout New South Wales.

The NSW Department of Education and Training commenced its Internet Services and Products Project, with the successful provider chosen at the end of 2001. The project will provide 1.3m new email addresses to students and teachers in all TAFE colleges and schools. Filtered internet access, remote access, moderated bulletin boards and web space for publishing educational content will also be available.

Increase opportunities and improve outcomes for targeted groups

In 2001, resource packages were developed for specific groups of learners, including:

- flexible workplace assessment resources for youth services workers in NSW, within the Community Services Training Package
- training and assessment resources for current employees and outworkers for Certificate III and IV in Clothing Production, within the Textile, Clothing and Footwear Training Package
- a customised training program for managing and developing workplace safety systems in the textile, clothing and footwear industry
- a training guide for furniture removal workers
- assessment instruments for the Lift Industry National Training Package
- training and assessment distance format resources for Certificate III in Electricity Supply Industry Distribution and Transmission (Powerline) for linesmen, within the Electricity Supply Training Package
- *Workplace Communication Online*, an internet and CD-ROM resource to support flexible delivery of communication skills in a range of industries.

The NSW Department of Education and Training funded 27 group training companies in 2000-01 to encourage apprenticeship and traineeship opportunities, particularly for people with special needs.

The national Aboriginal and Torres Strait Islander strategy for vocational education and training, Partners in a Learning Culture, was implemented in 2001 through a number of initiatives including a State Indigenous vocational education and training plan, the New Partners, New Learning, New South Wales: State VET Plan 2001-2005, to complement and support the national strategy.

Vocational education and training for Aboriginal learners in juvenile justice and correctional centres was supported. Action was taken to increase module completion rates among Aboriginal learners. Aboriginal-customised curriculum was expanded, to ensure courses were culturally-appropriate. Representation of Aboriginal people at all levels of the NSW vocational education and training system was maintained, including on TAFE institute councils and on the Board of Studies.

In 2001, the outcomes for, and satisfaction of, NSW vocational education and training learners from language backgrounds other than English were tracked. English for specific

purposes courses were offered in a range of industry and professional training areas.

In 2001, other initiatives to improve the participation of, and outcomes for, Indigenous people, people with a language background other than English and women were planned or implemented. In partnership with NRMA, through its Jumpstart Project, TAFE NSW piloted a prevocational scholarship program in automotive engineering for women in Western Sydney and Aboriginal learners on the North Coast. A careers gateway website was set up to promote a broader range of career options to young girls and women. A model program to encourage Aboriginal women to study at higher award levels was piloted by South Western Sydney Institute, in partnership with the local Tharawal Land Council.

TAFE NSW Strategic Directions for Women 2001-2002 was launched in March. This strategy aims to improve women's participation in, and outcomes from, vocational education and training in TAFE NSW. Several multicultural education and training projects were implemented in TAFE institutes to improve the participation of people from language backgrounds other than English.

Sydney Institute's enrolled nursing course includes 38 weeks of practical training at one of Sydney's busiest public hospitals.

More than 30 adult and community education organisations and Indigenous organisations established collaborative training partnerships in 2001. These partnerships provided a framework for ensuring that courses match the needs of the Indigenous community.

The national strategy for increasing opportunities of people with a disability in vocational education and training, Bridging Pathways, Blueprint for Implementation 2000-2005, was implemented through:

- development of the New South Wales Vocational Education and Training Framework Supporting People with Disabilities 2002-2005, which embraces national and State vocational education and training plans
- implementation of a comprehensive reporting system on the framework across the Department of Education and Training, to guide all sectors of the department and other government and non-government organisations in their provision of vocational education and training for people with a disability
- implementation of WorkAble, to increase opportunities for people with a disability to gain permanent work and career opportunities in the Department of Education and Training. WorkAble is a collaboration between the Commonwealth Department of Family and Community Services, the NSW Office of the Director of Equal Opportunity in Public Employment and Employers Making a Difference
- establishment of the Disability Access website, for inclusion in the department's intranet and internet sites
- commencement of the Vocational Rehabilitation for People with Recent Spinal Cord Injury Project.

In 2001, over $1.5m was provided to support students with a disability enrolled in vocational education and training in schools courses.

Access programs were implemented to allow for the delivery of a reduced number of units of competency within industry curriculum frameworks, and within other Higher School Certificate vocational education and training courses according to the needs of individual students. As a result of these programs, the number of government school students with a disability undertaking vocational education and training in schools increased from 358 in 2000 to 1,124 in 2001, an increase of more than 210%.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with National Training Framework

In 2001, the Electricity Supply Industry Distribution (Powerline) and Electricity Supply Industry Transmission (Powerline) apprenticeships were made available on the open market in New South Wales. This brought to 12 the total number of trades where apprenticeship training was available on the open market from both public and private registered training organisations. These two New Apprenticeships can be delivered anywhere in New South Wales, unlike other open market apprenticeships which are limited to metropolitan Sydney, the lower Hunter and the Illawarra.

TAFE NSW implemented the Certificate I in Career Access, which provides pathways to traineeships and Training Package qualifications in a range of industry areas that have realistic opportunities for work for people with a learning disability.

The NSW 2001 Innovation Strategy recognised that the development of an innovative, knowledge-driven economy must be underpinned by a flexible and responsive training system that supports and fosters innovation in industry and business throughout the State. The 2001 strategy outlined a program

Hunter Institute TVET student, Elisa O'Loughlin, earned top marks for accounting in the HSC last year to gain first place in the State.

for investment in education and training to support innovative business cultures, to promote and facilitate the use of new technologies, and to support the economic development of rural and regional New South Wales. One strategy outcome in 2001 was the provision of improved foundation computer skills, with over 10,000 places created leading to the International Computer Drivers Licence, and almost 3,000 licenses issued.

In 2001, there was a 14% increase in enrolments in vocational education and training in schools courses: from 48,658 year 11 and 12 enrolments in 2000 to 55,555 in 2001. There was also a 23% increase from 2000 to 2001 in the number of individual students undertaking at least one vocational education and training course as part of the Higher School Certificate.

In 2001, New South Wales implemented seven Higher School Certificate industry curriculum frameworks derived from Training Packages in the areas of business services (administration), construction, information technology, metal and engineering, retail, primary industries, and tourism and hospitality, in accordance with the requirements of the Australian Qualifications Framework. Courses within these frameworks were extended to year 12 in 2001. The business services framework to be implemented in year 11 was revised, following the revision of the Business Services Training Package.

For 2001, $2.16m was allocated to support the expansion of quality work placements for school students doing a vocational course as part of their Higher School Certificate. Sixty-nine services were funded to meet the needs of students in government and non-government schools.

The implementation of the TAFE NSW Scholarship Scheme for Higher School Certificate students continued in 2001. The scholarship encourages and supports school leavers to continue their education and training at TAFE NSW.

More credit transfer arrangements were negotiated in 2001, and arrangements promoted through publications and websites. Forty-one adult and community education modules from courses at Certificate level I through Certificate level IV were granted credit transfer for TAFE modules. The modules were in information technology, health and community services, hospitality, business administration and education, among others. Credit transfer arrangements were also established for 13 full adult and community education courses at Certificate level I through Certificate level IV.

Research into the academic performance and post-school pathways of students who did vocational education and training in schools as part of their Higher School Certificate was undertaken through a partnership between university research centres and TAFE NSW. Research outcomes are being used to promote and review vocational education and training in schools programs.

In 2001, NSW universities gave greater recognition to the achievements of students doing vocational education and training in schools courses within the Higher School Certificate in determining university entrance and advanced standing. The results of 11 Higher School Certificate vocational education and training courses in seven industry areas could be counted towards university entrance for 2002.

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In 2001, the Department of Education and Training implemented the School to Work Program including the Work Education course for year 9 and 10 students, individual school-to-work transition planning, careers education and workplace learning initiatives. Work Education became available for implementation in all schools in 2001 as a 100-hour course.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

Build capabilities of vocational education and training professional staff

In 2001, NSW developed a professional development program titled Unlocking Training Packages for registered training organisations, about how to use Training Packages to develop and deliver customised learning and assessment processes. The program also put in place a pathway for people with vocational education and training qualifications and industry experience to do teacher training, so as to be eligible to deliver vocational education and training courses in schools. Across all school systems and sectors in New South Wales, 2,826 school vocational education and training teachers were awarded the Certificate IV in Workplace Assessment and Training.

In 2001, the Teacher in Business Program was implemented. School teachers, including vocational education and training teachers, can now have an extended industry placement.

In 2001, professional development and moderation was funded through the NSW Board of Adult Community Education for adult English language, literacy and numeracy teachers working in the adult and community education sector. Adult and community education practitioners also joined in several LearnScope projects throughout the State.

In 2001, about 2,500 teachers enrolled in the TAFE NSW VET Initial Teaching and Learning Program, which provided training in teaching and learning methodologies, using flexible approaches, for casual teachers.

TAFE's Online Teaching and Learning Unit, which helps teachers understand the consequences of e-learning and use of it, ran workshops on online instructional design and project management, online planning and development issues, software/hardware/ learning platform options, instructional planning, and reviewing, trialling and evaluating online courses. Over 420 staff attended these workshops during 2000-01.

Two new TAFE NSW staff development courses were introduced in 2001. The Graduate Certificate in Facilitating and Managing E-Learning is a 36-week course and was successfully trialled in 2001, as was the Introduction to Teaching and Learning Online which is a 10-week orientation for TAFE teachers and other staff learning about online learning. Both courses provided learners with flexible learning options and provided support online.

Planning for the ANTA NET*Working Online Conference 2002 commenced in 2001. NET*Working 2002 will target between 3,000 to 4,000 vocational education and training practitioners and will emphasise learning by the sharing of experience through an online conference. LearnScope NSW showcased this online medium and the development of new technologies at an end-of-year event in November, for over 100 NSW registered training organisations.

Other events to recognise the achievements of registered training organisations were teaching and learning festivals conducted by TAFE institutes, excellence in teaching awards, the Department of Education and Training awards and the Australian Quality Council Awards. The latter were for local community innovative teaching practices.

In response to the increasing demand by employers for workplace training, professional development activities around validation and consistency of assessment were conducted for teachers within TAFE teaching sections and across the institutes. These included recognition strategies to meet the Australian Recognition Framework standard for the Certificate IV Workplace Training and Assessment qualification, as well as online delivery and face-to-face delivery to suit varying needs of teachers.

In 2001, a new category was introduced in the NSW Training Awards, the Small Training Provider of the Year Award.

In 2001, 70 adult and community education practitioners were trained to implement Training Packages to meet industry needs and to use flexible approaches in delivering traineeships, particularly in rural New South Wales.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Target skill development to meet the needs of local enterprise, small business and communities

In 2001, the Dareton Centre, a joint venture between the TAFE NSW - Riverina Institute in New South Wales and the Sunraysia Institute of TAFE in Victoria was established in the far south-west region of New South Wales. The Dareton area has a large Indigenous population and the new centre will provide programs in aged care, children's services, clothing, Aboriginal art and culture, natural resource management, horticulture, adult general education and information technology, among other areas.

In 2001, New South Wales provided the IT Training Advantage Scheme.

The scheme develops information and communications technology skills. Across New South Wales, 2,000 small businesses were able to claim an incentive of $500 under the scheme. The scheme focuses on mature workers and on small businesses in rural and regional areas.

During the year, the number of skills centres for school students increased in rural and regional areas, providing more facilities for Higher School Certificate vocational education and training courses. The most recent project approval provided over $500,000 for the Wagga Wagga Schools Multi Campus Collegiate Centre. The centre provides training in information and communications technology, hospitality, retail and business services.

Several training initiatives to meet specific local and regional needs were undertaken in 2001. The National Environment Centre was established in the Riverina, to deliver training in land conservation, water resource management and sustainable agriculture. A partnership was established with CISCO Australia to provide training and ongoing support for the CISCO Certified Network Associate qualification to local CISCO academies. Flexible programs were established for Aboriginal education assistants working in schools in the Orana and Far West region. Training was also provided for owners of small regional tourism enterprises such as bed and breakfast establishments. As well, access to vocational education and training in schools courses for year 10 students in isolated rural areas was provided through online course delivery and support for work placement and workplace learning for school students in rural areas.

In 2001, NSW commenced two regional demonstration projects on the role of vocational education and training in regional development. The Northern Rivers Demonstration Project at the Southern Cross

University Business Precinct in Lismore provided training for the new technology-based agriculture industry in medicinal herbs. An estimated 1,000 new jobs will be created in this industry in the Northern Rivers region in the next five years. The Armidale regional demonstration project Pathways for Indigenous People in Vocational Education and Training was also being undertaken by Regional Extended Family Services, a registered training organisation for community services.

A memorandum of understanding was signed between New South Wales and Victoria on cross-border training for 2001. The arrangement allows Victorian training organisations to access funding from the NSW Apprenticeship and Traineeship Training Program, where interstate training is the only practical option.

In 2001, NSW Agriculture commenced a project on productive diversity in the workplace, to promote and improve the recognition of the agricultural and food processing skills of migrant communities.

INTRODUCTION

Highlights

The Victorian State training system provides a broad range of training and further education programs that support the international competitiveness of Victorian industry and enhance the social and economic opportunities for all Victorians.

In 2001, 14 TAFE institutes, five TAFE divisions in universities and more than 1,100 registered training organisations provided skills training for all major industries and occupational levels, as well as personal development programs. About 104m student contact hours were provided to over 580,000 people.

In 2001-02, $103m was allocated to improve TAFE institute infrastructure: new facilities were provided, existing facilities replaced and the maintenance backlog reduced.

In the adult community education system, $3m was committed to capital projects and $1.5m to mobile computer libraries.

The recommendations of the *Ministerial Review of Post Compulsory Education and Training Pathways in Victoria* report were implemented. An extra $65m was committed over four years to improved pathways for young people, increase funding to the VET in Schools Program, and to provide individual counselling for young people.

Government goals and targets for the major phases of education and training were included in the Victorian Government's *Growing Victoria Together* statement.

Strong growth continued in apprenticeships and traineeships. There were 57,361 apprentice and trainee commencements by new employees in 2001, an increase of 16.7% on 2000. The total number of apprentices and trainees in training grew by 22.6%, to 111,803.

There were 82,786 new employees in training and the number of new employees completing their training in 2001 was 25% higher than in 2000.

There were 26,120 students doing vocational education and training in schools in 2001, an increase of 23% on 2000.

An additional $4m was allocated to support adult community education clusters and the Learning Towns Network.

In 2001, the number of people using the TAFE Virtual Campus trebled, and the number of modules available for delivery by the campus increased by 70% on 2000. There were 15,561 registered users of the TAFE Virtual Campus.

During the year, 483 registered training organisations were audited to ensure compliance with the Australian Recognition Framework.

The Victorian training system

As at 31 December 2001, the State training system included the Victorian Learning and Employment Skills Commission, 14 TAFE institutes, five TAFE divisions in universities, 1,169 registered training organisations and 20 industry advisory bodies (15 industry training boards and five industry advisory bodies). Over 100 secondary schools are also part of the system, through their conduct of vocational education and training programs.

The Victorian Government has set goals and targets and put in place new structural arrangements that will provide the framework for education and training in 2001 and beyond.

The Government's goals are:

- to improve the standards of literacy and numeracy in primary schooling
- to increase the percentage of young people who successfully complete year 12 or the equivalent

- for more adults to take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- to increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- to make near universal participation in post-school education and training the norm in our society.

The Government set three benchmark targets for education and training in Victoria:

- by 2005, Victoria will be at (or above) national average benchmark levels for reading, writing and numeracy as they apply to primary students
- by 2010, 90% of young people in Victoria will complete year 12 or its equivalent
- by 2005, the percentage of young people aged 15 to 19 in rural and regional Victoria, engaged in education and training will increase by 6%.

To achieve these goals, the State system promotes a culture of lifelong learning, works to improve education and training outcomes for school-leavers and others who have had poor outcomes in the past, and helps people re-enter education and training.

Victorian Learning and Employment Skills Commission

The Victorian Learning and Employment Skills Commission was established on 1 March. It has nine members with links to community stakeholders, industry and key government advisory bodies. The commission has advisory, policy, regulatory and management functions and oversees the operation of the State training system.

The commission works to improve the performance of the post-compulsory education and training system in Victoria. It monitors the outcomes of post-compulsory education and training for the broad purposes of economic and regional development, social justice and to meet the Government's targets for post-compulsory education and training.

The commission advises the Government about all post-compulsory education, training and employment-related matters. It exercises most of the powers of the State Training Board, including its functions as the State training agency for Victoria for the purposes of the ANTA Agreement. The commission works with Victorian industry training advisory bodies to identify the skills requirements of Victorian industry, and liaises with the Adult Community and Further Education Board about planning, curriculum development, credit transfer and recognition of prior learning for adult community and further education.

Local Learning and Employment Networks

The first 15 Local Learning and Employment Networks were established in January. A further 16 networks were established in October. The networks bring together educators, employers, industry, welfare agencies, local government and non-government organisations to ensure that a broad range of education, training and employment opportunities are available to young people.

Participants at a Local Learning and Employment Networks meeting (Source: Success Magazine Vol 1 p.8).

Victorian Qualifications Authority

The Victorian Qualifications Authority was established on 1 March. The authority develops and monitors standards for education and training after year 10, accredits courses and registers training organisations and all post-compulsory education and training qualifications in Victoria, except those for higher education.

Victorian Curriculum and Assessment Authority

The Victorian Board of Studies was reconstituted as the Victorian Curriculum and Assessment Authority on 1 March. The authority oversees the delivery of, and assessment for, the Victorian Certificate of Education. It also performs the other functions of the former board, except for the accreditation of courses and recognition of qualifications and providers, which is the responsibility of the Victorian Qualifications Authority.

The Adult Community and Further Education Board

The Adult Community and Further Education Board supports the development of adult community and further education in Victoria by planning, developing policies, promoting, allocating resources and advising the minister on adult community education matters. The board works jointly with the Victorian Learning and Employment Skills Commission (which is responsible for further education in TAFE institutes) to plan the direction and delivery of adult community and further education in Victoria.

In March, the Centre of Adult Education and the Adult Migrant Education Service were established as adult education institutions.

The Office of Training and Tertiary Education

The Office of Training and Tertiary Education in the Department of Education and Training oversees the administration and coordination of programs for the provision of training and further education, adult community education and tertiary education.

Industry training advisory bodies

In 2001, there were 20 industry training advisory bodies, including 15 industry training boards and five industry advisory bodies. These bodies are a primary source of industry information and advice on training needs and, in the case of industry training boards, promote training in their industry.

Registered training organisations

In 2001, there were 14 TAFE institutes, five TAFE divisions in universities and 1,169 registered training organisations.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

In 2001, 14 TAFE institutes, five TAFE divisions in universities and 1,169 registered training organisations provided skills training for all major industries and occupational levels, as well as personal development programs. About 104m student contact hours of education and training were provided to over 580,000 students.

In 2000, recurrent expenditure per government-funded annual hour curriculum in Victoria was 25% below the national average: $9.50, compared with the Australian average of $12.70. The 2000 level of recurrent expenditure per government-funded annual hour of curriculum was maintained in 2001.

In relation to the target for planned activity in Victoria for 2001, it is expected that Victoria will meet its requirement under the ANTA Agreement 2001-2003 to deliver total activity of 68.050m adjusted annual hours curriculum. Total reported delivery (excluding non-vocational education and training activity) in 2001 was 103,959,617 student contact hours.

The National Centre for Vocational Education Research 2001 National Survey of Employer Views on Vocational Education and Training indicated that the Victorian TAFE system was above the national average in the percentage of employers strongly agreeing or agreeing that the TAFE system is providing graduates with skills appropriate to employers' needs. Seventy-eight percent of Victorian employers were satisfied or very satisfied with the TAFE system.

As in previous years, the Victorian results are comparable with the national average, except for module completers' employment outcomes, which exceeded the national average. After training, 73.5% of graduates and 74.4% of module completers were employed, 87% of graduates were employed or in further training, 63.9% of graduates and 63.5% of module completers rated the quality of their training as eight or more on a 10-point scale, ranging from poor to excellent.

Initiatives to support value for money and quality included:

- development of an improved asset management system, to make better strategic capital investment decisions about TAFE infrastructure
- continued implementation of the TAFE Management Information System which has enabled TAFE institutes to reengineer their business processes to achieve greater efficiencies and contributed to a substantial reduction in the invalid module enrolment rate (3% in 2000)
- the TAFE Virtual Campus, which offered improved information services, increased marketing opportunities for providers, a substantially upgraded teaching and learning environment and the ability for learners to enrol in TAFE online.

Reinvestment made in the public vocational education and training system

In 2001-02, $103m was committed to provide TAFE institutes with new facilities, including information and communications technology infrastructure. This was in addition to $177.4m provided over four years for vocational education and training (including $127m for TAFE institutes) in the 2000-01 State budget.

Arrangements improved for the purchasing of training

In 2001, improved purchasing arrangements were developed for the $480m of training purchased through the TAFE institute profile process. This included increased flexibility for TAFE institutes to best allocate resources to meet local community and industry needs.

A total of $19.5m was budgeted for the purchase of training through the Priority Education and Training Program, in which over 150 private providers were involved. The current entitlement period for the Apprenticeship and Traineeship Training Program for private registered training organisations saw growth of 50% in government-funded commencements. Currently, 294 private registered training organisations are participating in the program and have access to 34,752 government-funded commencements.

In 2001, the Adult Community and Further Education Board adopted a new statewide funding policy that included a new funding model. Standardised funding guidelines were adopted, and over 93% of the 438 adult community education providers applied for funding online.

In 2001, $3m was provided for adult community education infrastructure, with over two thirds of funds being invested in projects where community and enterprise investment matched government expenditure.

System more responsive to employer and student feedback

In 2001, initiatives were implemented to improve the system's responsiveness to client needs.

TAFE institutes were required by their performance and funding agreements to conduct customer satisfaction surveys that included core questions that would enable client satisfaction to be established, and system performance to be monitored more systematically. The conduct of surveys was audited and the results monitored.

Auditors of registered training organisations interviewed employers and students as part of performance assessments, and to identify opportunities for improvement. Registered training organisations being audited must be able to demonstrate adequate mechanisms to identify and respond to employer and student feedback.

The Adult Community and Further Education Board monitored and reviewed the quality of delivery through nine regional council audit programs.

Effective outcomes of implementation of national training arrangements including the National Training Framework

In 2001, Victoria played a key role in the implementation of national training arrangements through its development of Training Package implementation guides, for national use. Implementation guides were distributed to each State and Territory training agency, to assist in the implementation of Training Packages.

Efforts made to implement Training Packages

In 2001, to help teachers and trainers implement Training Packages, Victorian implementation guides were published, and statewide professional development activities coordinated by Victorian industry training boards.

Victoria developed a website (trainingsupport.otte.vic.gov.au) to enable trainers, curriculum maintenance managers and teacher support networks to communicate with each other and access the latest information and Training Package implementation resources. The website also enabled curriculum maintenance managers to edit information and upload new and updated curriculum documents.

Initiatives to support Training Package implementation in 2001 included:

- finalisation of 77 implementation guides, and full implementation of 59 of them
- management of the national initiative to develop toolboxes (online resources for implementing Training Packages) and completion of series 2 and 3 toolboxes
- extensive professional development for teachers, trainers and support staff in registered training organisations
- the provision of online training content and staff development materials through the TAFE Virtual Campus
- participation in the review of Training Package templates and guidelines
- management of an ANTA project for the development of the national auditor training program

- provision of the Training Package Advisory Service, and the launch of a new website, the Training Support Network, to expand Training Package options for young people
- participation in discussions with stakeholders and refinement of Training Package specifications to advance national efforts to ensure key competencies and generic skills are included in all Training Packages
- provision of $2.4m to implement quality training in Training Packages.

Adherence to Australian Recognition Framework, Australian Quality Training Framework implementation progressed

At the end of 2001, there were 1,169 registered training organisations, 1,141 accredited courses and 111 new accredited courses in Victoria. In 2001, 483 registered training organisations were audited for compliance with their conditions of registration. The majority of non-compliant registered training organisations were identified as low-risk. The audits focused on compliance with the Australian Recognition Framework, performance agreements linked to government-funded training and the organisation's financial viability. Many audits also included interviews with a sample of students and trainers. Organisations were selected for audit based on the national key areas of risk, including being in their first 12 months of registration, being subject to reports of poor performance, and being first-time recipients of government funding.

Strategic industry audits were conducted of registered training organisations delivering in the retail, transport and distribution, childcare and aged care industries, and of skills recognition (assessment only) organisations. A representative sample of 10 registered training organisations was selected in each group.

All training organisations registered in 2001 were audited for compliance with the Australian Recognition Framework. Victoria's panel of auditors was assessed as meeting the requirements of AS3911.2, and most Victorian registered training organisations were actively involved in internal reviews against the Australian Quality Training Framework.

In 2001, the Australian Council of Private Education and Training was contracted to support the implementation of the Australian Quality Training Framework by its 180 member organisations in Victoria. The Victorian TAFE Association was also contracted to work with TAFE institutes to implement the framework. Adult community education organisations conducted a number of statewide implementation projects.

In 2001, the Office of Training and Tertiary Education also commenced a project to ensure that its internal processes will meet the requirements of the Standards for State and Territory Registering/Course Accrediting Bodies from 1 July 2002.

To improve mutual recognition processes, Victorian entries on the National Training Information System were changed to record actual interstate delivery, rather than an intention to deliver.

In 2001, 83 accredited courses were replaced by Training Package qualifications.

Innovation strategy developed

Victoria's innovation strategy for 2001 was based on the State budget for 2001-02 which recognised that learning, skills development and training are vital to economic progress and social prosperity, and to meeting current and future workforce needs. Victoria will invest $102.9m over three years including for:

- broadband information and communications technology delivery infrastructure in TAFE institutes
- training facilities to support Victorian industries including building, viticulture, forestry and environmental management

- research and education facilities in regional Victoria
- improved science, information technology and laboratory facilities for TAFE institutes
- flexible learning facilities throughout Victoria.

Victoria is also implementing the Skilling Victoria for the Information Age strategy and the Flexible Learning Strategy, two more examples of the State's innovation focus.

Flexible learning strategy for TAFE implemented

The Victorian Government's flexible learning strategy increases client choice and participation in TAFE and improves learning outcomes for TAFE learners through online technologies. The goals of the strategy are to:

- develop widespread technological literacy and encourage lifelong learning
- provide effective, relevant and accessible vocational learning options to all Victorians
- ensure Victorian TAFE and adult community education personnel are in the best position to realise the potential of online learning.

Victoria contributes to national strategies

The Australian Flexible Learning Framework 2000-04 is a five-year strategic plan to enhance the vocational education and training system's role in the development of an Australian knowledge economy through the accelerated uptake of flexible learning. Victoria hosts the secretariat for the Flexible Learning Advisory Group and takes a lead role in coordinating the implementation of the framework.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Increase industry participation and investment in training to add to the existing skills base; Foster a learning culture within enterprises

Responsiveness to enterprise needs improved

In 2001, 20 Victorian industry training advisory bodies were the primary source of industry information and advice, provided mainly through strategic training reports. These are used for policy, planning and resource allocation purposes by the State training system. Contracts with training advisory bodies also require them to promote training to their industry in metropolitan and regional Victoria.

In 2001, the industry training advisory bodies helped industry make skills development and training part of business goals by promoting the benefits of the National Training Framework to industry. This included:

- metropolitan and regional consultations held jointly with representatives of industry and registered training organisations
- distribution of career promotional materials to students, registered training organisations and industry, and attendance at career expos and consumer and trade shows
- involvement with Local Learning and Employment Networks, developed to improve the coordination between employment agencies, training providers, schools and industry and improve advice about regional and local skills shortages and employment opportunities

- the Learning Towns Program, which links adult community education, TAFE, other educational institutions, industry, local government and community activity in local economic and social development partnerships.

Responsiveness to industry skill priorities improved

In 2001, the Priority Education and Training Program and TAFE institute profiles prioritised particular industry skill requirements. TAFE institute profiles included specified minimum levels of delivery to priority industry sectors, as advised by industry training advisory boards.

Initiatives to address industry skills shortages in 2001 included:

- provision of an extra 937 training places for Division 2 nurses
- funding for group training companies to address priority training needs
- a survey by the Victorian Food Industry Training Board of the Victorian wine industry to determine labour and skills requirements
- a commitment by the State Government of $7.4m to develop the Australian College of Wine
- a study of current and future employment opportunities and skills shortages in the tourism and hospitality industry
- development of certificates in vocational studies in a range of industry areas
- $7m to develop skills in the Victorian information and communications technologies industry, from operator level to specialist research and development, through the provision of postgraduate scholarships and priority apprenticeships and traineeships
- an audit of Victorian industry to identify the current strengths, opportunities for growth and actions required to capitalise on opportunities.

Hospitality Course Participants at Continuing Education Bendigo.

More support for small business

In November, $1m was allocated for the Small Business Development Project, to be undertaken in partnership with the Department of Innovation, Industry and Regional Development.

The project supports implementation of their joint strategy, Skilling Small Business for the Future. The strategy promotes and increases training that helps develop small business, and stimulates small business investment in skill development. The project will assist TAFE institutes, adult and community education and private providers to develop and deliver accredited training for small businesses throughout Victoria.

Recognising the importance of small business to the State's continued economic growth, the Priority Education and Training Program identified small business as a priority for government-funded training through private registered training organisations. TAFE institutes, adult and community education

and private providers also offer small business training and other related services on a fee-for-service basis.

Investment in training increased by industry

In 2001, activities to encourage industry investment in training undertaken by Victorian industry training advisory bodies included:

- statewide and regional industry forums on training and its benefits
- further develop links between industry and TAFEs
- promote training to industry and learners in areas of skill shortage
- promote vocational education and training in schools programs to industry and local enterprises
- encourage industry to contribute to training
- gather input from industry to initial registration audits and confirmation of registration audits of private registered training organisations.

In 2001, TAFE institutes earned $200m from fee-for-service activity, including training and assessment services for industry.

As well, the Flexible Learning Marketing and Promotions Strategy developed messages to engage employers in promoting a culture of lifelong learning in the workplace. A performance measurement framework was also developed, to assess the effectiveness of this initiative.

Expand New Apprenticeships

In 2001, there was further strong growth in apprenticeships and traineeships for new and existing employees in Victoria. Victoria achieved the growth in new apprentices in training required under the ANTA Agreement 2001-03, exceeding its planned target of 99,690 new apprentices in training, with an estimated 111,803 apprentices and trainees in training.

In 2001, there were 57,361 apprentice and traineeship commencements by new employees in 2001, an increase of 16.7% on 2000. Growth was largely in traineeships (22.1%). Commencements by existing employees were up by 38.1% and included growth in both apprenticeships (41.9%) and traineeships (37.6%). By the end of 2001 new and existing employee commencements totalled over 76,000.

There were 82,786 new employees in training as of 31 December 2001, which was an increase of 12.1% on 31 December 2000. Growth for new employees was largely in traineeships, which were up by 22.1% from December 2000. The number of new employees completing their training in 2001 was 25.8% higher than in 2000. The growth was mainly in traineeships, where completions grew by 35.7% compared to 5% for apprenticeships. When existing employees are included, completions grew by 18.4%. Completion figures are affected by the high proportion of apprentices and trainees where there is insufficient information to determine their final status.

As at December 2001, there were over 19,000 apprenticeship and traineeship commencements by existing employees, for whom industry pays the training costs.

When existing employees are included, overall numbers in training grew by 22.6% for the same period to 111,803.

In 2001, the Victorian Government encouraged employers to provide apprenticeships and traineeships by providing payroll tax and WorkCover exemptions for new employees and, in the case of occupations with skills shortage, the payment of an annual subsidy of $1,000 for each additional apprentice and trainee.

Other initiatives included:

- placement of 2,600 additional apprentices and trainees over four years into public

sector agencies through the Government Youth Employment Scheme: 700 trainees and apprentices started a traineeship or apprenticeship with a State Government department

- partnerships with the private sector to create 6,000 additional apprenticeships and traineeships over four years in areas of skill shortages, at a cost of $35m: in 2001, 8,659 applications were received for a training agreement to start in 2001
- an additional State subsidy of $1,250 for each trainee and apprentice employed who is either long-term unemployed or disadvantaged: subsidies were paid for 6,422 people
- $1.6m allocated to the school-based apprenticeship program
- development of qualitative and quantitative performance measures to monitor apprenticeships and traineeships in Victoria.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

In 2001, the State training system contributed to the implementation of the recommendations of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria by increasing provision to young people aged 15-19, while maintaining its strong commitment to access and equity for groups under-represented in post-compulsory education and training.

Training pathways information and support improved

To support young people in their transition from school to work, further education and training, $16.5m was allocated to the Managed Pathways Program. These funds help young people in schools, TAFE and adult community education to plan their own pathway through education and training.

A student in Certificate III in Automotive (Mechanical Heavy Vehicle Mobile Equipment) - one of an extensive range of programs for the automotive industry.

In 2001, funding was increased for individual support and vocational counselling for students making training and employment choices, through the Managed Individual Pathways Program in schools and TAFE.

Local Learning and Employment Networks were expanded. The networks help coordinate training and local student support services, and monitor local transition processes for students from school to post-school life.

The Youth Employment Link commenced in July. It provides a single point of contact for young people seeking employment information and assistance, and consists of a website and a telephone helpline.

In 2001, the ACE Clusters and Learning Towns initiatives funded groups of adult community education providers who demonstrated a commitment to developing cooperative strategies and pathways for learners, and links to accredited education and training.

Language, literacy and numeracy needs addressed

In 2001, 13 certificates in vocational studies were developed: they contain workplace literacy and numeracy modules.

Almost 9.5m annual hours curriculum of general education and training, including literacy and numeracy, were provided to meet the needs of particular communities and learners.

Priority was given in adult and community education funding for program initiatives for people of language backgrounds other than English, including Koorie women. Seventeen Koorie adult community education organisations were funded across Victoria.

The Flexible Learning Networks initiative continued to provide online support to meet language, literacy and numeracy needs. The networks prioritised the development of a learning culture and online support to meet the language, literacy and numeracy needs of individual learners.

New learning technologies encouraged

In 2001, the Victorian Flexible Learning Strategy was further enhanced.

All TAFE learners and prospective learners could access the online TAFE Virtual Campus. At the end of 2001, 15,561 people were registered to use the campus. Through the campus, 80 Victorian registered training organisations delivered 1,140 units and modules.

During the year, the TAFE Pathways Online Service provided prospective students with personalised career and employment information. Notebook computers and professional development were provided for TAFE teachers.

The ACE Learning Technologies Program, which included the development of online learning products, provided professional development opportunities and enabled equipment to support the implementation of new learning technologies to be purchased. Mobile computer learning libraries were also established in the adult community education system.

Vocational education and training in schools, training pathways for young people enhanced

In 2001, funding was increased to $4.7m to support the increasing numbers of students doing vocational education and training in schools, following a 28% increase in numbers from 1999 to 2000.

In 2001, there were 26,120 students from 441 secondary schools enrolled in 33 different vocational education and training programs in the Victorian Certificate of Education. Over 130 schools were registered to deliver vocational education and training in schools programs. There were 901 students doing school-based New Apprenticeships.

Other initiatives to improve pathways and programs options included:

- the VCE in TAFE Pilot Project, to deliver the Victorian Certificate of Education to school leavers through TAFE and adult community education providers

TAFE Virtual Campus: Surfing the Award-winning website - Rodney Spark and Mark Bevelander.

- the TAFE Youth Allowance Entitlement Program, which provided a training alternative for 16 and 17 year olds who must do education or training to be eligible for the Commonwealth's Youth Allowance.

A key element of the State Government's growth strategy is to ensure that more young people complete their education and training with a recognised, credible and useful qualification. The new Victorian Certificate of Applied Learning increases the post-compulsory options of students. It provides an accredited program of studies in four compulsory strands:

- literacy and numeracy
- work-related skills
- industry-specific skills
- personal development.

The certificate is being piloted in nine locations in 2002. Each pilot is supported by a Local Learning and Employment Network and builds on existing partnerships between schools, TAFE institutes, adult community education organisations and other industry and community groups.

Access and equity needs addressed

The Managing Diversity Framework is the State Government's policy framework for all Government-funded providers and other agencies in the State training system, including regional councils of adult and community education, to improve participation by underrepresented groups.

Through the framework, providers addressed the training needs and improved outcomes and job prospects for disadvantaged groups and people living in rural and remote areas. TAFE institutes are required to prepare, implement and report the outcomes of annual Managing Diversity Plans.

Initiatives to increase the participation of underrepresented groups included:

- contracts with industry training bodies which require them to advise on the training needs of specific target groups, and action by these bodies to improve access to information about training, including through newsletters, industry journals and CD-ROMs

Learning at Adult Migrant Education Services.

- the development and delivery of adult community education programs for young people, Koorie women and people from language backgrounds other than English
- implementation of a further education plan which focussed on particular learner needs, the redevelopment of the Certificates in General Education for Adults, the Further Education Science Framework, and the further development of Certificates II and III in General Education (Coorong Tongala)

A student in the Coorong Tongala Course Certificate I in Koorie Education.

- development of a disabilities implementation plan, incorporating the Disabilities Support Fund, Bridging Pathways and the draft Disabilities Discrimination Act Education Standards, as well as the allocation of $2m through the Victorian Disability Support Fund
- allocation of $1m through the Priority Education and Training Program for accredited training by private providers of people with a disability
- funding of the Access Training and Employment Centre to provide training advice to women, particularly in emerging and non-traditional industries
- progressive implementation of the Wurreker: the Koorie Community and TAFE in Victoria in Equal Partnership Strategy, to ensure that the Koorie community is an equal partner in the system, and that TAFE delivery and support services respect Koorie culture
- implementation of an Indigenous Education Strategy Initiative Program in conjunction with the Wurreker strategy
- advice from the Victorian Aboriginal Education Association Incorporated on Koorie training needs, and the promotion of Indigenous training in Victoria
- about $12m provided to support Koorie-specific training delivery and enrolments of Koories in mainstream training
- funding of additional support services for Indigenous people doing TAFE programs and training to the value of $500,000 through the Priority Education and Training Program to specifically meet the training needs of Koories.

Building ICT Learning Infrastructure in ACE.

Skills recognised, articulation and credit transfer arrangements improved

In 2001, the development of new statutory bodies and better departmental planning improved coordination between systems, as well as pathways for young people.

The Diploma of Further Education was further developed, to improve movement by learners into their choice of tertiary course. The diploma provides mentoring core modules in reflective learning and individual vocational subjects.

Client information services improved

In 2001, the Victorian system provided comprehensive information about registered training organisations, TAFE institutes, Training Packages and accredited courses. *Short Courses Victoria*, a web-based course information directory, provided up-to-date information on adult education courses. Apprenticeship and traineeship information was provided through publications, liaison between stakeholders and an information program for all commencing apprentices and trainees.

Other initiatives in 2001 included:

- the TAFE Virtual Campus continued to provide information about TAFE, adult community education and employment initiatives
- the Curriculum Resource Centre website was redeveloped into the Training Support Network website
- *Success - Showcasing Excellence in Vocational Education and Training*, a web-based and printed newsletter for the State system, commenced in December: the publication informs stakeholders about system initiatives and showcases effective and innovative practice
- a web-based information service, titled *Newsbriefs*, was launched in November: it provides subscribers and internet users with three-weekly information bulletins about the Government's vocational education and training activities.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

In 2001, Victoria implemented strategies to meet the learning needs of vocational education and training professionals. These needs include industry knowledge (both for organisations and individuals), new technologies, internationalisation, the changing nature of work and operating in new markets.

Statewide staff development projects included researching the training needs of casual TAFE teachers and trainers; human relations development practices in vocational education and training; training needs of staff in private providers and adult community education; and the development of the *VET Managers' Guide to Staff Development*.

In 2001, the VET Leadership Project Scheme supported leadership development and succession planning for future system leaders, especially women. The VET Travelling Scholarships Scheme and International Specialised Skills Institute fellowships provided study tours interstate and overseas.

Professional development to enhance the information and communications technologies skills of TAFE teachers was expanded under the three-year ICT Professional Development Program. Other innovative professional development programs were contracted out through the TAFE Frontiers organisation.

The implementation of LearnScope 2001 involved 135 projects with 1,922 participants.

Human resources management and professional development tools including the CD-ROMs *VET Planning Guide and Trends* and *TAFE Workforce Report* were distributed to system stakeholders.

Professional development grants were made for information technology training (including vendor training schemes) for system staff, and for training in the implementation of Training Packages.

Workshops were held in metropolitan and regional areas for private registered training organisations, about managing and implementing quality assessment.

A Graduate Certificate of VET Teaching/Training was established.

A comprehensive professional development strategy for the adult community education system was prepared, with an emphasis on implementing new learning technologies and on providing vocational guidance.

Professional development programs were conducted for registered training organisations in developing and delivering programs online.

A three-day workshop was held on the Australian Quality Training Framework for auditors, training recognition consultants and departmental staff. Only auditors who have been certified to meet the requirements of AS 3911.2 can do audit work in Victoria, thus ensuring rigour and consistency in audits.

An occupational health and safety protocol was developed for apprentices and trainees employed by group training companies, as well as training programs for group training company field officers, apprenticeship field officers and union representatives.

Skills, knowledge and experience recognised

In 2001, a statewide professional development program for assessors, offered through the Victorian Assessors Network, was completed.

Vocational education and training competency standards for staff were established, and three related professional qualifications (Certificate IV, Diploma and Graduate Certificate in Teaching/Training in TAFE) offered.

The Victorian Training Awards highlighted the excellence of the system and its clients. The Training Product Award recognised innovation and innovative excellence in vocational education and training in the development or delivery of a training product. The Training Provider of the Year Award recognised best practice achievement in vocational education and training.

The VET Teacher/Trainer of the Year award recognised 2001's outstanding practitioner.

A review was conducted in 2001 of the quality of delivery in adult community education through audit processes that addressed recognised criteria for delivery of effective education and training.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Access to skill development opportunities improved, especially in rural and regional areas

The Government has set a target that, by 2005, the percentage of young people aged 15-19 in rural and regional Victoria engaged in education and training, will increase by 6%.

In 2001, the Government continued the regional policy and funding initiatives in the 2000-01 State budget, providing support for industries of particular importance to country Victorians including agriculture, viticulture, aquaculture, fishing, forestry, information and communications technology and ecotourism, through funding to develop state-of-the-art training facilities and resources across country Victoria.

In the 2001-02 budget, $83.9m was allocated to build on the construction, upgrade and maintenance of TAFE facilities. More than half this work was in regional Victoria.

Other projects funded in 2001 included $7.4m to establish the Australian College of Wine across three campuses in regional Victoria and $5m for the Ballarat Vocational Education and Training Centre for specialist facilities to complement school- and TAFE-based learning.

In 2001, the Government allocated more than $4m to a Regional Differential Fund for the State's nine regional TAFE institutes. The Government also moved to promote more certainty in funding arrangements for these providers.

Local Learning and Employment Networks announced

The first 15 Local Learning and Employment Networks began operating in January 2001. A further 16 networks were established in October. The networks bring together educators, employers, industry, welfare agencies, local government and non-government organisations to ensure that a broad range of education, training and employment opportunities are available to meet the needs of young people.

The establishment of Local Learning and Employment Networks across regional Victoria in 2001 has improved networks and forged stronger linkages between education, training, industry, government agencies and employment.

Networks operate at the grassroots level, breaking down traditional boundaries and increasing cooperation to improve education, training and employment outcomes for 15-19 year olds in metropolitan, rural and regional communities across Victoria.

Regional educational precincts established

In 2001, the Government allocated $10.5m for the Gippsland Precinct to support the education and training needs of the Gippsland region and develop cross-sectoral education systems on a single site adjacent to Monash University, Churchill. The precinct will particularly emphasise links between post-compulsory, TAFE and higher education providers to better provide pathways, and to develop new pathways, for young people in the region.

Commencements of apprenticeships and traineeships in non-metropolitan areas increased in 2001 by 25% over 2000.

A program was established in the La Trobe Valley to promote school-based apprenticeships to schools and young people in the area, and to promote more diverse pathways and employment options in the region.

In the 2000-01 State budget, $4m was allocated for learning towns and adult community education clusters. A further $9m was allocated over three years from the Community Support Fund for the development of learning infrastructure in adult community education organisations.

Under the first round of the ACE Capital Funding Program, $2.8m was allocated to 95 adult community education organisations (59.6% of which are in rural areas) to support renovations, upgrades and extensions to buildings. This was the first time the adult community education sector had received capital funding from either a State or Federal Government.

In 2001, $4m was allocated to support adult community education clusters and establish the Learning Towns Network. Sixty-five clusters involving 70% of eligible adult community education organisations were established. This initiative developed strategic partnerships between adult community education organisations, thereby enabling them to address key issues in their local communities and extend skills development opportunities to assist individuals and local business and industry in regional Victoria.

Nine learning towns were established and are developing strategies to promote learning and embed a learning culture in their communities. Initiatives included new online and distance education courses, the development of pathways between learners, providers and businesses and the promotion of the learning town concept through local media. Learning towns located in Kyabram, Horsham, Leongatha, Wycheproof, Ballarat, Bendigo, Albury/Wodonga, Wangaratta/Benalla and Geelong received $145,000 to support their activities for the period May 2000 to December 2001. This comprised $110,000 in core funds for 18 months (equivalent to $73,300 per year), plus a one-off grant of $35,000.

In 2001, research and evaluation was conducted into the social capital raised through programs including adult community education clusters, learning towns, older adults, rural and isolated communities and the University of the Third Age.

EXTENDING THE REACH OF VOCATIONAL EDUCATION AND TRAINING

For Queensland's vocational education and training system, the year was marked by the development of important relationships with industry, education sectors and the community at large, leading to greater opportunities for the system to extend its coverage of Queenslanders.

Skilling Queensland 2001-2004, the strategy for the State's vocational education and training system, sets the agenda for collaboration between stakeholders and provides a clear direction for efforts by the system to provide skills for the current and emerging Queensland workforce.

Reaching youth through expanded pathways

In 2001, Queensland's young people were the focus of much attention. Collaboration was promoted among agencies to expand existing pathways and to support young people making the transition from education to work. The school and vocational education and training systems explored new models for delivery and maximised the use of existing resources and facilities. Educational precincts incorporating schools, TAFE institutes and universities proved extremely successful in rural, regional and metropolitan areas of the State. These precincts offer more pathways for young people, and an alternative to leaving school early and becoming at-risk of disengaging from the community.

The Youth Access Program was introduced in 2001. The program provides pathways to employment, education and training, giving at-risk youth an alternative to traditional education. The program aims to prevent the damaging effects on young people who leave school early and are at higher risk of long-term unemployment.

Reaching into Queensland's regions

Communities play an essential role in promoting regional economic and social development. Queensland has responded by decentralising decision-making to increase the emphasis of public policy on the development of communities.

Consultation with local industries helped inform the assessment of competencies in the horticulture Training Package.

In 2001, extensive consultation with local communities resulted in a planning process that ensures local training needs are met and resources are used effectively and efficiently. Work with other agencies and communities to develop programs has resulted in more relevant programs and better utilisation of government resources.

Reaching goals through lifelong learning

Learning is an important tool in building social capital and social cohesion, in addition to its economic role. Queensland has fostered the provision of learning opportunities for people at all stages of life through programs and initiatives that engage young people and the existing labour force in learning.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

Responding to employer and student feedback

A desire for business excellence and national consistency underpinned Queensland's efforts

to build on sound operational relationships with registered training organisations and other stakeholders, including industry training advisory bodies.

The Training and Employment Board and its three advisory committees provide an important source of advice, and continued to consult with a broad range of employers, schools and community groups through meetings in regional centres during the year.

In 2001, *Queensland Training Priorities 2002-2003* was developed following extensive consultation and research of regional needs, including input by a broader range of stakeholders to the development process. Ongoing modifications to the planning process to incorporate local interests have increased efficiency.

In 2001, TAFE Queensland tailored the client satisfaction survey to collect more local information. The method of measuring student and business client satisfaction was modified to identify issues that are important to the particular clients of individual institutes. Each institute will use the results to improve their performance against identified local issues.

Using resources efficiently

In a continuing effort to improve efficiency, strategic priorities across industries and client groups were identified in the planning and funding allocation processes for the 2001-02 financial year. Targets were set for these priorities, to be achieved through user choice, the Competitive Purchasing Program and a proportion of the TAFE direct grant.

Queensland has implemented a range of strategies to maximise the value of user choice. Contract management strategies focused on performance and outcomes rather than solely on compliance with contractual terms and conditions.

Arrangements for purchasing training were also established to allow regions to respond directly to local training and employment needs, in line with community and regional development processes.

This year, Queensland moved toward the nationally-consistent approach to the collection of Australian Vocational Education and Training Management Information Statistical Standard data from registered training organisations. Work progressed on the streamlining of data collected and administrated, including automated processing of provider data returns and the construction of a centralised database of student records for the last five years.

A single point of data-entry capability for the VET Accreditation and Registration System, and for the National Training Information Service, is currently being implemented. It is expected to be completed by the end of 2002.

Implementing Training Packages that respond to clients needs at the local level

In line with the requirements of the ANTA Agreement, Queensland funded almost 40 projects in 2001. Projects were funded through industry training advisory bodies or registered training organisations to promote client-driven approaches to the use of Training Packages, and to effectively meet the needs of their clients. The projects:

- supported the delivery of qualifications from the Public Services Training Package
- provided moderation of assessment services for the tourism and hospitality industries
- established a best-practice recognition of prior learning system for the seafood industry
- helped implement the Caravan Training Package
- funded a horticultural video resource kit
- helped with the assessment of agriculture and horticulture competencies in Indigenous communities.

In 2001, Queensland continued to work with ANTA and other jurisdictions to develop national implementation guides for Training Packages. This is part of the broader commitment to national consistency.

Effective outcomes of implementation of national training arrangements including the National Training Framework

Collaborating to ensure Training Packages are current and relevant

By the end of 2001, Queensland had successfully implemented 64 industry Training Packages. In 2001, 142,000 learners were enrolled in programs using 50 Training Packages.

So far, Queensland has helped develop 64 national Training Packages and seven enterprise Training Packages. Queensland is currently helping develop a further six Training Packages, review the 40 current Training Packages and extend a further five Training Packages.

Queensland is working towards a fair-value pricing model for user choice based on a negotiated dollar value and on-going maintenance of user choice training products at the competency level. This model covers costs involved with maintenance and delivery of products rather than a costing model based on nominal hours.

To date, this model has been applied to 68 Training Packages at the competency level. Computer system specifications have been finalised and are expected to be implemented in 2003.

Training Packages @ Work, a newsletter about developments in Training Packages, is produced in Queensland and distributed electronically throughout Australia. The print version is distributed to 15,000 stakeholders in Queensland. This publication has been acknowledged widely as an effective grass-roots communication tool for regional and other stakeholders.

In 2001, Queensland adopted a lead role in the national licensing issues project, which considered practical approaches to addressing occupational licensing issues in the development and review of Training Packages.

Working to reflect key competencies and generic skills in Training Packages

In 2001, Queensland initiated a range of activities to promote the effective delivery of generic skills and key competencies. A report delivered to the Training and Employment Board in 2001 explored the importance of generic skills to Queensland employers and made recommendations to ensure that generic skills and key competencies are effectively addressed in vocational education and training. Implementation of these recommendations will be pursued in 2002.

Queensland participated in joint workshops with ANTA to examine strategies to overcome previously-identified deficiencies in how Training Packages provide skills to entry-level students. The outcomes of these workshops will help Training Package developers improve entry-level competency standards and thus the employability of entry-level learners.

Quality assurance and risk management

Effectiveness of the operation of the Australian Recognition Framework

The introduction of the Australian Recognition Framework was accompanied, as required by the ANTA Agreement, by other vocational education and training system improvement initiatives, including the implementation of recommendations from the *Investigation into the Quality of Apprenticeships and Traineeships in Queensland* report.

Stakeholder satisfaction surveys showed a continuing increase in the levels of satisfaction of employers (83%) and students (90%) with the quality of apprenticeships and traineeships in Queensland.

The Australian Recognition Framework provides for the mutual recognition of registered training organisations. The number of interstate registered training organisations operating in Queensland has increased from 249 in December 1998 to 541 in December 2001. Queensland has ensured that 100% of the organisations approved as registered

training organisations comply with the Australian Recognition Framework on approval of their status.

Auditing arrangements and outcomes for Queensland

During 2001, transition from the Australian Recognition Framework and preparation for implementation of the Australian Quality Training Framework has been a major component of the continuous improvement of vocational education and training. Queensland has continued to work with training providers to maximise quality and focus on improvements in the system.

A streamlined audit model has been introduced, underpinned by a risk-management process to identify key risks and enable strategic audits. This approach achieves quality and cost effectiveness. During 2001, 1,066 audits under the Australian Recognition Framework were conducted in Queensland.

Performance improvement in Queensland's diverse vocational education and training system continued to be monitored through a rigorous and consistent audit process. Risks to quality are managed through a comprehensive performance management strategy that recognises national key risk areas, State-based sources of risk and other indicators based on local experience.

In line with the risk analysis strategy, registered training organisations delivering the Certificate IV in Assessment and Workplace Training were identified for strategic industry audit towards the end of 2001. There are some 448 registered training organisations delivering this qualification in Queensland. The State is the primary recognition authority for 223 of these. Delivery of this certificate was considered to be high-risk due to the number of complaints received, concerns with differing delivery times and modes, and the relevance of the qualification to the integrity of the vocational education and training system. Audits will commence in 2002.

An external audit of the quality of systems of registering and course accrediting bodies recommended they be certified against standard AS/NZS ISO 9001:1994. Operational policies and business rules were developed, updated and implemented to ensure their currency and conformity with the Australian Quality Training Framework standards and requirements.

Information and workshops for registered training organisations

Since the endorsement of the Australian Quality Training Framework in June, extensive work was undertaken across Queensland to provide a wide variety of professional development. This included:

- a training needs analysis of auditors from the Queensland Department of Employment and Training, to identify areas for professional development
- customised training in the new ISO 9001:2000 standard for over 30 auditors
- ongoing professional development to address emerging issues, and to increase consistency in the interpretation of standards, audit processes, reporting and follow-up procedures
- workshops on standards for industry training advisory body personnel
- auditor training for officers of the Queensland Board of Senior Secondary School Studies, which has a delegation from the Training Recognition Council to regulate the VET in Schools Program
- over 50 workshops, attended by more than 1,800 people, including personnel from public and private registered training organisations.

Queensland's newsletters, *Training Outlook* and *Training Packages @ Work*, and the website, continue to inform and update users on a variety of subjects including workshops and information sessions, and available publications.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

In 2001, *Skilling Queensland 2001-2004*, the strategy for vocational education and training in Queensland, was developed. The strategy provides a framework for fostering a learning culture to span the State's diverse range of backgrounds, ages, industries and regions.

The strategy emphasises the capacity of training providers to be flexible and responsive to client needs. The Queensland distribution centre for Big W in Warwick is a good example of how TAFE and industry are working to build a learning culture. The Southern Queensland Institute of TAFE developed and delivered training in collaboration with self-managed teams of Big W employees. The training is directly aligned with the company's business goals.

A campaign for employers, Make Training Pay, was conducted during the year. The campaign promoted the benefits of training in information technology, tourism and hospitality, building and construction, and light metals industries, among others. It included over 20 events involving nearly 1,000 employers across the State.

Activities to celebrate and promote adult learning were organised for Adult Learners Week 2001. More than half the activities throughout Queensland provided introductory information technology training.

Queensland's successes at the 2001 Australian Training Awards further promoted a learning culture to Queenslanders. For the second year in a row, Queenslanders took out the national awards for Apprentice of the Year and Small Business of the Year, and was runner-up for the Vocational Student of the Year Award.

Increasing industry participation and investment in training to add to the existing skill base

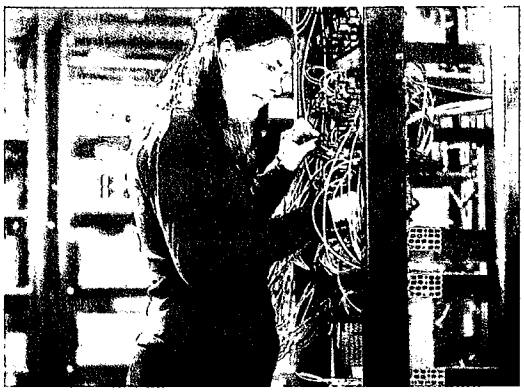
Queensland has continued to build its regional planning capacity, a key component of which is consultation with local industries and enterprises about their training needs. Proposed changes to Queensland's *Child Care Act* 1991 have forecast the need for mandatory qualifications for workers in the child care industry. To cope with the anticipated increased training need for the industry, local provider-industry relationships have been enhanced to provide training to enable existing workers to meet the skill requirements of these changes.

Queensland continued to monitor labour market conditions and promote participation and investment in identified areas of skill shortage. The Private Sector Employment Program offers incentive payments to employers of up to $2,000 per apprentice or trainee in skill shortage areas. In 2001, 2,043 employers, including 17 group training organisations, received payments totalling $5,475,000 for employing 2,929 additional apprentices and trainees.

Enhancing industry partnerships

The strategic use of public funds to complement and foster greater private investment in vocational education and training is a key objective of *Skilling Queensland 2001-2004*.

Queensland TAFE institutes and agricultural colleges regularly form alliances with industry to provide up-to-date and relevant training. The Queensland Government, institutes, enterprises and industries have also formed alliances to address the skills needs of major projects. For example, the $3,000m Aldoga Aluminium Smelter, the $1,400m expansion of the Comalco Aluminium Refinery in Gladstone and the proposed Australian Magnesium development at Stanwell, will require skilled local workforces.



Demand for training in the information technology and telecommunications sector continued across the State in 2001.

Industry has provided valuable information for the forward planning process, which will ensure the system can provide for the future skill needs.

Queensland continues to encourage industry to establish training centres, through the Skill Centre Program, in niche market areas or in areas not currently serviced. One example is the Construction Training Centre, recently established in Rockhampton.

In 2001, funds were provided from the Community Training Partnerships Program for 19 projects to assist 2,824 people across Queensland. The projects deliver community-based training services in response to specific industry training needs and employment opportunities. These projects will deliver about 273,000 hours of training. Research into the training needs of specific industry sectors is also funded from the program.

Expand New Apprenticeships

Preliminary data for 2001 indicates that Queensland will exceed its target of 55,050 apprentices and trainees in-training by 30 June 2002[1]. The estimated number, 55,570, is an 11% increase over 2000 when 50,060 apprentices and trainees were in training. Commencements also increased by 18% from 36,150 in 2000 to 42,550 in 2001.

At the end of 2001, there were 529 apprenticeships and traineeships available from Training Packages, including many in areas not previously available such as seafood, caravans, floristry and food processing.

In 2001, the Indigenous Employment and Training Support Program was established in 10 pilot communities across Queensland. The program provides culturally-appropriate mentoring and support for Indigenous apprentices and trainees, in order to increase retention and completion rates.

Under the Public Sector Employment Program, incentive payments are made to agencies that engage additional apprentices and trainees. The person's employment outcome on completing training is used as a benchmark of success. In 2001, 70% of participants were employed on completing training.

Increased training activity to support innovation in emerging industries

Queensland continued to provide training for emerging industries including information technology and telecommunications, biotechnology, aquaculture, wine and pharmaceuticals.

Funding for information technology and telecommunications training increased significantly. In 2001, there was an estimated 25% more funded training delivered in information technology and telecommunications training than in 2000; with a marked increase in telecommunications traineeships.

Recent endorsement and funding for the Pharmaceutical Manufacturing traineeship qualifications will support Queensland's emerging pharmaceuticals industry.

[1] *Source: National Centre for Vocational Education and Research estimated figures for December 2001*

In June 2001, the creation of the $40m Centre of Excellence in Food Science and Technology was announced. Queensland's government departments are partnering with industry to ensure vocational education and training plays a significant role in this centre to deliver high-level food science and biotechnology training.

The emerging wine and pharmaceuticals industries offer significant future employment and export growth, and the system will help them build competence. In 2001, the Agricultural College at Dalby was registered to deliver wine traineeships in Queensland. The uptake of traineeships in this industry continues to grow. The wine industry also supported an application for a School Skills Centre at Stanthorpe, in the heart of Queensland's main wine-making region.

In late 2001, Queensland endorsed, and approved funding for, the Pharmaceutical Manufacturing traineeship qualifications. The Queensland Government has also provided incentives for pharmaceutical manufacturing enterprises to establish themselves in Queensland.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

Innovation in service delivery

2001 saw enthusiastic and productive collaborations between educational systems to improve pathways for Queensland school students.

The Mt Isa Education and Training Precinct resulted from an alliance between a junior college, a senior college and a TAFE institute located in close proximity to each other. Through partnerships, the precinct offers a wide range of subjects and courses, increasing school and post-school options for students in remote north-west communities.

The Northern Corridor Educational Precinct (just north of Brisbane) was also established, aligning learning pathways among local schools, TAFE institutes and universities.

Partnerships with communities, industry and government agencies have resulted in innovation and improved service delivery. Some examples are the Cape York Strategy, which established whole-of-government partnerships with Indigenous communities; the memorandum of understanding between key Queensland government agencies to meet the needs of young people in detention centres, using a holistic approach; collaboration between the Queensland Government and local shires to provide training for community renewal programs; and a partnership between the Southern Queensland Institute of TAFE, University of Southern Queensland, Toowoomba City Council and local communities to establish Toowoomba as a learning city.

Informing training and career options

In 2001, steps were taken to better inform stakeholders about training and career options in Queensland. The demand for online information from job seekers, school students and employers drove improvements to Queensland's website. Information about local employment and career opportunities also enabled more Queenslanders to make more informed choices. As well, job placement officers and counsellors in TAFE institutes helped students and potential students to make informed training and career choices.

The Worker Assistance Program helps workers displaced in large-scale retrenchments to find another job. In 2001, 526 people received training, or relocation assistance, or both, under the program.

Addressing language, literacy and numeracy needs

In 2001, Queensland's process for responding to adult language, literacy and numeracy needs was reviewed, to ensure programs were effective. The recommendations of the review

will be implemented across the State. To improve responses to local needs, Queensland's regions were given greater autonomy to manage literacy and numeracy training programs funded for $1.41m.

Other activities also addressed the language, literacy and numeracy needs of Queensland communities. All 16 TAFE institutes provided language, literacy and numeracy programs for people needing these skills for further education, training and employment, and to meet identified local needs. For adult offenders in correctional centres, $600,000 was allocated for language, literacy and numeracy training. To support the language, literacy and numeracy needs of vocational students, $765,000 was allocated to TAFE institutes and agricultural colleges, and $66,000 of ANTA funding was distributed to the regions for the professional development of vocational and literacy/ numeracy specialist teachers and trainers.

Responding to learner needs through learning technologies

An increasing range of technologies - including computer-based delivery, distance education and open learning systems - is used in Queensland to improve access to the vocational education and training system, and participation by learners and other clients.

In 2001, the client administration system enabled clients to manage their learning and access information via the internet. Online learning opportunities will be increased with the commitment in 2001 of $22.5m for capital investment in information technology and communications. This investment will enhance the amount and quality of training using online and flexible delivery methods.

Queensland's commitment to learning technologies was recognised when Southbank Institute of TAFE won the 2001 Australian TAFE Marketing Award for Business Development Innovation. The award commended the institute's work in making telecommunications training available online across Australia.

State-of-the-art online training was delivered by registered training organisations throughout the State. For example, Central Queensland Institute of TAFE's Engineering Technology Centre features high-tech equipment ranging from the latest dynamometer computer software to energy-efficient welding machines using inverter and microprocessor technology. Interactive CD-ROM training materials and online resources provide state-of-the-art training for learners.

Increase opportunities and improve outcomes for targeted groups

Reaching out to people with disabilities

In 2001-02, $2.2m is being invested to develop the industry and generic skills of more than 230 people with significant disabilities, with 16 training providers throughout Queensland delivering training tailored specifically to their needs.

In 2001, Queensland began to implement the national strategy for increasing opportunities for people with a disability in vocational education and training, Bridging Pathways. This included the development of planning processes to identify the training needs of people with a disability, and to make these needs a strategic training priority.

Queensland's vocational education and training Disability Support Service continued to provide personal support services and adaptive equipment to people with a disability. In 2001, this service supported 123 students statewide.

The Public Sector Employment Initiative has set a target of 5% of all public sector employees to be people with a disability. In 2001, 185 apprentices and trainees with a disability were employed under this initiative. This represents 5.7% of all trainees and apprentices employed.

The Albert Valley Learning Centre south of Brisbane is an innovative training program for people with a disability looking for a job. The centre works closely with local industry

and conducts an initial, holistic assessment of each learner to make sure that their training is relevant to their particular vocational interests and talents and is most likely to lead to a good job for them. This innovative program both meets local industry skill needs and provides this traditionally-disadvantaged group with opportunities for further training and employment.

Assisting women

The Adult Community Education and Vocational Education and Training Program provides accredited training in informal, supportive learning environments offered by community-based organisations. In 2001, more than 1,000 women did training through this program, which was 60% of all students.

During the year, the Community Literacy Program provided $69,000 to 15 community-based organisations to conduct volunteer tutor training. A total of 145 volunteer literacy/numeracy tutors (85% of whom were women) were trained to deliver basic adult language, literacy and numeracy training for people in communities throughout Queensland.

The Wider Opportunities for Women program was implemented to encourage young women to consider non-traditional careers available through vocational education and training, including information technology. This campaign included the development of a website, promotional merchandise, school visits and promotion of non-traditional careers at careers expos.

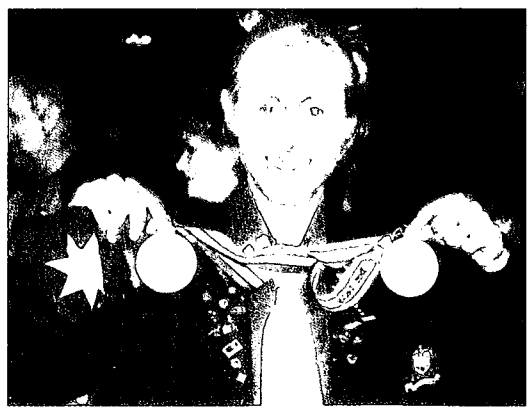
Queensland's Logan Institute of TAFE was proud to share in the success of dual international gold medallist Stephanie Bugg. Stephanie, a refrigeration mechanic, won a gold medal at the National WorldSkills Refrigeration and Air-conditioning Expo, and represented Australia at the International WorldSkills Expo in Seoul, South Korea. In Seoul, she won a gold medal in refrigeration, and another gold medal as 'best female in a non-traditional trade'.

Working with Queensland's Indigenous people

The Cape York Training Strategy in 2001 offers innovative, flexible and responsive funding models, with local Aboriginal and Torres Strait Islander decision-making, to improve employment and training outcomes for Cape York people. The strategy aims to increase community use of the training system, support regional economic development, pay the real costs of training delivery models and measure performance in terms of competency completion, client satisfaction and jobs. Under the strategy, decisions about jobs and the purchasing of training places are community-driven and linked to local economic development plans. In 2001, Queensland committed $1,034,699 to fund the delivery of training identified in 33 community training plans.

In 2001, the Queensland Government worked closely with Indigenous communities to establish community-based Indigenous Skill Centres. Centres in Woorabinda, St George, Cunnamulla and Rockhampton were funded during the year.

The Indigenous Employment Policy for Queensland Government Building and Construction Contracts, implemented in May, provides job opportunities for Indigenous people on building and construction projects.



Queensland's Stephanie Bugg, refrigeration mechanic and dual international gold medallist at the International WorldSkills Expo in Seoul, Korea.

It also provides opportunities for apprenticeships and traineeships, and for the reskilling and further training of existing workers. Under the policy, State government contracts require 20% of labour hours to be provided by local Indigenous community members, and at least half of these people to be in apprenticeships, traineeships or other structured training.

Under the Public Sector Employment Initiative, a target of 5% has been set for the employment of Indigenous people. In 2001, this target was greatly exceeded, with a total of 560 Indigenous trainees and apprentices employed. This represents 17.3% of all trainees and apprentices employed under this initiative.

The Indigenous Students Link with Industry Project took out this year's Queensland Indigenous Peoples' Training Initiative Award for successfully combining vocational and general education, training and industry experience for 28 Indigenous high school students in Central Queensland. The project aims to address the lower retention rates of Indigenous students at school, a problem recognised by the community and supported by national statistics.

Queensland is working to increase the number of school-based skill centres, particularly in regional and remote Queensland Indigenous communities, so young people can participate in vocational education and training without having to leave their communities. Work is currently progressing with the Western Cape College to establish a school-based skill centre to service the Western Cape communities.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with the National Training Framework

In 2001, the popularity of school-based apprenticeships and traineeships continued to surge in Queensland, with 3,553 students starting school-based apprenticeships and traineeships. Compared with 2,257 in 2000, this is an increase of 57% in a year.

In 2001, about 60% of all year 11 and 12 students in Queensland were enrolled in a VET in Schools program. In Queensland, 48,963 school students were undertaking vocational education; 26,508 year 11 students and 22,455 year 12 students.

Since 1 July 2001, under the Public Sector Employment Program, Queensland government departments received incentives for 323 school-based apprenticeship and traineeship placements. An additional 198 school-based apprentices and trainees were assisted under the Private Sector Employment Program.

In 2001, Queensland's commitment to youth drove the formation of a national Subcommittee on Young People's Transitions by the Ministerial Council on Education, Employment, Training and Youth Affairs. The subcommittee established links between the education, training, youth and community services sectors and looked into the many issues facing young people who are disconnected, or at risk of being disconnected, from society. The subcommittee's work will help improve transitions from education to training and work by young people in the future.

In 2001, the Youth Access Program continued to help young people at risk of leaving school without the education or skills to get a job. The program provided funding to registered training organisations to provide alternative pathways into apprenticeship or traineeship training for 595 students who also remained at school to complete their senior certificate. The program is expected to continue.

Queensland's TAFE institutes reached formal credit transfer and entry agreements with a number of universities. For example, the Open Learning Institute and the University of Southern Queensland made an agreement for business studies, allowing TAFE graduates to be automatically accepted into the university with credit.

Work continues on direct entry and credit pathways for multiple disciplines as well as for dual degrees.

The Get Set for Work Program is a one-year program delivered between 1 July 2001 to 30 June 2002, and aims to help 500 unemployed early school leavers find a job. The program provides young people with intensive pre-employment training in areas of local community skill demand. Under the program, employers are also paid a wage subsidy. In the second six months of 2001, projects were funded to assist 663 early school leavers.

Recognising existing skills

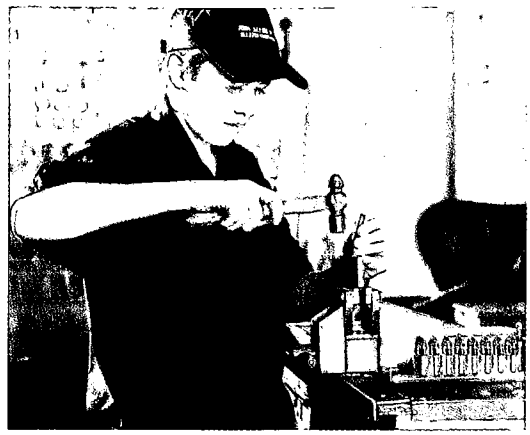
Recognising the skills that people already have, through improved recognition of prior learning processes, is a key strategy to lift Queensland's skills profile. Recognition of current competence against the national competency standards benefits particularly those with overseas qualifications and significant work histories.

In 2001, Queensland began implementing the recommendations of the review of recognition of prior learning conducted during the year. The review identified ways to reduce barriers to the recognition of prior learning for individuals and registered training organisations.

In 2001, of the 509 applications for trade recognition that were processed, 36% of applicants were born overseas.

Academic assessment by skills recognition was provided to 334 overseas qualified Queenslanders resulting in 60 Australian diplomas, 27 advanced diplomas, 214 bachelor degrees, 24 masters and three doctorate degrees.

In 2001, 509 skilled tradespeople were recognised in Queensland. This allowed them to gain employment or promotions, gain positions as trainers in schools and training organisations, or become employers of apprentices.



School-based apprenticeships and traineeships provide an attractive pathway for Queensland students.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

Building capabilities of vocational education and training professional staff

Addressing the learning needs of professionals

In 2001, a Professional Practices Unit - the first of its kind in Australia - was established in Queensland. The unit helps vocational education and training system trainers and assessors hone their essential skills, knowledge, strategies and practical methodologies. The unit focuses on identifying what is needed to maximise the quality of the learning of individuals using different delivery modes.

The unit:

- conducts action learning workshops for trainers and assessors at locations across Queensland
- disseminates examples of good teaching and assessment practices, as well as the findings and ideas from the research, through web and print-based materials
- works with individual providers, on a fee-for-service basis

- conducts and supports research to inform improvements in the quality of vocational education and training teaching and assessment, and student learning.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Target skill development to meet the needs of local enterprise, small business and communities

Queensland has continued to promote efforts through planning processes to develop the capacity of communities to identify and respond to their training needs, in line with regional economic and social development requirements.

Models of collaboration between Aboriginal and Torres Strait Islander organisations, registered training organisations and the Queensland Government are being developed, implemented and monitored. One such model is the Cape York Training Strategy, which links local vocational education and training needs with regional economic development programs. Indigenous community advisory groups were established in Bundaberg, Maryborough and Hervey Bay to provide planning advice on the training requirements of Indigenous communities.

Queensland's Community Training Partnerships Program requires the system to engage local communities in developing and delivering training strategies, to ensure that training responses meet the needs of local communities and industries.

The Rural and Regional Training Committee has been established by the Training and Employment Board to support rural and regional economic growth and sustainability through vocational education and training. In 2001, the committee recommended to the board a series of rural and regional training and employment conferences in non-metropolitan centres, to consider the specific training needs of rural and regional Queensland. The conferences are planned for 2002.

Queensland's Gold Coast provides an excellent example of innovative strategies that are being applied to support regional development. The South Coast Industry Coordinating Organisation is an industry-led, non-profit organisation that involves schools and coordinates workplace learning in nine industries for Gold Coast students. It links Gold Coast schools, industry and community organisations, offering work placements, a school-based apprenticeship program and assistance into employment. Participating schools report that students are making better transitions to further education, training and work, and have better career opportunities.

CONCLUSION

The successes of Queensland's vocational education and training system in 2001 support the role of the system in generating employment and contributing to regional social and economic development. Efforts during the year have challenged and extended the reach of vocational education and training, and outcomes from these strategies will continue to be observed in the future by industry, training providers and the community. Activities in 2002 will aim to build on the strengths of the current innovations and provide opportunities for Queenslanders to reach their full potential through vocational education and training.

INTRODUCTION

The activities of the vocational education and training system in South Australia have a major impact on the State's people. The system has an annual budget of nearly $300m, operates through a complex web of national and local arrangements, and works closely with a broad range of stakeholders. The system aims to build the skill base of all South Australians, to provide a skilled workforce for industry and to help people improve their opportunities in life for prosperity and happiness.

South Australia's population is ageing, with the highest median age in Australia (37, compared to the national median of 35, as at June). Research suggests that employers will rely increasingly on existing and older workers as sources of new skills in the future. This provides the vocational education and training system with increasing opportunities and challenges to reskill and upskill existing workers, with a decreased emphasis on entry-level, full-time qualification courses.

While the primary and manufacturing industries predominate in South Australia, the services sector is also of growing importance. Primary and manufacturing industries (particularly food and beverages, automotive, electronics and defence) have been major, long-term clients of the system, while the newer, knowledge-intensive service industries (like information science, health and bioscience) are placing new demands on the system.

The changing nature of work (with increasing part-time, casual and outsourced labour) also has important implications for the system.

These points help establish the context within which the South Australian vocational education and training system operated in 2001.

Legislation

The South Australian *Vocational Education, Employment and Training (VEET) Act* 1994 provides the legislative basis for South Australia to operate within the national vocational education and training system, which is coordinated by the Australian National Training Authority (ANTA).

The Act establishes the Minister for Employment and Training as the State training agency required under the ANTA Agreement. The Act also establishes three statutory bodies:

- the Vocational Education, Employment and Training Board, which advises the minister on the State's training needs and how they can best be met (with an obligation to develop a detailed State strategic plan for vocational education and training)
- the Accreditation and Registration Council, which oversees the regulation of vocational education and training, apprenticeships, traineeships and non-university higher education in the State
- the Adult Community Education Council, which advises the minister on the development and funding of adult community education.

In 2001, the board and councils continued to work together to develop vocational and adult community education and training in South Australia, through joint regional visits and industry forums, and the exchange of information on matters of shared interest.

Training and Skills Development Bill 2001

The *Training and Skills Development Bill* 2001 was introduced into Parliament to replace the VEET Act 1994, following an extensive, three-year review and consultation process. The Bill proposed changes to the VEET Act to:

- streamline advisory and governance structures
- update provisions for regulating vocational education and training and higher education, and to give effect to new national standards in both areas
- update, strengthen and streamline provisions for apprenticeships and traineeships

- improve grievance mechanisms for students.

The Bill passed through the House of Assembly with bipartisan support in November, but lapsed on the rise of Parliament for the February 2002 State election.

State strategic plan revised

The Vocational Education, Employment and Training Board produces a three-year strategic plan, which addresses the annual national priorities for vocational education and training. Reporting against the plan's objectives, actions and performance indicators forms the basis of the board's annual reports. The plan lays down the State system's priorities, and sets directions for the quality, quantity, targeting and effectiveness of training.

The State Strategic Plan for Vocational Education and Training 2002-04 was endorsed by the board in November. The plan was prepared with advice from the Government, national economic advisory bodies, industry training advisory bodies and enterprises. The plan outlines priorities and directions for funding and activity in 2002-04, and includes a brief summary of training initiatives and directions for 2002 and projected training activity for 2003.

Under the plan, purchase agreements with TAFE institutes are driven by the State's priorities, and capital development expenditure is more closely based on strategic and capital planning.

In 2001, the State achieved the following quality, quantity, efficiency and effectiveness, and targeting outcomes.

Quality

Student and employer satisfaction surveys continued to rate training quality positively. The share of training activity allocated to strategic priority areas increased.

Quantity

The publicly-funded vocational education and training participation rate of South Australians equals the national average of 12.1% of the population. The annual hours curriculum delivered through vocational education and training in schools programs continued to increase. Informal learning opportunities provided diverse pathways and learning options for an increasing number of people.

Efficiency and effectiveness

The efficiency of vocational education and training is monitored through cost-per-student-hour, performance in national employer and student satisfaction surveys and student outcomes surveys and South Australia had excellent results during the year.

Skills recognition, recognition of current competence, articulation and cross-sectoral credit transfers were organised efficiently between all levels of education and contributed to the efficiency and effectiveness of the system.

Targeting

Open training market programs and TAFE purchase agreements supported strategic priorities in food production and processing, tourism, hospitality and information technology industry areas, as identified in the State strategic plan.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

2001 was a busy and productive year for the South Australian vocational education and training system.

Achievements and quality outcomes are evident in participation rates and how vocational education and training was perceived, valued and taken up by enterprises and individuals.

In 2001, 144,000 people were involved in publicly-funded vocational education and training in South Australia, a decrease of 1.5% on 2000, compared to a national increase of 0.4%. Of all South Australians, 11.3% of those aged 15-64 did publicly-funded vocational education and training, only 0.5% below the national average of 11.8%. This was a decrease from the 12.0% participation rate reported in both South Australia and nationally in 2000.

The South Australian vocational education and training system continues to compare excellently to other education systems, and to Australia's performance, evidenced by:

- employer satisfaction levels improving in three areas surveyed nationally, with the greatest change being in the number of employers who believe vocational education and training improves workers' productivity (up from 72% in 1999 to 80% in 2001, compared with the national figure of 74% for both years)[1]
- South Australia having the highest proportion of TAFE graduates in the nation employed after training (84.6%, compared to 73.4% nationally)
- 91.5% of TAFE graduates working or in further training in 2001, compared with 87.5% nationally
- over 93% of apprentices having unsubsidised jobs three months after completing their apprenticeship (compared to 66.5% of university graduates)
- completing apprentices having higher rates of full-time employment (89%) and self-employment (20.9%) than people with other post-school qualifications[2].

Effective outcomes of implementation of national training arrangements including the National Training Framework

The Office of Vocational Education and Training ensures that South Australian industry and registered training organisations contribute to the development and review of each Training Package. At the end of December, 56 Training Packages in 70 industry sectors were implemented in South Australia, with the support and input of industry.

New auditors were recruited, selected and trained by November, to help with the initial implementation of the Australian Quality Training Framework. Auditor performance was monitored, technical experts appointed to work with auditors in specialist areas, and internal auditors do ongoing training. By the end of the year, 49 audits of initial compliance and validation of registered training organisations had been completed. All training organisations registered in 2001 were audited.

Nationally, while accredited courses are being progressively replaced by Training Package training, some courses continue to be accredited to meet the needs of small, niche areas of industry. The revised Australian Recognition Framework standards require greater quality of accredited courses. In 2001, South Australia had 738 courses or Training Package qualifications recorded on the National Training Information Service, 85 courses were accredited during the year, while accreditation for 59 courses expired.

Registered training organisations generally have embraced the implementation of Training Packages within South Australia. Employers in industry have increased collaboration with registered training organisations in the delivery of this nationally endorsed training. The flexibility of Training Packages enables registered training organisations and industry

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[1] *November 2001 National Centre for Vocational Education Research Survey of Employer Views on Vocational Education and Training*
[2] *National Centre for Vocational Education Research Student Outcomes Survey, Statistics 2001*

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to ensure training meets the individual needs of staff in South Australian enterprises. With the increasing number of Training Packages being developed, more industries are looking forward to having access to nationally accredited training, some for the first time.

Quality assurance and risk management

The new Australian Quality Training Framework Accreditation requires registered training organisations to have ongoing quality assurance processes. State and Territory training authorities met in November to discuss issues of national consistency, regulation and quality of accreditation, as well as registration policies and processes. These meetings are now scheduled to take place twice-yearly.

South Australia has rigorous auditing processes in place to ensure that the 285 training organisations registered in South Australia comply with nationally-agreed registration standards and the requirements of the VEET Act for the delivery and assessment of qualifications to apprentices, trainees and other learners.

All training organisations registered in South Australia have been assessed by audit teams comprising trained departmental officers and trained industry auditors for compliance with the national registration standards. In 2001, 87 audits were conducted for initial registration or re-registration, and 34 audits were conducted for extensions to existing scopes of registration. A further 49 audits were conducted as part of a program of audits to assess ongoing compliance with the standards. Fifteen audits of higher education providers were conducted.

National consistency improved, having regard to State and Territory priorities

South Australia has made a significant contribution to national consistency, and has implemented nationally-agreed contracts of training and user choice.

In 2001, the Accreditation and Registration Council approved a pilot arrangement to explore and refine proposed changes to the employer approval process, and to the contract of training. Several changes were introduced in 2001 to increase the quality of contract of training outcomes. The council's Disputes Resolution Committee also reviewed its policies and procedures to streamline and strengthen them.

Implementation of Training Packages continued, with 56 packages in 70 industry sectors now implemented, increasing the number of occupations available as apprenticeships and traineeships to over 1,000.

The registration of training providers under rigorous local standards (in accordance with the Australian Quality Training Framework) was a major activity in 2001. By the end of the year, 285 training organisations had been registered in South Australia, and a further 612 organisations operated in this State under mutual recognition.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

West Coast visited

In May, delegates of the ANTA Board, the Vocational Education, Employment and Training Board, the Adult Community Education Council and the Accreditation and Registration Council, and departmental officers, travelled to the West Coast of the Eyre Peninsula to meet with training stakeholders. Delegates visited Elliston, the Wudinna Telecentre, the Ceduna TAFE campus, the Far West Enterprise and Learning Alliance at Ceduna, and the Enterprise Forum at the Ceduna District Council. A tour of local enterprises was conducted by Ceduna Business and Tourism.

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Emu Farm, West Coast, Eyre Peninsula (left to right) Barry Grear AO, Chair, Vocational Education, Employment and Training (VEET) Board and Peter Griffin, Member, Australian National Training Authority (ANTA) Board.

Policy roundtable conducted on vocational education and training in schools

In August, the board held a roundtable about vocational education and training in schools, attended by representatives of the department, independent and Catholic schools, the Senior Secondary Assessment Board of South Australia, industry training advisory bodies and enterprises. They agreed to continue exploring innovative models for delivery, given the desirability of a variety of options. In addition, the roundtable considered the need to promote a range of vocational education and training courses and to improve small business participation, delivery options required to address school and enterprise needs, quality and assessment concerns, policy and curriculum development, the issue of generic employability, and the promotion of career pathways between the school, vocational education and training and higher education systems.

Training priorities for information and communication technology considered

In October, chief executives of small information technology companies came together with the VEET Board, industry associations and policy makers to discuss their views on training priorities for information and communication technology in South Australia. The basis for discussion was provided by the Information Industries Training Advisory Board's industry training plan and by a document prepared by the South Australia Centre for Economic Studies titled *Unmet demand for information technology and telecommunication courses*.

The meeting focused on the expectations of enterprises about the employment and performance of trainees in the workplace. It was agreed that promoting traineeships to small businesses in the information technology industry could benefit both enterprises and young people, and that clarifying expectations would help enterprises and trainees to benefit.

In 2001, the South Australian Government, in association with SA Business Vision 2010 and the information technology industry, supported the W-ith-IT program, a nationwide initiative to help women with information technology skills aim higher, and go further, in their careers. The target number of 50 women was employed as trainees, with demand for more places in the program.

Increase industry participation and investment in training to add to the existing skill base

Innovation and biotechnology

The biotechnology industry is an emerging area of expertise for South Australia, including medical and plant bioscience, advanced materials and manufacturing, information and communication technologies, and water and environmental technology.

In 2001, Torrens Valley Institute received State Government funding to develop courses and provide additional student places in biotechnology. Modules in molecular genetics, recombinant DNA technology, bioinformatics and proteonomics were introduced, as well as a new transgenic animals program for animal technicians.

Improved industry advisory arrangements

The VEET Board has developed an 18-month calendar of events to improve communication and consultation with vocational education and training stakeholders. Events in 2001 included:

- regular roundtables with industry training advisory body chairs, in March, June and September
- regional board meetings at Riverland in April and Marion City Council in September
- a regional visit with the Accreditation and Registration Council and the Adult Community Education Council to the West Coast in May
- one industry breakfast roundtable with the ANTA Board and chief executive officers of leading South Australian enterprises in March, and another in October with chief executive officers of small information and communications technology businesses
- a vocational education and training policy, funding and planning roundtable with senior executives in July
- regular meetings with the ANTA Board and with the chairs of other State and Territory training authorities.

The Board supported ANTA national marketing strategies through forums and regional visits with industry and other stakeholders. These brought together, often for the first time, interested parties. As a result, the board, as appropriate, raised concerns expressed with the relevant government minister or agency. It also provided a full report to the minister, participants and stakeholders of every consultation.

Expand New Apprenticeships

At the end of the year, an estimated 34,760 apprentices and trainees were in training. This was a 4% increase for the year.

Trades and related workers remained the largest occupational group of apprentices and trainees, accounting for 34.2% of the total. Intermediate clerical, sales and service workers were the next largest occupational group (19.1%), followed by intermediate production and transport workers (14.6%) and associate professionals (13.8%).

The number of male apprentices and trainees in training at the end of the year increased by 5.8% for the year to an estimated 23,060, and the number of females by 1.61% to an estimated 11,700.

The number of school students employed under contracts of training increased by 23% in 2001, to 389 students.

Cook Justin Markos, Apprentice of the Year, South Australian Training Awards 2001.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

In 2001, TAFE and other government training providers were the largest providers of publicly-funded training in South Australia, providing 68.7% of all training hours. Other registered training providers provided 29.5%, and community training providers 1.8%.

The 2001 National Centre for Vocational Education Research Student Outcomes Survey revealed that South Australia had the highest proportion of TAFE graduates in the nation employed after training (84.6%, compared to 73.4% nationally). Also, 91.5% of South Australian TAFE graduates were working or doing further training, compared with 87.5% nationally.

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South Australia's performance in national client satisfaction surveys continues to indicate that satisfaction is being maintained. Results in 2001 indicate that 69.5% of graduates rated the overall quality of their course as eight or more out of 10, while 85.4% of students claimed they achieved, or partly achieved, their main reasons for doing their course.

Funds allocated for virtual learning environment

TAFE SA is recognised as a national and international leader and innovator in online education and training, with over 5% of learners now engaged in online learning in 200 subjects. They are supported by 1,500 TAFE staff trained in online teaching and learning.

The South Australian Government has allocated $6m to develop its virtual learning environment, in which learners can use learning materials, communicate online with their teachers, learn with each other, be assessed, get feedback and see progress reports.

Online Education Services is a TAFE SA unit that delivers training to TAFE and other organisations. It helps teachers, managers, course developers, human resource professionals and IT staff to learn how to use online technologies for learning; develop, customise and facilitate online courses and communication hubs; integrate online technologies with a range of learning methods; and use the WebCT course platform.

Online Education Services employees are dynamic and creative people, all highly-experienced in the development, delivery and implementation of online learning materials. Since 1997, the unit has created more than 865 modules with more than 10 learners enrolled each. A total of 20,522 learners are enrolled in modules with more than 10 enrolments each.

Learning communities encouraged

In 2001, the ACE Unit managed an ANTA project to develop a model for the growth of learning communities.

The Turning on Learning Communities Project produced a report on key principles and stages in the development of learning communities. The unit subsequently supported the ANTA Learning Community Projects in South Australia, which strengthened the partnerships between the adult community education sector, TAFE institutes and local government authorities in education and community development.

New training website produced

In November, a website about user choice, with comprehensive information about training and career options, went online. A training gateway site was also available, with information on training in South Australia for industry, learners, training organisations and the general community. The website, at www.training.sa.gov.au, provides a single point of access for information about vocational education and training in South Australia. The website has links to external pages on employment, income support, TAFE, the Australian National Training Authority, the National Centre for Vocational Education Research, the National Training Information Service, industry training advisory bodies, universities, New Apprenticeships and to sites in other relevant areas. A range of publications can be accessed and downloaded from this site.

Training awards

Members of the VEET Board, the Accreditation and Registration Council and the Adult Community Education Council actively promote, and participate in the selection processes for, training awards in vocational education and training and adult community education.

The South Australian Training Awards, and Adult Learners Week Awards, were major achievements in 2001.

South Australia won its bid to host the 2001 National WorldSkills Competitions and Expo, which were held in Adelaide in March. The VEET Board sponsored the Lord Mayor's

welcome function, and the board's secretariat contributed in-kind support. Three young South Australians progressed from the national competition to win awards at the 2001 International WorldSkills Competition held in South Korea in October.

Additional products and services developed

In 2001, additional products and services were developed to increase students' choices of, and access to, learning options, and to increase e-business activity. These included:

- access to additional training in language, literacy and numeracy to meet the needs of vocational education and training enrolees (new workforce entrants and existing workers)
- a 1800 training helpline was piloted, to support the national communication campaign for young people at risk of giving up their learning programs
- the IT Careers Information Exchange Project, which aims to better provide the information technology skills that employers seek, to provide information technology career information to job seekers and to broaden the appeal of an information technology career in South Australia's growth industries
- support for Adult Learners Week activities throughout the State in September, which promoted access to a variety of adult learning programs

Torrens Valley Institute of TAFE: 2001 Training Provider of the Year, South Australian Training Awards 2001.

- 75 visits to adult community education providers to load, provide training in the use of, and resolve issues with the ACE 2000 database system, which is now used by about 95% of funded adult community education providers.

Increase opportunities and improve outcomes for targeted groups

The total population of learners doing publicly-funded vocational education and training has a similar socio-economic profile to the general population. Most towns throughout the State have at least one local provider and all learners, regardless of their location, have access to an increasing number of training delivery options, including online and flexible delivery.

Ticket to Training Program helps small businesses

In 2001, the Ticket to Training Program continued to provide small business with a $500 'ticket' toward any relevant training at a registered training organisation of their choice. During 2001, 470 tickets were issued, for a total of $235,000.

Adult community education funding benefits thousands

In 2001, the Adult Community Education Council distributed $1.17m in grants to community-based adult education programs in regional and metropolitan areas of the State. Grants were directed particularly to information technology and pre-vocational programs, and to learning communities projects. Over 9,142 people took part in 1,455 activities generating 402,000 nominal hours of activity which were supported by public funds through the council. Adult Learners Week, the annual State conference and ongoing professional development for adult community education practitioners were highlights in 2001.

The ACE Grants Program was reviewed in 2000 and a new funding model developed. This included a new program titled Learning Connections, which supports adult community

education organisations across the State to develop their capacity and build partnerships with other adult community education providers. Seventy-four percent of adult community education programs were provided in metropolitan areas, and 26% in rural and remote areas. An additional $300,000 funding was allocated for adult community education in 2000-01.

Aboriginal and Torres Strait Islander learners, people with a disability and other equity groups supported

Aboriginal and Torres Strait Islander learners, people with a disability, women and other equity groups have traditionally been underrepresented in vocational education and training. Two national strategies (Partners in a Learning Culture and Bridging Pathways) have been developed to address the vocational education and training needs of Indigenous people and people with a disability. In 2001, new training programs were provided in film, video, Indigenous dance, hotel management, land management and primary health care. The New Apprenticeships initiative continued to provide training opportunities in regional and remote locations.

In 2001, 3.0% of South Australians doing vocational education and training self-identified as Indigenous. In South Australia, the load pass rate for Indigenous learners (72.1%) was significantly lower than that for all learners (87.3%). Nationally, the load pass rate for Indigenous learners was 61.5%.The load pass rates for learners reported as having a disability in South Australia were also lower (81.4%).

Learners, regardless of their location, now have access to an increasing number of training delivery options, including online and flexible delivery. The following initiatives receive funds from the VET Infrastructure for Indigenous People Program to provide additional training facilities and expand the number of places for Indigenous learners.

TRAINING IN TYRE FITTING, WHEEL ALIGNMENT

Four metropolitan schools combined to provide entry-level training in tyre fitting and wheel alignment for young Indigenous people. Two of the schools, Cavan Education Centre and Magill Youth Training Centre, are inside juvenile detention centres.

TAUONDI INC

There is high demand for Aboriginal training programs, and the Government directs its resources to areas of greatest need. One such area is the Tauondi Aboriginal College in Port Adelaide. Vocational education programs delivered by the college in 2001 included tourism, information technology, Aboriginal foundation education, community services, health, and applied and visual arts. These programs were delivered for several certificate levels and incorporated Aboriginal cultural education.

INDIGENOUS HOSPITALITY SCHOLARSHIP

Industry and the South Australian Government funded a joint scholarship for an Indigenous person to undertake the Swiss Hotels Association Diploma in International Hotel Management, offered by the International College of Hotel Management. This scholarship was launched in December 2001 and the first recipient of the scholarship was Benjamin Bosworth.

PROVISION OF VOCATIONAL EDUCATION AND TRAINING TO INDIGENOUS LEARNERS IN REMOTE LOCATIONS

The VET Infrastructure for Indigenous People Program is a component of the ANTA program that funds skill centres. In 2001, four projects were recommended for funding, two of which were in regional or remote locations.

One was Far West Enterprise and Learning Alliance Incorporated. This is an alliance between Ceduna Area School and the local TAFE campus (which currently provides horticulture and land management training on an emu farm in the far west).

The new funding will help refurbish the farm, purchase other capital equipment to establish a learning centre, and extend training into areas not currently available in the State.

The other was Murraylands Training and Employment Association SA Incorporated. ANTA will contribute $206,274 towards the purchase, refurbishment and equipping of an existing two-storey building in Murray Bridge. The association will use these facilities to expand current training to Indigenous trainees and apprentices in the Murraylands and adjacent regions.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with the National Training Framework

In 2001, South Australia continued to show its commitment to skills recognition, including recognition of current competencies, articulation and cross-sectoral credit transfers between all education systems. The recognition of current competencies policies of registered training organisations are audited against the Accreditation and Registration Council's policies and the Australian Quality Training Framework standards.

In 2001, articulation and credit transfer increased between schools, vocational education and training and higher education. Fourteen new credit transfer arrangements were agreed with South Australian universities, and a further 17 credit transfer arrangements were revised.

School students undertaking vocational education and training in South Australia achieved competencies to the standard specified in Training Packages and accredited courses. Registered training organisations are obliged, under the Australian Quality Training Framework, to recognise these competencies.

The *Credit Transfer Directory*, detailing credit and articulation arrangements for people moving between TAFE and universities in South Australia, was updated and made available online at www.credittransfer.sa.edu.au.

MEMORANDUM HELPS CREDIT TRANSFER

The University of South Australia recently renewed its memorandum of understanding with the Department of Education, Training and Employment. The new memorandum includes a statement supporting block credit as the preferable form of credit transfer between the university and TAFE institutes. This will streamline pathways between TAFE and university.

The university held a half-day workshop in October to discuss existing examples of block credit and to explore possibilities for new arrangements. Speakers presented block credit and collaboration case studies in the areas of architecture, tourism and hospitality, nursing and regional collaborative projects. The workshop strengthened networks and will help improve the partnership between the University of South Australia and TAFE.

Music school, conservatorium merge

In 2001, the State Cabinet approved a merger between the Flinders Street School of Music and the Elder Conservatorium, to create the Elder School of Music at Adelaide University. The new school will run a full range of vocational education and training and higher education programs from February 2002. Contracts were finalised to enable the school to start on 1 January 2002.

Manufacturing Learning Centres, 2001 VET in Schools Excellence Award, South Australian Training Awards 2001.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

Build capabilities of vocational education and training professional staff

The quality and relevance of the State system's products and services depends on vocational education and training professional staff keeping up with changes in the workplace.

Registered training organisations are required by Australian Quality Training Framework standards to have, and implement, professional development plans. Regular audits ensure that organisations comply with this requirement. Staff of the Office of Vocational Education and Training have professional development plans through the People, Planning and Performance initiative.

In 2001, TAFE staff did training in new industry practices, new technologies, internationalism, the changing nature of work and equity in new markets.

In 2001, the VET Professional Development Committee continued to identify priorities and take action on staff development for all vocational education and training professionals.

South Australia continued to host ANTA's Reframing the Future initiative. Since its inception, over 20,000 vocational education and training practitioners have engaged in activities to support the implementation of the National Training Framework.

If Adult Community Education Council priorities for literacy and information technology are to be effectively implemented, then adult community education workers must have the skills to teach in these areas, including to teach to disadvantaged adults. In 2001, a partnership between the ACE Unit and the Literacy and Numeracy Professional Development Project based at Adelaide Institute of TAFE looked at the role of information technology in learning and tutor training.

The Professional Development WebCT website offers community educators an opportunity to engage with new technology.

In 2001, other professional development activities for adult community education providers were:

- the annual ACE Conference in March, with an International Year of Volunteers theme
- a forum for adult community education providers to discuss strategies for involving learners with a disability
- tutor training workshops for volunteers about teaching reading and teaching writing in adult community education
- tutor training courses for volunteers about teaching adult literacy and numeracy, and about teaching English as a second language
- network meetings and activities for adult community education language, literacy and numeracy program workers.

LearnScope

LearnScope continued to be highly successful and highly-regarded in South Australia, and served as a springboard for efforts to build a learning community and to bring public and private providers together.

In 2001, 14 major projects were funded. Eight projects looked at skills development in relation to employment networks, equity issues, online learning issues and strategies for the children's services industry, new skills and knowledge for unemployed and disabled youth, ANTA toolboxes, and issues in the provision of student access online. Three projects applied current skills in new learning technologies (information technology, child studies and building and construction), and three innovation projects investigated a design tool (Fablusi) used to provide scenarios and role plays as part of online problem-solving techniques, the development of re-usable learning objects and the development of a metaphoric training environment.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

It is an ongoing challenge to provide vocational education and training to people in remote areas, where there are usually relatively fewer people and limited communications infrastructure. Nonetheless, it is a priority of the State system to provide to enterprises and learners in regional and remote areas.

Target skill development to meet the needs of local enterprise, small business and communities

In 2001, purchase agreements with TAFE institutes, training purchased through open training market initiatives and adult community education grants all increased the amount of training provided in the regions. The percentage of people learning through TAFE was higher in regional and remote areas than for the metropolitan area.

Revised Purchase Agreements with TAFE institutes in 2001 included appropriate adjustments for higher operating costs outside the metropolitan area, reflecting the importance of TAFE to regional and remote South Australia.

The Regional Training Program has developed as a result of collaboration between TAFE institutes, industry training advisory bodies and regional development boards to improve the identification of training needs in regional and remote areas. It also integrates priority training requirements of regional and remote areas with State planning processes. Funding has been provided to regional and remote areas according to identified skill shortages and training demands.

The Regional Training Program has recently expanded to cover 16 regions of the State. This initiative continues to build strong regional linkages through collaboration and partnerships with relevant key vocational education and training stakeholders and does so at a cost-effective price. For the 2001 calendar year programs, $2.1m has been provided, with the participation of an additional six regions for the second half of the year. A further budget allocation for this initiative will be provided from the 2001-02 budget.

Forestry industry training investigated

In September, a proposal from the Logging Investigation and Training Association for plant and equipment for forest industries training was forwarded to the Australian National Training Authority. The plant included a harvesting simulator, front end loader and related equipment to support onsite delivery.

Aquaculture training provided in Yorke Peninsula region

In 2001, training was provided for 20 unemployed young people and school leavers from the Yorke Peninsula region for a Certificate II in Aquaculture (a Seafood Industry Training Package qualification).

The Yorke Peninsula Regional Development Board, which was contracted to broker accredited training, believes that aquaculture will benefit the region and South Australia through new technology transfers and skills development, local job creation and skilling, and an increase in exports; and will have flow-on benefits to other industries in the region and the State. Aquaculture is the region's highest industry development and training priority, and is also a high regional development and training priority for the State.

The training initiative is also encouraging schools and local training providers such as TAFE to work together to provide better pathways for young people.

Indigenous traineeships in regional and remote areas increased

In 2001, qualifications in land management were approved by the Accreditation and Registration Council for declared vocations, which will increase opportunities for traineeships for Indigenous people in regional and remote areas.

INTRODUCTION

The Western Australian Department of Training's mission is to strategically manage, develop and grow the State's investment in the employment and training of Western Australians.

This is achieved through a vocational education and training system comprising 14 publicly-funded providers (TAFE colleges) and more than 900 private providers, some 100 of which receive public funding through contestable means. In 2001, the system provided more than 25 million student contact hours to around 105,000 people. The department also develops, promotes, coordinates and manages a range of employment services.

In 2001, demand for vocational education and training in Western Australia continued to increase as a result of increased workforce demand for new and higher skill levels, ongoing structural changes in the labour market, advances in information technology, globalisation of markets and the move to knowledge-based industries. The system plans to meet the training needs that flow from these structural changes, and so offer timely, effective and efficient training solutions to enterprises and individuals.

The State Training Strategy is the cornerstone of the department's planning activities to identify, quantify and fund the State's training needs. The strategy is based on extensive consultation, input by and feedback from:

- industry, through industry training advisory bodies and other industry organisations
- organisations representing equity groups
- regional and community networks, such as regional development commissions, area consultative committees and community organisations.

Highlights for 2001 included:

- completion of a comprehensive review of the State's vocational education and training system, which resulted in government endorsement of changes to enhance the TAFE system
- establishment of a $1m fund to increase computer literacy among Western Australians who have no computing or internet skills
- implementation of an apprenticeship and traineeship growth strategy, including a marketing strategy to promote the benefits of apprenticeships and traineeships to employers
- review of registration and recognition arrangements to ensure the effective implementation of the Australian Recognition Framework and subsequently the Australian Quality Training Framework
- accelerated use of learning technologies to increase the flexibility of vocational education and training learning opportunities
- development of a State Indigenous employment strategy titled Making it Happen - Improving Training and Employment Opportunities for Indigenous Western Australians
- the awarding of the inaugural Trainer of the Year Award at the 2001 Training Excellence Awards, to acknowledge the contribution made by the State system's professional educators and trainers
- a major training needs analysis of the South West region, to identify existing and emerging training and employment needs in the next three to five years.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

Strategies to respond to feedback from employers and students developed

Work continued in 2001 to develop the VET Outcomes Framework for Western Australia.

Research was conducted to:

- identify key adult learning market segments
- identify the outcomes and success factors of each segment
- analyse the main motivations for training, and the relationships between them
- analyse the distribution of people with special needs in the student segments.

The work was well-received at the national level by the Australian National Training Authority, and by the National Council for Vocational Education Research; and other States and Territories have also shown interest in it.

Work was underway to further analyse the data collected, to better understand the current outcomes of training for each segment and to identify areas in which client outcomes can be improved.

State Student Satisfaction Survey conducted

A State survey of students enrolled in vocational education and training has been conducted annually since 1997. The survey seeks the views of learners (including apprentices and trainees) on the quality and relevance of their training. Information from the survey is used to monitor the performance of registered training organisations and to help them improve the quality of the services they offer. About 12,000 responses were received to the 2001 survey.

2001 national Student Outcomes Survey conducted

Western Australia participated in the national 2001 Student Outcomes Survey of graduates and module completers, conducted by the National Centre for Vocational Education Research. The results of this survey are used to monitor client outcomes, so as to improve the system. The results are an important input into the development of the State Training Strategy and the VET Outcomes Framework.

National Survey of Employer Views on VET 2001 conducted

The department coordinated the State's participation in the national 2001 Survey of Employer Views on VET, undertaken by the National Centre for Vocational Education and Research. The survey provides information about employer satisfaction with vocational education and training providers, and their views about the relevance of the training provided, graduate skills and value-for-money. Nationally, 3,270 employers with a recent vocational education and training graduate were surveyed in 2001: of these, 409 were from Western Australia.

Graded performance pilot program successful

In response to requests from registered training organisations, students and enterprises, a pilot program to offer graded assessment results (rather than a 'competent' or 'not yet competent' result) was expanded in 2001. The pilot program was supported by an extensive professional development program delivered statewide. Implementation of graded assessments started in November and will be further expanded in 2002.

Significant increase in amount of training provided

Western Australia continues to perform well in the creation of new training places through efficiency strategies.

There have been significant improvements in the State's annual hours curriculum delivery levels in the past few years.

Table 6.1 compares the growth in the delivery of annual hours curriculum between 1997 and 2001, and compares the 1997 revised planned target with projected 2001 delivery, and actual delivery for 2001. The actual figure for 2001 (25.3 million) exceeds the ANTA agreement target of 24.5 million for the State.

TABLE 6.1: WESTERN AUSTRALIA ANNUAL HOURS CURRICULUM, 1997 AND 2001[4]

	Revised planned 1997	Projected 2001	Actual 2001
Adjusted annual hours curriculum	19.054 million	24.8 million	25.3 million[5]
Adjusted annual hours curriculum growth since 1997		30.2%	32.8%

Invalid module enrolment rate second-lowest in Australia

In 2000, the State's invalid module enrolment rate was 2.77%, the second-lowest in Australia. The State has established procedures and a good database to keep the rate low, and expects the 2001 rate to be about the same as in 2000.

Western Australian system reviewed

In December, a comprehensive review of the State's vocational education and training system was completed, which resulted in government endorsement of changes to enhance the TAFE system. Eastern Pilbara and West Pilbara colleges will be amalgamated, as will South East Metropolitan College, Midland College and the Balga Campus of West Coast College. A $2m funding commitment to support the teaching, learning and assessment skills of TAFE lecturers was also recommended, together with a proposal for TAFE colleges to share services.

College funding model reviewed

To ensure further efficiency and effectiveness, a review of the TAFE college funding model started in 2001. The review will produce a planning and purchasing framework for the TAFE network that responds to the system's changing priorities. Some recommendations of the review will be finalised in 2002, in time for implementation in 2003.

Principles and priorities of public funding

In 2001, the department started a review of the principles and priorities for public funding of vocational education and training. The review will produce principles for the optimum allocation of public funds, and operational guidelines to give effect to those principles.

The key assumptions behind the review are:

- training needs will increasingly be greater than the amount of training that can be publicly-funded
- priorities for public expenditure on vocational education and training will need to be determined
- a large proportion of vocational education and training is privately-funded by enterprises and individuals
- achieving a balance between public and private funding is essential to maintaining or increasing the total amount of training.

Effective outcomes of implementation of national training arrangements, including the National Training Framework

Training Packages implemented

In line with the ANTA Agreement, Western Australia has actively pursued the implementation of Training Packages. By the end of 2001, 57 Training Packages had been approved for use in Western Australia, and about 35% of all training funded under the State Training Profile was delivered through Training Packages.

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[4] *Figures are based on an assumed invalid module enrolment rate of 4%*
[5] *Subject to final confirmation*

Delivery and performance agreements with registered training organisations specify that publicly-funded organisations must use Training Package qualifications where available. Transitional arrangements are in place for students in areas where Training Packages have replaced older qualifications. As well, stakeholders are regularly consulted to ensure that Training Package qualifications are offered where industry wants them.

In 2001, other activities to implement Training Packages included:

- completion of the Innovation and Flexibility in Training Packages - Issues for the WA System research project. The research findings are being used to develop a system-wide strategy for flexible delivery
- the launch and statewide distribution of 10,000 copies of *Training Package to Learning Program*, a guide for registered training organisations about implementing Training Packages
- the two-day Assessment Under the Microscope Forum in September, which showcased good-practice approaches to assessment and provided professional development to registered training organisation staff.

Quality assurance and risk management

Australian Recognition Framework, Australian Quality Training Framework implemented

The Department of Training, the State Training Board, the Training Accreditation Council and registered training organisations worked closely in 2001 to ensure the effective implementation of the National Training Framework.

Registration and recognition arrangements were reviewed to ensure the effective implementation of the Australian Recognition Framework and subsequently of the Australian Quality Training Framework, concentrating particularly on the quality and consistency of training delivery and assessment. The review's findings were endorsed by the State Training Board and the Training Accreditation Council.

In 2001, the department developed a strategy to monitor the implementation of the frameworks, to ensure good relationships between registered training organisations and their employer and learner clients. The strategy addressed the high-risk areas of:

- implementation of Training Packages and the devolved management of assessment to groups such as employers and work-based assessors
- publicly-funded, employment-based training where the registered training organisation or the employer does not provide an on-the-job environment suitable for training or assessment, resulting in unacceptably-high trainee attrition rates
- lack of compliance with the Australian Qualifications Framework by registered training organisations when issuing qualifications or statements of attainment
- registered training organisations unable to meet the required standards for training and assessment for reasons such as significant staff changes or significant changes in their scope of registration.

The Integrated Monitoring Strategy took the form of quality assurance site visits to 171 registered training organisations, comprising 28 publicly-funded organisations, 92 non-publicly funded organisations (including 28 registered to provide for the security industry), 38 schools operating as registered training organisation and 13 TAFE colleges.

The security industry was closely monitored during the year in response to concerns about the ability of registered training organisations in the industry to deliver quality training and assessment services in line with Training Package requirements.

Of the 68 training organisations in Western Australia registered to deliver in the security industry, 40 relinquished their registration status when monitoring started. Of the 28 monitored, 11 had serious non-compliance issues. As at December 31, seven of these organisations had satisfactorily addressed the issues, three still had outstanding issues to address and one had relinquished its registration.

National consistency improved, having regard to State and Territory priorities

Key competencies and generic skills more clearly reflected in Training Packages

During 2001, the department was actively involved in national efforts to ensure that Training Packages reflect key competencies and generic skills. The department took steps to ensure that each Training Package had the key competencies clearly articulated, and improved monitoring arrangements to ensure that they were incorporated into the delivery of each competency standard.

Strategy 2000 projects completed

In 2000, Western Australia was awarded five national projects under Strategy 2001 of the Australian Flexible Learning Framework, a five-year plan to make Australia an international leader in the application of new technologies to vocational education and training. Three of these projects were completed in 2001, including:

- the Flexible Learning Best Practice Project, which, by promoting best-practice strategies, encouraged registered training organisations to improve the capabilities of their staff to provide learning services
- the Evaluation of Toolbox Usage Project, toolboxes being sets of multimedia resources for use in developing training programs that are flexibly-delivered: the project identified and analysed the factors that led registered training organisations to use toolboxes produced in 1998
- the Online Student Services Project, which identified national and international best-practice models for delivering student services online.

The project reports are available online, at www.flexiblelearning.net.au.

After 23 years in the banking industry, Donna Thompson decided to change careers and is now combining TAFE Diploma studies with work in a South Hedland real estate office.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

Benefits of a learning culture promoted

In 2001, the department continued to foster and promote the benefits of a learning culture in enterprises through a range of measures to encourage industry investment and participation in training.

Partnerships continued to be developed with industries, including the primary, call centre, oil and gas, and information technology and telecommunications industries. The department also researched the training needs of new and emerging industries, including biotechnology and information and communication technologies.

Information and communications technologies strategy developed

In 2001, the department developed a training and employment strategy for the information and communications technologies industry. The strategy, titled *Development of the Information Age*, aims to:

- provide a skilled workforce for the industry
- respond to the computer literacy needs of the community
- provide online employment-related services for the industry.

As part of the strategy, the Technology Training Institute was established. The institute's first stage, a mobile telecommunications training program, was released in November.

Centre of Wine Excellence established

As part of its commitment to establishing regional, industry-specific training sites, the department entered into a joint venture with South West Regional College of TAFE, Curtin and Edith Cowan universities, the Department of Education and Margaret River Senior High School to establish a Centre of Wine Excellence at the Margaret River Senior High School. The centre will incorporate the new Margaret River TAFE facilities.

Employers of the Year awarded

The department's Training Excellence Awards include awards that recognise employers committed to training. A wide range of employers applied for the awards this year, including many that applied for the first time. The winners of the small, medium and large employer of the year awards were Satterthwaite Consulting, The Doric Group and Alcoa World Alumina Australia respectively.

Science and Technology Innovation Strategy funded

The Innovation Fund's Science and Technology Innovation Strategy funds partnerships between registered training organisations and industry (or other relevant bodies). In 2000-01, seven projects were funded under the strategy for a total of $1m, and a further $1m was made available for 2001-02.

Increase industry participation and investment in training to add to the existing skill base

Priority Access Policy applied to State Government contracts

In 2001, the Priority Access Policy was developed. The policy aims to foster a training culture in Western Australian industry, increase entry-level training and employment opportunities for young people, support enterprises that engage apprentices and trainees and help boost the supply of skilled workers. The policy, which requires applicants for State Government contracts to demonstrate their commitment to a training culture, was extended to all State Government building and construction contracts (excluding housing) valued at $150,000 or more. It was also being phased into goods and services contracts. As at December, 1,834 employers were registered under the policy, and 31 apprentices and one trainee were taken on in 2001 as a direct result of the policy.

Research conducted into participation rates

In 2001, research started into vocational education and training participation rates. The research aims to determine whether the State's relatively-low rate is valid statistically, or is inaccurate because of data recording and reporting processes. Participation rates are key system statistics, used for planning and resource allocation, and it is most important that they be correct.

State vocational education and training strategy to be developed

In 2001, the review of the State's vocational education and training system recommended the replacement of the State Training Board

with a State Training Council, a key role of which would be to develop a State vocational education and training strategy. The strategy will:

- promote vocational education and training within Government, industry and the community
- develop strategic directions, policies and priorities to meet the economic and social needs of the community, based on widespread consultation with stakeholder groups.

Skilling WA Program developed

In 2001, the Skilling WA Program was developed. The program will fund short training programs that give existing workers the new skills they need at work, and will give highest priority to nominated industries with the greatest need to improve workers' skills. The program will start in 2002 and applications for funding must be made jointly by a registered training organisation and an industry organisation, enterprise, other person acting on behalf of industry, or an employee.

Value Added Management Program introduced

In 2001, Austal Ships, Challenger TAFE and the department formed a partnership to conduct a project promoting a more student-centred approach to learning. The project piloted a program to use the principles of the Value Added Management Program used by Austal Ships to develop new curriculum, and to incorporate it into current traineeship and apprenticeship programs.

Expand New Apprenticeships

Apprenticeships and traineeships completions increased

In 2001, 11,600 people started apprenticeships and traineeships in Western Australia. There were 6,900 successful apprenticeship and traineeship completions, an increase of 8% on the 6,400 completions in 2000.

Apprenticeship/Traineeship Support Network formed

In November, in response to industry concerns, the department resumed administering apprenticeships and traineeships. The Apprenticeship/Traineeship Support Network was formed, to deliver services to about 7,000 employers of about 19,000 apprentices and trainees statewide.

Group training expanded

In 2001, steps were taken to expand group training arrangements. The funding model was revised, to increase representation of equity groups in apprenticeships. A project was funded to enable people with a disability to start and successfully complete an apprenticeship or traineeship. A total of 3,404 apprentices and trainees were registered with group training schemes throughout the State at the end of the year.

Apprenticeship and Traineeship Growth Strategy Plan implemented

In 2001, Western Australia implemented the Apprenticeship and Traineeship Growth Strategy Plan, which includes a strategy to promote the benefits of apprenticeships and traineeships to employers. Under the plan:

- 364 suspended apprentices were contacted and offered help to return to training: 82 did so
- about 300 traineeships were established as a result of the Existing Workers Strategy for the Transport Industry
- 126 new traineeships were established
- 50 new and existing workers enrolled in information technology-specific traineeships
- one new trade was declared, and one trade revised
- marketing partnerships were established with industry training councils, New Apprenticeships centres and registered training organisations.

Apprenticeship/Traineeship Working Group formed

In 2001, an Apprenticeship/Traineeship Working Group was formed, comprising representatives of the department and TAFE colleges. The group met regularly to discuss employment-based training issues, including possible barriers to apprenticeships and traineeships, as well as potential new opportunities.

Finishing What They Start research project completed

The Finishing What They Start: Outcomes from Apprenticeship and Traineeship Programs in WA research project was completed. The project identified attrition 'hot spots' by employer, traineeship or apprenticeship type and industry. Several industries were identified for improved planning and delivery of traineeships and apprenticeships.

Andrew Gaman, Certificate II in Food Processing, Wine, South West Regional TAFE.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

Information on training and career options provided

In 2001, the department's websites were enhanced, initiatives including:

- expansion of the department's Get Access website, which provides careers and employment information in Western Australia, to include more than 300 job profiles. Work started on an Indigenous component of the website. The site had more than 400,000 hits during 2001.
- an online access point to regional services for young people
- redevelopment of the apprenticeship and traineeship website.

In August, Pathways TV, a pilot series of eight news-style programs about interesting career options and learning opportunities, started broadcasting on the Access 31 channel. The series is supported by a website, which provides further information for viewers.

Marketing of the Training Information Centre was improved, promoting the centre and its services to a wider audience. In 2001, the centre received almost 55,000 inquiries including personal visits, inquiries by phone and fax and an increasing number of e-mail inquiries.

In 2001, the 131954 information line for apprenticeships and traineeships received 7,988 calls. A further 3,016 enquiries were made to the line about the Mature Employment Program.

Information on training options was offered through 37 projects under the State-funded Joblink Service.

The School Leaver Program made contact with over 45,000 year 10, 11 and 12 students, and offered help to school leavers going on to further education and training.

In August, the 2001 Career Choices Expo was held at the Fremantle Passenger Terminal and attracted over 12,000 students from all over the State. The expo had some 47 exhibitors including the fire and emergency services, the WA Police Service, the defence forces, TAFE colleges, private providers, universities and industry training advisory bodies.

Online and other flexible learning services increased

WestOne, the department's online service provider, continued in 2001 to work with registered training organisations to accelerate the use of online learning technologies, and so provide more flexible learning opportunities. At the end of the year, there were:

- 84 online modules available through WestOne
- 6,766 active online accounts, with the number growing at the rate of 500 to 1,000 each month
- 40 TAFE TV series comprising eight programs each.

As well, five third-series ANTA toolboxes were completed, in partnership with TAFE colleges.

E-business processes implemented

In 2001, more e-business processes were implemented, further automating interactions with clients and including:

- online enrolment for full-time, part-time and short courses, and for commercial services
- implementation of online payment
- implementation of an online products and services catalogue
- the launch of the WestOne eStore for the purchase of video and printed learning resources.

Increase opportunities and improve outcomes for targeted groups

Building Diversity Program projects funded

Building Diversity is the State's policy framework for vocational education and training, employment access and equity issues, and supports the implementation of the national strategy for people with a disability. The policy emphasises the needs of people with inadequate literacy and numeracy skills, and equity groups including people with a disability, women, people from culturally and linguistically diverse backgrounds and youth at risk.

As part of the Building Diversity Program, 13 projects were funded in 2000-01. The projects will increase access to training and employment for some of the groups above.

Access audit tool to be developed

In 2001, Western Australia established the Access Audit Tool Steering Committee, to oversee the development and implementation of a physical access audit tool. The tool will be used to determine how best to improve access to TAFE infrastructure, especially for people with a disability. The tool was piloted in one metropolitan and one regional TAFE college. It will take between 12 and 14 months to audit all TAFE colleges.

State Indigenous employment strategy developed

A State Indigenous employment strategy, Making it Happen - Improving Training and Employment Opportunities for Indigenous Western Australians, was developed. A committee of representatives from across the vocational education and training system was established to help the department implement the strategy, and to advise on emerging issues.

Course in Applied Vocational Study Skills accredited

In response to a demand for different kinds of literacy services, the department in 2001

accredited the Course in Applied Vocational Study Skills. The course provides literacy support to mainstream vocational students, addressing gaps in their foundation education. The department has received national funding to produce a national professional development strategy for the course, and to determine its applicability in other States and Territories.

Indigenous Education Strategic Initiatives Program continued

In 2001, the Indigenous Education Strategic Initiatives Program continued to provide supplementary funding to registered training organisations for initiatives to improve vocational education and training outcomes for Indigenous learners. As a result of this Commonwealth-funded program:

- literacy and numeracy were integrated into many Indigenous entry-level training programs
- health worker training programs were supported at Fitzroy Crossing to increase parental awareness of health issues affecting the education of children
- delivery of the Certificate of General Education of Adults was supported.

During the year, about two million hours of training were delivered, and over 10,000 course enrolments registered, as part of the program.

Certificate of General Education for Adults evaluated

In 2001, a review started of outcomes for Certificate of General Education for Adults graduates. The evaluation will show the effectiveness of the certificate in meeting learners' goals, and will help determine service provision benchmarks and ways to improve the quality of delivery. The review is expected to make recommendations about funding, accountability and good practice in program delivery.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with the National Training Framework

Vocational education and training in schools expanded

In 2001, the department continued to provide policy direction and information to schools to increase the delivery and use of Training Packages.

In 2001, an estimated 15,500 students did vocational education and training in schools, compared to 8,273 in 2000.

Aboriginal School Based Traineeship Program expanded

The Aboriginal School Based Traineeship Program enables post-compulsory Indigenous students to do a Certificate II traineeship while they complete their WA Certificate of Education. The program is a joint initiative between the department, the Aboriginal and Torres Strait Islander Commission and the Department of Education. In 2001, 58 people were supported through the program, 75% of whom completed the certificates. As well, the program was expanded with 260 extra positions created by the commission through the Community Development Employment Program.

Excellence awards recognise vocational education and training in schools

The annual Western Australian Training Excellence Awards recognise the best partnerships between industry and vocational education and training in schools. In 2001, the VET in Schools Award was won by Belmont City College. As a result of the college's innovative hospitality training courses, a high proportion of students from disadvantaged backgrounds are getting jobs beyond their early expectations.

TAFE and high schools work together

The new Peel Campus, a co-located TAFE and senior high school campus facility, was completed and began taking learners in the first semester. The campus won an international design award for educational buildings. New facilities were also completed at Moora, adjacent to the local senior high school and at Katanning.

Postgraduate training feasibility studies completed

In 2001, two studies into the feasibility of Graduate Certificate and Graduate Diploma programs were completed.

The studies were a response to increased demand for vocationally-specific postgraduate training. In 2002, two such programs will be available under a pilot public funding arrangement: a Graduate Diploma Community Services and a Graduate Diploma Marine Finfish Hatchery Management.

Skills recognition awareness raised

In 2001, activities to raise community awareness of skills recognition services were conducted, including an advertising campaign in TAFE colleges and professional development activities for staff who provide recognition services. As a result, the amount of recognition of prior learning being offered has increased significantly across the system.

Karen Reys, Professional Artist Advanced Diploma in Aboriginal Visual Arts.

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Cross-sectoral issues investigated

In 2001, the Investigation of Cross-Sectoral Issues and Implications for VET in WA research project was completed. The project identified and analysed issues in cross-sectoral relationships, explored the role and characteristics of vocational education and training as a distinct sector and investigated methods of maintaining the integrity of the vocational education and training system within a multisectoral environment. The research outcomes were used to consult with TAFE colleges about developing a qualification linkages policy across the State's vocational education and training system.

State Youth Training and Employment Pathways Strategy

Youth employment has been given a greater emphasis by increasing the focus on youth participation in traineeships through the State Youth Training and Employment Pathways Strategy. Priority in traineeships has been given to young people up to the age of 19. Training is targeted to meet their needs in moving from school to work.

Research conducted on vocational education and training in schools

The VET in Schools: A Review of States/Territories Policies, Operations and Issues research project was undertaken in the second half of 2001. The project investigated how vocational education and training in schools operates in all Australian States and Territories and looked at policies and objectives, delivery, funding and quality assurance arrangements. The review's findings will be used to plan the future structure of vocational education and training in schools in Western Australia.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

Build capabilities of vocational education and training professional staff

Professional Development and Support Program continued

In 2001, the Professional Development and Support Program continued to provide system staff with work-based learning opportunities.

The Spotlight on the Provider Conference was held in March, with discussion about what the project has achieved and about access and equity good practice. The conference was co-sponsored by the national Reframing the Future professional development initiative.

Other activities included:

- a statewide forum to discuss the results of program projects relating to assessment
- 'hot topic' seminars for vocational education and training practitioners about developments in work-based learning
- a development program for facilitators of work-based professional development programs and for staff involved in the Professional Development and Support Program, in LearnScope and in Reframing the Future activities.

LearnScope is a national professional development initiative about the use of new information and communications technologies to deliver training. Several LearnScope projects were managed by Western Australia in 2001. As well, eTrain (online training for online teachers) was used statewide by TAFE colleges for professional development in online delivery. As a result of these and other initiatives, a growing number of vocational

education and training professionals in Western Australia can use technology-driven approaches to learning.

Working Visions 2001 conference held

In November, the department hosted an international employment futures conference, titled Working Visions 2001. The conference looked at how employment is evolving globally and what this means for the State. Over 400 people attended the conference and several thousand people visited the three-day Knowledge Expo, which was part of the conference.

Investors in People status reconfirmed

In 1999, the department was the first public sector agency to achieve Investors in People status from the Western Australian Government, an acknowledgment that the department's people management practices were world-standard. In 2001, the department was successfully reassessed as an Investor in People, and continues to adopt best practice by integrating departmental policies and practices with the Investor in People principles. Evaluation is increasingly emphasised, to better ascertain the return on the department's investment in training.

Indigenous Career Development Program started

The Indigenous Career Development Program intends to increase the number of Indigenous people in middle and senior management positions in the public sector. The program is managed by the department in consultation with the Departments of Premier and Cabinet and Indigenous Affairs, and started in February 2001.

In 2001, 73 people from 26 government agencies were involved in professional and career development activities including secondments, training, attendance at conferences and career planning.

Implications of the Ageing TAFE Workforce in WA research project

The Implications of the Ageing TAFE Workforce in WA research project was completed in 2001. The research provided the department with accurate workforce profiles for all TAFE colleges in Western Australia, including information about current lecturer recruitment, selection and development practices.

Trainer of the Year awarded

The inaugural Trainer of the Year Award was presented at the 2001 Training Excellence Awards. The award acknowledges the contribution made by all vocational education and training educators and trainers and was made to Sharleen Jordan, Co-ordinator of Local Government and Animal Studies at CY O'Connor College of TAFE.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Target skill development to meet the needs of local enterprise, small business and communities

The State Training Strategy (STS) remains the cornerstone of the department's strategic planning activities in relation to the identification, quantification and funding of the State's training needs. The strategy is based on input from industry, community and individuals and incorporates extensive consultation processes including:

- input and feedback from industry, such as industry training advisory bodies and industry organisations
- bodies representing equity groups
- regional and community networks, such as Regional Development Commissions, Area Consultative Committees and community organisations.

South-West region training needs analysis conducted

In 2001, a major regional training needs analysis was undertaken for the South-West region. The study, based on consultations, identified existing and emerging training and employment needs for the next three to five years and covered employment trends, skill trends, infrastructure developments, emerging industries and demographic factors affecting training and employment needs in the region.

Flexible learning opportunities expanded

In 2001, flexible learning opportunities for regional and remote communities continued to expand with more online modules available and WestOne TAFE TV programs provided to TAFE colleges, telecentres and homesteads. Online training in inland aquaculture (farm diversification) was also developed. An 'e-kit' with 12 modules was developed for delivery by Challenger TAFE and CY O'Connor TAFE, for the Certificate II in Seafood.

Aboriginal Economic and Employment Development Officer Program managed

In 2001, the department continued to manage the Aboriginal Economic and Employment Development Officer Program. The program funds 10 officers to provide local economic development, employment and training services relating to Indigenous matters to communities across Western Australia. The program gave 348 Indigenous people looking for a job access to employment services, placed 125 Indigenous people in jobs and another 22 in training programs.

Landcare project officer positions created

In 2001, three project officer positions were created through the Landcare Training Initiative to deal with high-salinity training issues in the Mid-West, Wheatbelt and South-West regions. The officers will help coordinate activities and develop projects to address employment- and training-related issues in land degradation.

First Click Program funded

In 2001, a $1m fund was established to increase computer literacy among the 400,000 Western Australians who have no computing or internet skills. The First Click Program included free learning resources and grants for community-based, not-for-profit organisations. Throughout the State, 74 such organisations were funded, more than 50% of which were in regional areas. More than 6,000 people did training and more than 1,300 free learning resource packages were distributed.

Small Business Smart Business Strategy established

The Small Business Smart Business Strategy was developed during the year, to increase the level of small business training and to help small businesses develop learning cultures. Throughout regional Western Australia, 2,539 training coupons worth $200 each were distributed to small businesses.

Labour market programs reviewed

In 2001, the department reviewed labour market programs. The report of the review recommended a new direction for employment programs in Western Australia in line with three of the government's strategic objectives (strong and vibrant regions, a growing and diversified economy and a skilled future for all Western Australians). The new direction would be away from the delivery of employment placement programs to the development of essential, regionally-based services. At the end of the year, the report was being considered by the minister.

INTRODUCTION

Vocational education and training in Tasmania is governed by the *Vocational Education and Training Act 1994*. The Office of Post-Compulsory Education and Training was established in March 2001 to incorporate the functions of the Office of Vocational Education and Training and to be responsible for the VET in Schools Program. The office provides strategic direction and brings together the Government's planning, funding and regulatory functions relating to post-compulsory education and training.

Figure 7.1 shows the main bodies, and the relationship between them, in the Tasmanian vocational and education and training system.

The Minister for Education is advised by the Tasmanian State Training Authority. The authority's main function is to develop and recommend policy for the State's vocational education and training system. Members of the authority are representative of a range of interests within the Tasmanian community.

The Tasmanian Accreditation and Recognition Committee, and the Tasmanian Training Agreements Committee, have executive powers to register training organisations and accredit courses, and to manage training agreements, respectively.

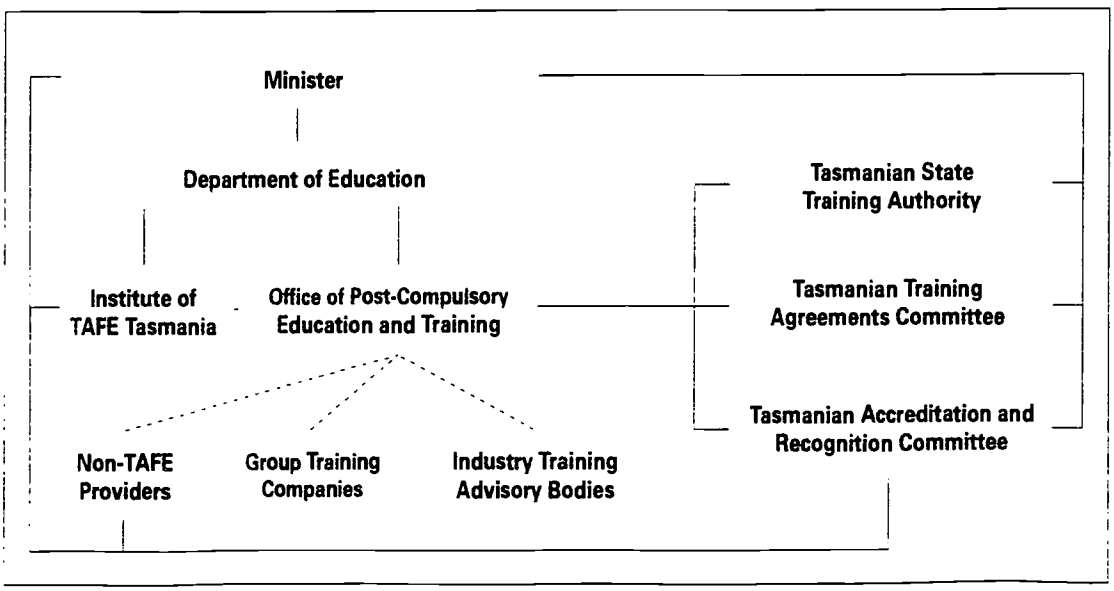
The Institute of TAFE Tasmania is a statutory authority established under the *Institute of TAFE Tasmania Act 1997* and is the largest provider of vocational education and training in Tasmania. Non-TAFE providers include schools and colleges and a range of other registered training organisations, group employment organisations (that also operate as registered training organisations), and private education and training providers. There were 15 State industry training advisory bodies in 2001.

Achievements in 2001

In 2001, the Tasmanian vocational education and training system implemented changes to increase the effectiveness, quality and consistency of the national vocational education and training system, and to more effectively plan for post-compulsory education and training in the State.

The Office of Post-Compulsory Education and Training provided the State's input into national

FIGURE 7.1: RELATIONSHIPS AND STRUCTURES IN THE TASMANIA VOCATIONAL EDUCATION AND TRAINING SYSTEM



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processes to revise the Australian Recognition Framework (which became the Australian Quality Training Framework), with revised national standards for registered training organisations and new standards for State and Territory recognition authorities. Workshops, mail-outs, regional stakeholder forums and other activities ensured that registered training organisations and other stakeholders in Tasmania were prepared for the progressive implementation of the new and revised standards in 2002.

Recommendations of the 2000 report *A Risky Business - Review of the Quality of Tasmania's Traineeship System*, which investigated the effectiveness and quality of traineeship arrangements, were implemented. An improved auditing program (including special audits and audits of training agreements), a report and forum on business ethics, better-quality training market information and assessors' forums helped improve the Office of Post-Compulsory Education and Training's business practices and thus improved outcomes for trainees.

Following consultations with key stakeholders, a discussion paper on a proposed Tasmanian Qualifications Authority was released. The authority will combine the roles of the Tasmanian Secondary Assessment Board, the Universities Registration Council and Tasmanian Accreditation and Recognition Committee, and will streamline the process of creating and recognising qualifications.

The Institute of TAFE Tasmania was created, to improve public provision to industry and the community.

The system's planning process, which took into account the State's Industry Development Plan, better aligned training provision to industry training needs. Industry and the Department of State Development were involved in system planning, and industry areas of strategic significance to the State were prioritised.

Additional funding was provided to the Institute of TAFE Tasmania for general education and literacy programs, study preparation programs and preparatory programs in information technology. These programs will provide learners with foundation life, study and work skills.

There were more opportunities for vocational education and training in schools, and a framework was developed to implement school-based traineeships.

Schools, post-school vocational education and training providers, industry and communities formed local partnerships around the State, to help local enterprises with their training needs and to implement vocational education and training initiatives.

A network of skills centres was created in regional and remote Tasmania, enabling the expansion of vocational education and training in schools. These centres used communications and information technology to improve the quality of delivery.

In 2001, there were 24% more students doing vocational education and training in government and non-government schools than in 2000. This exceeded the targeted increase of 23%.

State responses to Bridging Pathways and Partners in a Learning Culture were developed, as were several other initiatives for Indigenous people, people with a disability and other equity groups.

Tasmania developed an innovation strategy that supported the State's Industry Development Plan. The strategy increases training for industry areas of strategic importance to the State, including agriculture, aquaculture, fishing, food and beverages; information technology, communications and advanced technology; marine manufacturing; energy industries (especially natural gas); tourism and hospitality; and business and financial services.

The innovation strategy also aimed to increase the number of young people doing vocational education and training in areas of strategic focus, and allocated more resources for literacy and numeracy programs for New Apprentices and other learners to improve their participation in these areas.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

Industry skill needs identified

In 2001, the Office of Post-Compulsory Education and Training worked with the Department of State Development's Skill Response Unit to identify emerging industry needs and plan for training to meet them; and to develop a long-term planning framework, including industry development partnerships on major projects initiated by the Government.

The office was represented on the State's cross-agency Skills Reference Group and (jointly with the Department of State Development) on the newly-formed Skills Development Coordination Group. The office identified the skills development needs of major projects, and needs resulting from State Development's business development activities. State industry training advisory bodies also worked closely with industry councils managed by the Department of State Development. These collaborations enabled the office to take industry development needs into account in resource planning. The industry groupings used by both the office and the department continued to be aligned, and the two bodies worked together to ensure their planning processes made best use of industry and training information. In 2001, both bodies also joined in industry training needs forums titled Training: the Future.

In 2001, the impact of the introduction of Training Packages on pricing mechanisms was reviewed. Prices and pricing mechanisms were reviewed before the introduction of 2001 user choice arrangements. Industry and registered training organisations were consulted, and interstate prices were compared. Prices rose 5% on 1 January 2001.

The recommendations of the 2000 report *A Risky Business - Review of the Quality of Tasmania's Traineeship System*, which investigated the effectiveness and quality of traineeship arrangements, were implemented.

Australian Quality Training Framework implemented

In 2001, professional development activities, mailouts and workshops about evidence requirements were conducted, to ensure that auditors and registered training organisations were ready to implement the Australian Quality Training Framework.

One staff member was allocated full-time to familiarising the Tasmanian Accreditation and Recognition Committee, the committee's secretariat and the Quality Assurance Branch of the Office of Post-Compulsory Education and Training with the requirements of the framework, and to ensuring that the office met the new standards for State recognition authorities. The office's procedures and practices were reviewed and amended in light of the new standards, and an audit conducted by an external auditor. A quality systems consultant was engaged to help implement the standards.

The office also reviewed its website, provided people for registered training organisations to contact about framework implementation matters, and distributed the standards, transition arrangements and evidence guide.

Few mutual recognition issues arose during the year: Tasmania had no process for

recognising training organisations registered in other jurisdictions.

In 2000, seven validation audits were completed. Sixty-six compliance audits were planned and 34 completed. All compliance audits were not completed because of resources being allocated to introducing the new standards, rather than auditing against the old Australian Recognition Framework standards; the decisions of many registered training organisations to seek a delay in their auditing, to be audited against the new standards in 2002; and the relinquishing of registration by some organisations.

Two new organisations, and three currently-registered organisations, were assessed for compliance with the framework's standards.

In 2001, the standards that proved to be the most challenging for registered training organisations were Standard C4: Quality management focus, Standard TD1: Resources for delivery and assessment and Standard TD5: Issuance of qualifications and statements of attainment. Actions to be taken by registered training organisations to comply with the standards were identified.

Efficiency improved

Tasmania continued to achieve efficiency through the stipulation in purchasing agreements with TAFE Tasmania that activity targets be actively pursued, through the expansion of user choice, and through the development of skill centres, which directly involve industry in the system. Efficiency has improved strongly, with expenditure reducing from $19.30 per annual curriculum hour in 1997 to $15.00 in 2000.

Effective outcomes of implementation of national training arrangements, including the National Training Framework

In 2001, Tasmania promoted and encouraged the adoption of Training Packages by registered training organisations.

Work continued replacing course-based traineeships with traineeships based on Training Packages. Where Training Packages were available, new courses were not accredited, and currently-accredited courses were not reaccredited.

Of the 74 Training Packages endorsed at the end of 2001, 58 were implemented in Tasmania, including two enterprise-specific Training Packages. Seven new packages were implemented in 2001, and seven more were to be implemented in the near future.

In 2001, Training Package implementation guides were produced, with information about apprenticeships and traineeships available (and which of those were funded through user choice), nominal hours for competency standards and example training programs.

State industry training advisory bodies were active in, and reported on, a number of promotional activities to ensure that local enterprises and registered training organisations were aware of, and used, Training Packages.

Training Packages were utilised by a wide range of registered training organisations to meet the needs of local industry and specific enterprises. The Seafood Industry Training Package was utilised by Seafood Training Tasmania to provide skills for the emerging aquaculture industry. Registered training providers Northern Joblink and Enterprise Design Associates utilised case management units of competency from the Community Services Training Package to meet the identified training needs of the Tasmanian community services industry. Salamanca Training used the Telecommunications (Call Centres) Training Package to meet the human resource development needs of a range of enterprise clients.

At audit, a registered training organisation's scope of registration was negotiated to ensure the maximum use of Training Package qualifications.

Quality assurance and risk management

In 2001, the Office of Post-Compulsory Education and Training published the *Traineeship Non-Completion Project Report*. The report proposed strategies to reduce the non-completion rate of New Apprentices. The office continued to monitor completion rates.

In line with recommendations from the review of New Apprenticeships, the office added to its auditing program with special audits of user choice contract compliance and audits of training agreements. The office continued to use risk management approaches to monitor compliance with training agreements.

In 2001, the office audited the compliance of 17 enterprises with training agreements. Enterprises with high levels of perceived non-compliance, and high non-completion and cancellation rates, were audited.

To ensure efficiency and effectiveness in auditing, risk management approaches were used to determine the schedule of registered training organisation audits. User choice audits were integrated into the normal standards compliance audits of registered training organisations.

In 2001, the national group training standards were adopted, and provided valuable input into the national review of group training. Group training organisations must comply with these standards to be registered, which allows them transparent and open access to the Tasmanian employment market. Group training organisations are audited annually.

The office's risk management strategy developed in 2000 continued in 2001. It is recognised as an effective tool in the management of programs, projects and operations, including audits.

Technical experts from industry continued to be trained as auditors, and added to the State registration authority's register of auditors. This will help achieve the target of 25% of all audits using industry experts. Internal workshops were held for State registration authority auditors.

National consistency improved, having regard to State and Territory priorities

In 2001, the Office of Post-Compulsory Education and Training participated in the review of the Australian Recognition Framework (which was revised to become the Australian Quality Training Framework), and in the revision of mutual recognition procedures, so as to simplify the exchange of information between jurisdictions. The office also updated the State's database to meet the requirements of the new framework.

The office participated in the development of the national training contract and Code of Good Practice, Tasmanian implementation of which commenced in October. It was also represented on the National Consistency Advisory Council as well as on the Australian Quality Training Framework Reference Group, the Legislation Working Group and the Licensing and National Implementation Guide Working Group.

In 2001, the office conducted forums on national consistency for all stakeholders. It participated in the National Project on National Consistency by implementing National Training Packages and liasing with industry training advisory bodies. The office implemented national guidelines for Australian Quality Training Framework auditors and developed resources, including self-assessment instruments, to support them.

Staff of the office participated in national meetings to review vocational education and training legislation, and to develop model clauses. Negotiations were also opened with parliamentary counsel with the view to amending the *Vocational Education and Training Act 1994* if required.

Officers also met regularly with the Commonwealth Department of Education Science and Training, and with New Apprenticeships centres, to discuss national consistency issues and implementation of the national training contract.

The office also helped industry to include Training Package qualifications in their industrial arrangements, as appropriate. Officers provided input from State-based group employment organisations to the national review of group training, and were on the review steering committee.

In 2001, government and non-government schools and colleges delivered vocational education and training programs, with all industry-specific training based on Training Packages. New guidelines for the operation of school-based traineeships were implemented, and information about them made available on the internet.

Under the Australian Quality Training Framework, registered training organisations will, from the end of 2003, no longer be 'quality-endorsed', quality requirements being included in the framework and required of all registered training organisations. In 2001, the Tasmanian Accreditation and Recognition Committee abolished delegations held by quality-endorsed registered training organisations. Most of these organisations relinquished their quality-endorsed status, with the remaining organisations aware of the abolition of their quality-endorsed status at the end of 2003.

In 2001, the office helped registered training organisations implement the revised reporting requirements of the new Australian Quality Training Framework standards, by running workshops and updating its website. The Tasmanian user choice website was amended to improve consistency in the national training information system. Tasmania also conducted a project to immediately implement Training Packages as they are endorsed.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

In 2001, the Office of Post-Compulsory Education and Training encouraged industry, education and community partnerships, and provided more industry skill centres for school students, to encourage and facilitate learning cultures in enterprises and the community. It also prioritised training for small businesses.

The office conducted a two-day conference about vocational learning partnerships, which was attended by people from industry, community members, students, teachers, trainers and Department of Education planning and development officers.

The office also provided 15 new skill centres through the ANTA Skills Centres for School Students initiative. These centres served 19 regional and remote schools and had 544 enrolments.

Through the competitive tendering process, the office purchased training services for small business staff. Together with the Department of State Development, the office raised awareness about the importance of small business skills development, and advanced plans to use national Small Business Professional Development Program products for small business training.

In 2001, the Institute of TAFE Tasmania continued to work closely with enterprises to meet their training needs. A memorandum of understanding was agreed with Australian Bulk Minerals for training at their Savage River Iron Ore Mine and Port Latta Pellet Plant, and a Leadership Development Program partnership was formed with Wrest Point Hotel Casino.

During the year, the institute conducted training for the Certificate IV in Assessment and Workplace Training at 28 workplaces around the State, with the training individually tailored to suit each enterprise.

2001 Tasmanian Training Award recipient - Auspine Tasmania.

Increase industry participation and investment in training to add to the existing skill base

In 2001, the Office of Post-Compulsory Education and Training worked with other government agencies, industry training advisory bodies, enterprises and registered training organisations to provide training products and services to support the development of new industries and employment growth opportunities. These included training for the Tasmanian natural gas industry initiative, innovative training solutions for seasonal workers and work to develop the Certificate in Rural Operations. In all this work, the office promoted the use of Training Packages.

The seasonal nature of the State's tourism and hospitality industry has been a long-identified problem, with relatively-short periods of high demand making the employment of trainees difficult. In 2001, the It's Always Peak Season Program enabled six Institute of TAFE Tasmania trainees to be placed at Strahan Village during the summer, and at resorts in North Queensland during the winter.

In a further response to tourism and hospitality industry needs, the Institute of TAFE Tasmania launched Dynamic, an innovative training program that provided 'the ultimate service experience' in a range of enterprises, from motels to wineries.

The Building forest industry skills CD-ROM was produced by the Institute of TAFE Tasmania in 2001, and received a positive reception from the industry. The CD addressed industry concerns about training for workers with low levels of literacy.

2001 Tasmanian and Australian VET in Schools Excellence Award recipient - Rosny College: VET Aged Care Studies Student.

2001 Tasmanian Training Organisation of the Year - Banjos.

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Seventy-five industry representatives attended an Institute of TAFE Tasmania demonstration of a new online assessment and recruitment tool for the call centre industry. The institute then successfully piloted the online tool at the Triabunna call centre.

Expand New Apprenticeships

In 2001, the Office of Post-Compulsory Education and Training continued to replace course-based apprenticeships and traineeships with Training Package apprenticeships and traineeships. By the end of the year, 816 apprenticeships and traineeships were available in Tasmania, with 764 being based on Training Packages. Most remaining course-based apprenticeships and traineeships will be revised to be based on Training Packages during 2002.

In 2001, 8,715 people started New Apprenticeships training, up 6% on 2000. This total comprised 2,912 new employees and 5,803 existing employees. Table 7.1 shows comparisons for 2000 and 2001.

In 2001, 4,564 people completed New Apprenticeships training, a 17% decrease on 2000. This total comprised 1,897 new employees and 2,667 existing employees. The apparent decline in completions in 2001 can be attributed to the effect of large increases in commencements which resulted from changes in Commonwealth employer subsidies in September 1998 and May 1999, leading to high numbers of completions in 2000; to increases in the average duration of qualifications; and to an increase in longer-duration part-time and higher-level qualifications. Table 7.2 shows completion comparisons for 2000 and 2001.

In 2001, 2,236 employers took on New Apprentices. This comprised 761 employers of new employees, 1,117 employers of existing employees and 358 of both existing and new employees. This total was 18% more than in 2000, with an increase in all three groups. Table 7.3 shows comparisons for 2000 and 2001.

TABLE 7.1: NEW APPRENTICESHIPS COMMENCEMENTS FOR 2001[6]

	2001	% change from 2000
New employees	2,912	-3.7
Existing employees	5,803	12.0
Total employees	8,715	6.2

TABLE 7.2: NEW APPRENTICESHIPS COMPLETIONS FOR 2001[7]

	2001	% change from 2000
New employees	1,897	-20.6
Existing employees	2,667	-14.5
Total employees	4,564	-17.2

[6] *Source: Office of Post-Compulsory Education and Training Delta database*
[7] *Source: Office of Post-Compulsory Education and Training Delta database, as at 18 April 2002*

TABLE 7.3: EMPLOYERS TAKING ON NEW APPRENTICES IN 2001[8]

	2001	% change from 2000
Employers of new employees	761	11.6
Employers of existing employees	1,117	21.0
Employers of both types of employees	358	20.5
Total number of employers	2,236	17.6

TABLE 7.4: NEW APPRENTICESHIPS COMMENCEMENTS WITH GROUP TRAINING COMPANIES IN 2001[9]

	Group Training Companies		Non-Group Training Companies		Total
	Number	% change	Number	% change	Number
New employees	1,020	-15.8	1,892	4.5	2,912
Existing employees	139	-19.7	5,664	13.1	5,803
Total employees	1,159	-16.3	7,556	10.8	8,715

In 2001, 1,159 people started New Apprenticeships with group training companies, a 16% decrease on 2000. The total comprised 1,020 new employees (a decrease of 16%) and 139 existing employees (a decrease of 20%). This decrease is a result of a decline in host employers claiming New Apprenticeships subsides for existing workers, and recruitment difficulties for group training companies. Table 7.4 shows comparisons for 2000 and 2001.

There were four school-based New Apprentices in 2001.

In 2001, the Office of Post-Compulsory Education and Training continued to work with New Apprenticeships centres to provide information to support the uptake of New Apprenticeships. The office published guides for employers and New Apprentices to assist in identifying appropriate qualifications.

All group training companies in Tasmania employ apprentices and trainees. In 2001, the number of group training companies registered as training organisations increased from six to 10, with organisations (including equity and disadvantaged groups) entering new areas such as the automotive industry.

In 2001, the Tasmanian Guidelines for School-Based Apprenticeships and Traineeships were reviewed by representatives of employers, unions, schools, group training organisations and Government. New guidelines were approved and supported by a web-based help guide and a standardised application proforma. This will be distributed in 2002 on a CD, and includes frequently-asked questions about how stakeholders can form partnerships to deliver training.

[8] *Source: Office of Post-Compulsory Education and Training Delta database, as at 18 April 2002*
[9] *Source: Office of Post-Compulsory Education and Training Delta database*

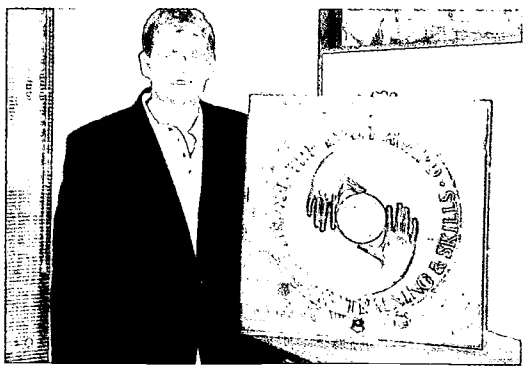
ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

In 2001, the Office of Post-Compulsory Education and Training formed partnerships with the Institute of TAFE Tasmania to provide vocational education and training in schools and skill centres for school students, benefiting regional and remote communities.

The results of the WorldSkills Australia 2001 competition in Adelaide confirmed the Institute of TAFE Tasmania's capacity to successfully deliver learner-centred training. Tasmania's 17 young WorldSkills competitors, all of them trained by the Institute of TAFE Tasmania, excelled among 500 champions from 28 regions in Australia to win the Evatt Shield, presented to the region with the best scores.

The institute continued to increase flexible learning options. About 300 modules and units were acquired, and others shared, as part of the institute's participation in the State's OPEN-IT project. Course resources were modified by the institute to meet Tasmanian industry requirements. About 400 students enrolled in information technology and other modules and courses.



Adam Carr, Gold Medallist Carpentry - from Tasmania Region. Tasmania was awarded the Evatt Shield for best region in the 2001 WorldSkills National Competition.

A review of enrolment processes resulted in higher-quality information being provided to applicants, so as to improve client service and strengthen retention rates through more informed decision-making.

Increase opportunities and improve outcomes for targeted groups

In 2001, the Department of Education's Equity Standards Branch launched Equal Partners, the Tasmanian action plan for increasing opportunities for people with a disability. The department will continue to monitor and implement the actions in the plan.

The Partners in a Learning Culture Implementation Committee held community forums on actions proposed in response to the Indigenous blueprint. The branch also continued to advise on the development of the national strategy for adult prisoners and offenders.

The branch started planning for several online forums about careers in the information technology industry for young women, and for a project to promote adult community education providers in Tasmania.

Anita Maynard - 2001 Tasmanian and Australian Aboriginal & Torres Strait Islander Student of the Year.

The final stages of the pilot project about Indigenous participation in online access centres were completed.

The branch also managed Adult Learners Week, which promoted and celebrated adult learning. Adult community education providers were funded to run activities during the week. The branch also organised three awards for equity, which were included in the Tasmanian State Training Awards.

The Department of Education VET Equity Advisory Committee was formed to provide advice on equity issues and to act as an advocate for emerging equity groups.

The branch revised the Key Competencies Access Course, resulting in the development of the Basic Competencies Training Program. It produced a poster promoting women's involvement in vocational education and training, and started planning forums to be held in 2002 on adult community education issues in Tasmania and the future of the Women's VET Strategy.

In 2001, the Institute of TAFE Tasmania established a new general education program providing a strategic focus for those of its staff who provide basic general education for young and adult Tasmanians who do not have basic education skills.

The institute also implemented the e-learn voucher initiative, which provided people who had previously left the education and training system with basic computing competencies. Over 700 people did training through the initiative around the State. As part of its commitment to meeting the needs of targeted groups, the institute allocated 40 e-learn training places to Women's Access Program learners, people with disabilities, migrants and refugees. The institute formed partnerships with 36 online access centres to deliver basic information technology training to 158 students, ensuring access to e-learn training for Tasmanians living outside major population centres.

During the year, the institute also developed 14 online access learning units to provide workplace literacy and numeracy skills for Tasmanians in regional and remote areas.

In 2001, the institute's Workplace Learning Service received an ANTA equity development and training innovation grant, to integrate language, literacy and numeracy into Training Package assessment processes. One-day workshops were held for a range of enterprises, raising awareness and providing practical advice to workplace trainers about how to reduce barriers to training resulting from a lack of language, literacy and numeracy skills.

During the year, the institute's volunteer tutors did accredited training for a Certificate III in Volunteer Tutoring (Literacy), to increase the effectiveness of the institute's literacy and numeracy training program.

The institute delivered over 200,000 hours of literacy and numeracy training, including training funded by the State and Commonwealth Governments and by its own commercial activities.

The institute continued to upgrade its facilities to meet the needs of students with a disability. The redevelopment of the institute's Clarence campus was approved, and will provide up-to-date methods of access for people with a disability.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with the National Training Framework

In 2001, regional industry-education partnerships were strengthened to better promote vocational education and training in schools. To better respond to learners' needs, online provision and structured workplace learning were increased.

The Institute of TAFE Tasmania formed partnerships with schools, colleges and universities to expand the range of learning pathways into, and out of, TAFE, including vocational education and training in schools programs based on Training Packages. Industry training advisory bodies and registered training organisations were encouraged to understand and promote school-based vocational education and training options. All industry training advisory bodies supported the expansion of vocational education and training in schools in their industry training plans.

The Office of Post-Compulsory Education and Training revised the Certificate in Work Skills, which is the most common way to prepare school students for a Training Package qualification. The certificate provides the literacy and numeracy skills students often need to do workplace learning and assessment.

In 2001, 2,230 school students were doing nationally-recognised, work-based training.

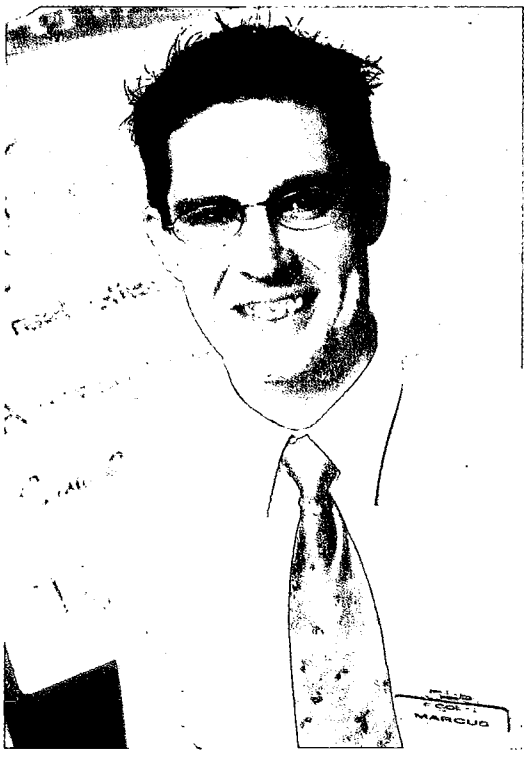
Tasmanian vocational education and training in schools programs generally include 240 hours of work placement.

Students' access to vocational education and training and workplace learning opportunities was improved with the availability of online materials and assessment tools.

In 2001, the Institute of TAFE Tasmania signed a five-year agreement with the University of Tasmania to provide a university access service from TAFE's Devonport campus. Under the agreement, the institute will provide north-west coast university students with access to a university telephone hotline, computer access including email services, a collection point for university assignments, access to university library catalogues, databases, and meeting and counselling rooms.

During the year, a unique joint program was launched by the Institute of TAFE Tasmania and the University of Tasmania. The program offers learners an opportunity

Sarah Karydis - 2001 Tasmanian and Australian Trainee of the Year.



Marcus Deakes - 2001 Tasmanian and Australian Vocational Student of the Year.

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to gain a Diploma of Information Technology and Bachelor of Information concurrently. The four-year program gives them both the technical and theory skills needed to meet industry employment requirements.

The institute also piloted a new tertiary preparation course, to prepare learners to do higher-level vocational education and training and university courses.

Rosny College.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

Build capabilities of vocational education and training professional staff

In 2001, Tasmanian activities to build the capabilities of vocational education and training professional staff included workshops for industry training advisory bodies and New Apprenticeships centres, training and recognition opportunities for workplace trainers and assessors, industry release for teachers, staff development programs for teachers including industry release, and information sessions for registered training organisations (including schools) about the Australian Quality Training Framework standards, national consistency measures and vocational education and training in schools. The State's involvement also continued with national professional development programs including LearnScope and Reframing the Future.

Compliance audits of registered training organisations, and measures to implement the Australian Quality Training Framework standards, emphasised the importance of continuous improvement through client feedback, self-assessment and improvement actions.

The Office of Post-Compulsory Education and Training funded and facilitated a one-day conference for 90 Tasmanian assessors and workplace trainers. The conference included a debate about the implementation of the framework. Extra funding was also provided for assessor and workplace trainer training.

The office worked closely with industry training advisory body staff to promote the ANTA-funded *Training Package Assessment Materials Kit*, and eight regional workshops were conducted. The office also conducted the two-day Vocational Learning Partnerships Conference, drawing people from industry and the general community, students, teachers, trainers and planning and development officers of the Department of Education. As well, the office conducted a professional development program in three regions, for teachers teaching the new Certificate of Workplace Skills.

During the year, the office delivered 15 regional workshops for registered training organisations on the Australian Quality Training Framework standards, and distributed material to support the implementation of the framework.

Vocational education and training in schools professional development programs were provided for work placement risk assessment, Certificate of Workplace Skills and partnership development. School and industry forums were also provided, or supported, to promote vocational education and training in schools.

Two rounds of LearnScope funding were offered in 2001, and 12 projects were undertaken by registered training organisations, providing professional development for 90 people.

The projects included training for regional and remote communities. The Tasmanian Vocational Placement Information System was improved, and training in its use provided.

In 2001, the Institute of TAFE Tasmania invested over $1m in staff development activities. Further project funding was obtained through the Reframing the Future and LearnScope national projects. The institute's Performance Development Program was developed in consultation with staff and unions, and piloted by managers and team leaders. The program provides for formal planning and feedback in staff development.

Following the success in 2000 of a memorandum of understanding between the institute and the Australian Education Union to develop flexible delivery approaches, the memorandum was extended for another 12 months.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Target skill development to meet the needs of local enterprise, small business and communities

In 2001, the Office of Post-Compulsory Education and Training worked with other government agencies, industry training advisory bodies, enterprises, registered training organisations and the community to provide training for new industries and areas of employment growth, including the food processing, natural gas and agricultural industries. The office also increased training opportunities in Tasmania through the ANTA skills centres for school students initiative.

The office continued to provide Farmbi$ management with Small Business Professional Development Program materials, and implemented the findings of the national Small Business Professional Development Project.

Through its competitive bids process, the office funded a number of small business training programs that had been identified as needed.

As part of the Government's local government partnership agreement initiative, the Institute of TAFE Tasmania helped Launceston Council develop its vision of the city as a centre for innovation and learning open to the world. The council was funded by ANTA for a learning communities project, which helped civic leaders, educators and other interested parties understand what it means to be a learning community, and to take stock of learning in their own community. The institute also had a partnership agreement with the Flinders Island Council, to support this remote community with seminars, videoconferencing and online learning techniques.

The institute was also a member of the Circular Head Education Consultative Committee, that brought together the local council, TAFE, university and schools to expand learning opportunities for the Circular Head community.

Since the establishment of the Institute of TAFE Tasmania's Small Business Learning Team in 2000, training specifically intended to meet small businesses needs has increased by 37%. In 2001, the team provided nearly 60,000 hours of specialist training to over 600 people. Small businesses continued to be keen users of other TAFE training, including frontline management and information technology courses.

In 2001, the institute worked closely with the Department of State Development, Department of Infrastructure, Energy and Resources and the Office of Post-Compulsory Education and Training to identify the training requirements of the State's natural gas project. The institute also conducted four upskilling courses, providing training for existing gas fitters to work with natural gas domestic, commercial and industrial appliances.

INTRODUCTION

2001 saw considerable change to the vocational education and training system in the Northern Territory. The key cause of this change was the coming to power of a Labor Government for the first time since the Territory became self-governing in 1978.

A major, early initiative of the new Government was to bring together agencies covering similar areas into single, larger agencies. The Northern Territory Employment and Training Authority was amalgamated with the Department of Education and the Work Health Authority to form the new Department of Employment, Education and Training. By amalgamating agencies dealing with employment and lifelong learning into one agency, the Northern Territory will be more able to encourage community and workforce education and training for social and economic growth.

The main functions of the former Northern Territory Employment and Training Authority are now discharged by the Employment and Training Division of the new department which has kept employment and training matters together. The School to Work Unit is also part of the division to ensure the VET in Schools Program has closer links with the employment and training functions of the new department.

These changes also reflect the importance the Government places on employment and training, and particularly on:

- apprentice training and vocational education and training in schools leading to jobs
- ensuring training and skill development opportunities for Indigenous people in the Northern Territory, leading to enterprise and job growth
- training for the Alice Springs to Darwin railway and potential oil and gas production which are major development projects.

In 2001, the former Northern Territory Employment and Training Authority's priorities were to:

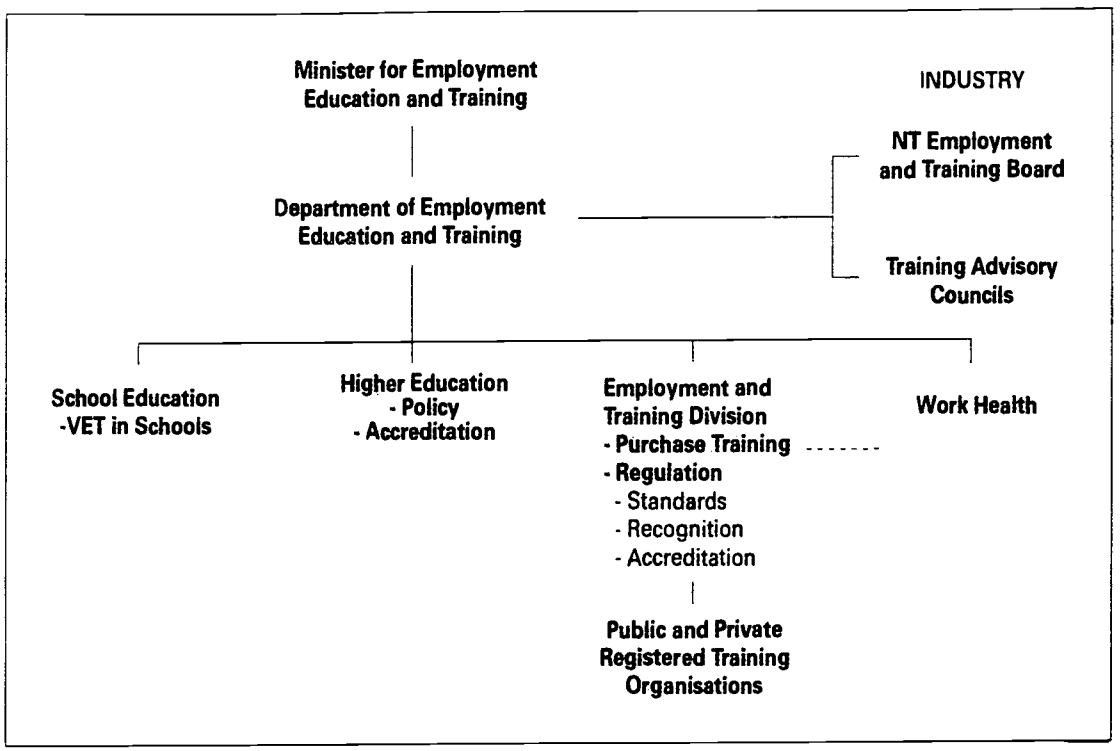
- develop an appropriately-trained, technology-literate and internationally-competitive workforce
- through training, to develop the potential of Northern Territory youth and to prepare them for future employment opportunities
- foster greater community-wide participation in training and lifelong learning
- provide access to training and employment programs for identified disadvantaged people
- enhance the capacity of Government to predict trends in employment and provide employment initiatives and programs
- improve organisational effectiveness.

As the training authority for the Northern Territory, the new Division of Employment and Training is now responsible for administering vocational education and training in the Territory and acts as the State training agency under the ANTA Agreement. The division is one element of the vocational education and training system in the Northern Territory. The other elements are:

- the Northern Territory Employment and Training Board and its working committees, the Planning Advisory Committee and the Recognition Approval Panel
- industry-based training advisory councils
- public and private registered training organisations.

Despite the considerable changes in 2001, the Northern Territory continued to strengthen its vocational education and training system by further developing links with industry and community groups, to achieve its commitment to the provision of high-quality vocational education and training services.

FIGURE 8.1: RELATIONSHIPS AND STRUCTURES IN THE NORTHERN TERRITORY



ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

In 2001, the Employment and Training Division of the Northern Territory Department of Employment, Education and Training worked with registered training organisations, training advisory councils and other key stakeholders to improve the system. One benefit of a relatively small system is that major initiatives can often be more readily implemented due to closer links with a smaller number of stakeholders. The Northern Territory is well on the way to achieving national consistency goals.

Quality outcomes achieved in a cost-effective way

In 2001, resource agreements with registered training organisations and training advisory councils were further refined and simplified. Workshops were held in Darwin and regional centres to enable registered training organisations to meet the reporting requirements of the Australian Vocational Education and Training Management Information Statistical Standard.

In 2001, a target was set for registered training organisations to reduce the invalid enrolment rate from 7% to 6%. In 2000, the rate was considerably higher due to the lack of evidence to substantiate student enrolment that the major public provider was able to provide. Although measures to solve the problem were introduced mid-year, the department anticipates a similar rate in 2001, with the problem being significantly rectified in 2002 for a more positive report in 2003.

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The Territory's User Choice Policy was reviewed in 2001 to develop a better system for funding apprentice training, making funding more cost-effective. A revised policy will be implemented in 2002. The policy will allow user choice funding to be better directed to entry-level apprentices and school leavers, and for specific levels of qualifications.

Effective outcomes of implementation of national training arrangements, including the National Training Framework

In 2001, the department employed a project officer to streamline information about implementing Training Packages and to manage endorsement, development, review and maintenance processes for Training Packages in the Territory. This appointment has resulted in time savings, in a greater awareness of Training Packages and their content by training advisory councils, and greater use of packages by registered training organisations.

The department implemented the Training Package qualifications recommended by training advisory councils, and required registered training organisations to change to the new qualifications within six months of implementation. By the end of 2001, 54 Training Packages were in use in the Territory.

In 2001, there were 9,748 enrolments in Training Package qualifications in the Northern Territory, and 2,097,311 hours of training delivered. There were 11,414 enrolments in accredited courses, and 1,829,799 hours of training delivered. In all, 3,927,110 hours of training were delivered.

There has been general agreement and positive take up of Training Packages by registered training organisations for training delivery both for full qualifications and selected units of competency which are being used in regional and remote areas to meet the training needs of the client group.

Quality assurance and risk management

Late in 2001, the department's complaint handling system was reviewed and new targets set to make the system more useful to clients. The new complaint handling system (including a new database) will be completed in 2002.

In 2001, the department outsourced the registration of training organisations and quality-endorsed training organisation audits. This was in line with a departmental review of the implementation of the Australian Recognition Framework (subsequently the Australian Quality Training Framework) in the Territory. The department appointed a project officer to help implement the Australian Quality Training Framework standards for registered training organisations by running information sessions and supporting the organisations.

In 2001, 35 compliance audits for registration were completed. Three organisations were assessed for compliance for initial registration, and 32 for re-registration. While some non-compliance for re-registration was observed across all standards by the majority of organisations, in most cases parts of a standard were met. In general, registered training organisations complied in practice but there was a lack of documentation. In the cases of non-compliance, the organisation was required to show compliance within a specific timeframe, or they were not re-registered until evidence was provided of full compliance.

In 2001, the department introduced compliance audits in the identified risk area of the registered training organisation's ability to manage a diverse scope of registration. Eight audits were undertaken and no major issues were identified.

National consistency improved, having regard to State and Territory priorities

In 2001, the department introduced for the first time resource agreements with schools

and registered training organisations delivering vocational education and training in schools. About 20 new resource agreements were implemented. As this was a new process for many of the schools, there were some initial problems. Improved processes will be implemented in 2002.

In 2001, the department was represented by staff at conferences and workshops about improving national consistency and setting national standards.

Late in 2001, the department endorsed the new training contract for apprentices and trainees, for implementation in early 2002.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

One of the Northern Territory system's main goals in 2001 was to improve its relationship with industry and enterprises. Consultation and negotiation processes were improved, not just with training advisory councils but also with key industry groups and organisations. The catalysts for these efforts were the restructure of formal industry advisory arrangements and the need to focus on the skill needs of the Territory's major development projects. Further work is planned for 2002 to provide the Northern Territory Government with more extensive and more accurate information about employment trends and developments that affect demand for training.

Foster a learning culture within enterprises

In 2001, the Department of Employment, Education and Training, published *Training the Territory* fortnightly, to keep registered training organisations, training advisory councils and other stakeholders up-to-date on national and local developments. Improvements were also made to the department's website.

Worldskills competitions were held in 2000 in urban and regional centres throughout the Territory, with the successful competitors attending the Worldskills Australia finals in Adelaide in March 2001. Sixteen Northern Territory representatives competed in both the Schools and Open sections of the finals in ladies' hairdressing, refrigeration, plumbing, information technology software, electrical installation, welding, cooking, consumer electrics, schools internet and business. This was the first time since 1983 that the Northern Territory had been involved in the Worldskills competition.

Amanda Hodges, Northern Territory Worldskills hairdressing competitor in the last national Worldskills competition.

In 2001, the department promoted lifelong learning and skill development through Adult Learners Week and the Vocational Training Awards. These two events celebrate excellence and commitment to lifelong learning by the system, industry and the general public. Adult Learners Awards were presented for outstanding learner, provider, tutor, program and remote learning community.

The Northern Territory was again well-represented at the Australian Training Awards held in Canberra in November, with four student finalists and two industry finalists.

Kerrie Wattam, Northern Territory Vocational Student of the Year 2001.

Sally Odgers, Northern Territory New Apprenticeships Trainee of the Year 2001.

Debbie Engstrom, Northern Territory New Apprenticeships Apprentice of the Year 2001.

Jimmy Morrison, Northern Territory Aboriginal and Torres Strait Islander Student of the Year 2001, Australian Training Awards runner-up Aboriginal and Torres Strait Islander Student of the Year.

While there were no national student winners from the Territory in 2001, the Northern Territory Aboriginal and Torres Strait Islander Student of the Year took out second place in his category. The Northern Territory Power and Water Authority took out the Employer of the Year Award in the Electro Utilities category.

Increase industry participation and investment in training to add to the existing skill base

In 2001, industry advisory arrangements in the Northern Territory were restructured with the 11 industry training advisory boards merging to become six training advisory councils to better use resources and provide industry advice. The new training advisory councils cover the industry groups:

- business, retail and information technology
- transport, engineering and automotive
- cultural, recreation and tourism
- major industries (mining, construction and utilities)
- human services
- primary industries.

In 2001, workshops and meetings were held with industry, employers and community leaders to find out about skill shortages and training needs and to promote the use of Training Packages.

Expand New Apprenticeships

In 2001, the New Apprenticeships system was promoted at events and seminars, including registered training organisation forums in Darwin and Alice Springs. Forums were also held by registered training organisations and the New Apprenticeships centre with employers to explain the role of registered training organisations in apprentice training. Client liaison officers employed by the department also promoted New Apprenticeships.

The engagement of apprentices and trainees fluctuated during 2001, mainly due to a downturn in the construction industry in the Territory and the delayed start of construction of the Alice Springs to Darwin railway. There was also a marked downturn in industry following the collapse of Ansett Australia, which directly effected small businesses throughout the Territory.

The number of apprentices in training fell from a high of 2,370 in the September quarter to 2,050 in December. In 2001, 388 Aboriginal and Torres Strait Islander people started apprenticeships, and 183 completed an apprenticeship.

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ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

The Territory's clients are diverse and widely-dispersed throughout urban, regional and remote areas. The Flexible Response and Community Response programs aim to meet the training needs of Indigenous people throughout the Territory, and Indigenous people also access apprenticeship training and those training programs conducted by the public providers under their recurrent funding.

The needs of other learners are catered for under Literacy and Numeracy programs and prevocational programs.

Target products and services to meet learner needs

In 2001, the Department of Employment, Education and Training funded the Learner Support Program which helps people who need extra support to ensure they gain qualifications. One registered training organisation applied for funding under the program to support the delivery of apprenticeships in remote areas, and 11 students were assisted. The program will be expanded in 2002.

The department adapted national campaigns and materials to promote vocational education and training. Promotional materials for Adult Learners Week and International Women's Day were adapted, and the national Might Give It Away Campaign was adapted to suit the Northern Territory.

In 2001, the Northern Territory produced a local version of the Australian Quality Training Framework Communications Strategy. Under the strategy, regional workshops about the framework and implementation timelines were attended by all registered training organisations. The department also helped registered training organisations meet the framework's standards and conducted professional development activities for departmental staff.

Increase opportunities and improve outcomes for targeted groups

The new Government's focus for employment and training is firmly on youth and Indigenous people. Strategies for them were developed during the year, and will continue to be developed in 2002.

In 2001, the department established the Community Response Program for Indigenous people and communities, and committed $400,000 to it. Under the program, 26,163 annual hours curriculum (AHC) were provided in 10 areas, including business and clerical (7,760 AHC), general education and training (6,720 AHC), automotive (3,207 AHC), arts, entertainment, sports and recreation (2,201 AHC) and community services, health and education (2,020 AHC).

In 2001, $2.1m was allocated to the Flexible Response Program, to meet the needs of Indigenous people. In 16 industry areas, 172,538 AHC were delivered, including arts, entertainment, sports and recreation (37,590 AHC), building and construction (31,275 AHC), community services, health and education (30,529 AHC), general education and training (13,655 AHC), automotive (12,185 AHC) and engineering and mining (11,836 AHC).

Flexible Response Program funds were also used for non-accredited activities with 25 activities involving 186 people in 2001 including:

- activities to support Indigenous enterprises: transfer of cultural knowledge, horticulture field trips, bush food workshop, aerodrome safety training, mining occupational health and safety
- community health activities: suicide prevention, drug and alcohol awareness
- activities to include Indigenous people in vocational education and training decision-making: participation in planning and local governance workshops.

In 2001, the department again supported Adult Learners Week and promoted a new award in local communities, the Outstanding Remote Learning Community Award. Activities, including a workshop and evening function in Alice Springs and a shopping centre display in Tennant Creek, encouraged participation in adult and lifelong learning.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with the National Training Framework

A major benefit of the amalgamation of the former Northern Territory Employment and Training Authority with the Department of Education is the opportunity provided to improve and increase links between schools and the vocational education and training system. As links become more firmly established in 2002, the benefits will only increase.

In 2001, the department established a Strategic Planning Committee for vocational education and training in schools. The committee comprises representatives of the vocational education and training system, government, independent and Catholic schools, the NT Principals' Association, industry, the Commonwealth Government and the Enterprise and Career Education Foundation. The committee developed strategic directions for the VET in Schools Program to ensure the best use of funds.

In 2001, 1,495 students were enrolled in vocational education and training programs in 23 schools: 1,169 in government schools, 178 in independent schools and 148 in Catholic schools. Programs were conducted in 17 industry areas with the highest enrolments in business and clerical (301 enrolments), arts, entertainment, sports and recreation (256 enrolments) and tourism and hospitality (232 enrolments).

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

In the Northern Territory, public and private registered training organisations are responsible for professional development of their vocational education and training staff. The role of the Department of Employment, Education and Training is one of catalyst and facilitator. The provision of professional development is an ongoing issue for providers, given the relatively high turnover of staff.

Build capabilities of vocational education and training professional staff

In 2001, professional development activities were conducted for registered training organisations, training advisory councils, industry and enterprises on a range of issues including the implementation of Training Packages. The department also held six professional development sessions for its urban and regional client liaison officers on the implementation of the Australian Quality Training Framework and Training Packages.

The department, in conjunction with stakeholders, developed a Training Package guide and marketed it through workshops, information sessions and departmental publications. As part of the AUSTAFE Conference in April, the department conducted a Spotlight on the Provider event to highlight vocational education and training in regional and remote areas.

The Northern Territory LearnScope Reference Group comprises representatives of vocational education and training professionals and industry, and people with expert information technology knowledge. In 2001, 16 public and private registered training organisations were funded to conduct professional development activities in urban, regional and remote areas.

In 2001, projects funded under the Reframing the Future initiative were:

- the Assessment and Workplace Trainers Program of Batchelor Institute of Indigenous Tertiary Education, with 10 participants
- a program between the Northern Territory University and the hospitality and tourism industry, with 20 participants
- a program between the Northern Territory University, Woolworths and Enterprise Business Services, with 12 Woolworths staff and two university staff.

Hospitality students at Northern Territory University with lecturer Steve Sunk.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Regional development is a key issue for the Northern Territory Government and it is developing strategies to increase the links between community development, employment and training.

Target skill development to meet the needs of local enterprise, small business and communities

The Department of Employment, Education and Training has representatives in each regional centre in the Territory. They provide a 'one-stop shop' for advice and information about the system to local enterprises, community groups, individuals and other clients.

In 2001, the department commissioned the South Australian Centre for Economic Studies to undertake the Labour Market Analysis Project. The project had input from Commonwealth and Territory Government departments and will determine the employment and training needs of the Territory, by region and industry.

The department, through the training advisory councils and through research projects, also gathers information on present and future skill shortages and needs. In future, the collection of this information will be more cohesive and scientific, which will greatly improve planning and outcomes for government, industry and the community.

In 2001, the department worked with other government agencies, AdRail, the Northern and Central Land Councils and registered training organisations to ensure that the necessary funding and training was available for Territorians, and in particular Indigenous Territorians, in the Katherine and Tennant Creek areas to support the construction of the Alice Springs to Darwin railway. As well as providing training for work-ready labour in civil operations, automotive and hospitality, the department worked with the registered training organisation Railway Training Network, whose members were able to meet AdRail's training needs.

INTRODUCTION

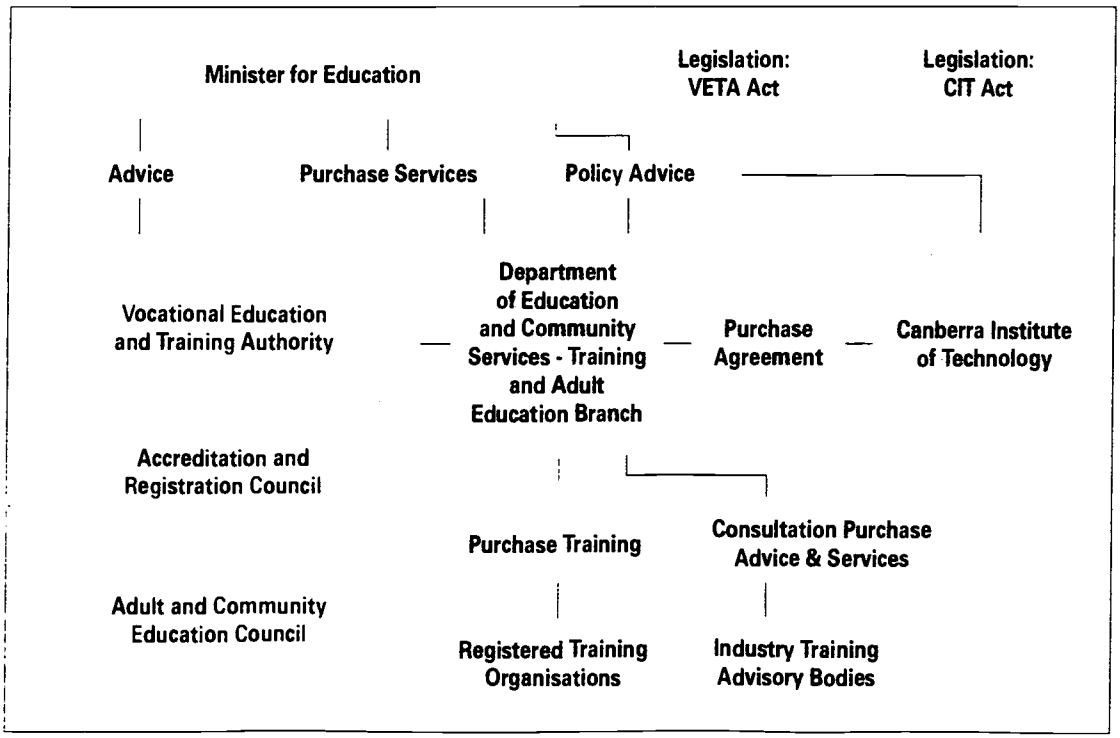
The *Australian Capital Territory Vocational Education and Training Act (1995)* underpins the development, planning, promotion and regulation of vocational education and training in the Australian Capital Territory. The Act established the Vocational Education and Training Authority (VETA) as having primary responsibility for the governance of vocational education in the Australian Capital Territory. The Department of Education and Community Services administers the Act and is the State training agency under the ANTA Agreement.

Following the election of a new Government in 2001, the department was reorganised to better align it with the government's priorities. Among the changes was the strengthening of the corporate focus on vocational education and training by establishing an Executive Director, Vocational Education and Training. The Office of Training and Adult Education became the Training and Adult Education Branch, to further emphasise the corporate focus. The branch continues to service the Vocational Education and Training Authority, the Accreditation and Registration Council and the Adult and Community Education Advisory Council. It also purchases vocational education and training services through the Training for Industry Program, New Apprenticeships through User Choice Program and the Canberra Institute of Technology Bulk Purchase Program.

The provision of vocational education and training in the Australian Capital Territory is in accordance with priorities set by the Vocational Education and Training Authority, taking into account policy inputs from the Australian Capital Territory Government, the VETA Strategic Plan and national priorities coordinated by the Australian National Training Authority Ministerial Council.

Figure 9.1 shows the vocational education and training roles and responsibilities in the Australian Capital Territory.

Figure 9.1: AUSTRALIAN CAPITAL TERRITORY VOCATIONAL EDUCATION AND TRAINING ROLES AND RESPONSIBILITIES



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Australian Capital Territory vocational education and training arrangements

The Australian Capital Territory is committed to providing vocational education and training to enhance social and economic opportunities for businesses and individuals in the Territory. It aims to respond to the changing skills needs of industry and the employment aspirations of the community.

Registered training organisations in the Australian Capital Territory comprise:

- one public provider, the Canberra Institute of Technology (TAFE)
- 17 government providers, including Commonwealth agencies and the three arms of the Australian Defence Force
- 17 government and non-government secondary colleges
- 72 private training organisations.

In 2001, 88 registered training organisations received in excess of $11m in government training funds through the following competitive programs:

- New Apprenticeships under User Choice
- Industry Training Program
- Pathways
- Equity Development Program
- Adult English Language, Literacy and Numeracy Program.

Australian Capital Territory highlights for 2001

Review of 1999-2001 Vocational Education and Training Authority Strategic Plan

The 1999-2001 Vocational Education and Training Authority Strategic Plan was reviewed in 2001. The review showed that there had been major improvements in planning and purchasing, access, equity and participation, quality assurance, outcomes for learners and communication and reporting.

Extensive consultations were also held in 2001 to develop the new ACT Vocational Education and Training Strategic Plan 2002-2004. The ACT Innovation Strategy will be embedded in the new strategic plan.

First *ACT VET half-yearly outlook* published

The *ACT VET half-yearly outlook* was first published in June, and will be updated every six months. The half-yearly outlook provides up-to-date detail so that planning and purchasing may adapt more effectively to emerging vocational education and training needs in the Territory.

Lifelong learning marketed

A marketing subcommittee of the Vocational Education and Training Authority was established in 2000 to promote the benefits of lifelong learning, and to implement campaigns associated with lifelong learning. During 2001, this subcommittee continued to promote vocational education and training in the Territory through activities such as the School-based New Apprenticeships marketing campaign.

Women and Girls in Vocational Education and Training in the ACT 2001-2003 strategy launched

The Women and Girls in Vocational Education and Training in the ACT 2001-2003 strategy was developed in consultation with students, teachers, equity groups, employers and industry representatives in the Territory. The six goals defined by these groups were to:

- increase the number of young women and girls involved in vocational education and training
- establish processes that facilitate women and girls with low levels of English and literacy and numeracy accessing vocational education and training programs
- establish processes that facilitate mature-aged women accessing and completing vocational education and training programs

- increase the number of women and girls accessing and completing vocational education and training programs in the information and communication technologies industries
- establish processes that facilitate women and girls of Indigenous backgrounds accessing and completing vocational education and training programs
- establish incentives that target the participation of women and girls in vocational education and training.

New Apprentices in the Australian Capital Territory get real-life experiences.

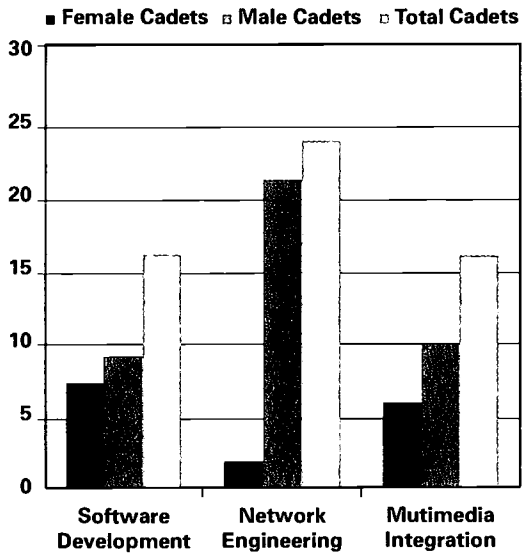
Australian Army registered as a quality-endorsed training organisation

One of the major tasks of the ACT Accreditation and Registration Council in 2001 was to endorse the Australian Army as a quality-endorsed training organisation, the highest level of endorsement under the Australian Recognition Framework. This status will be recognised across Australia until the end of 2003 and was the culmination of more than two years work, requiring the Army to completely review its systems in line with the requirements of the framework. The Army now joins the Royal Australian Air Force and the Royal Australian Navy, which are also quality-endorsed training organisations.

First group of information technology cadets graduate

The IT Cadetship Program was developed in 2000 following extensive industry consultation. The program places cadets in full-time information technology jobs, with a part-time, accelerated, off-the-job training component. 2001 saw the graduation of the first two groups of cadets in the network engineering and software development streams, and the continuation of the cadetships in multimedia integration. Figure 9.2 shows the numbers of cadets joining the program in 2001.

FIGURE 9.2: 2001 IT CADETSHIP PROGRAM INTAKE, BY COURSE AND GENDER (PARTICIPANTS)[10]



Vocational programs to Australian Capital Territory secondary students framework piloted

A framework to expand vocational programs to students in Australian Capital Territory government secondary schools in partnership with the Canberra Institute of Technology was piloted in 2001.

[10] *Source: ACT Training and Adult Education Data Collection*

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The pilot was implemented in eight Australian Capital Territory government colleges. The framework will help deliver programs that are beyond the scope of registration of senior secondary schools, often in areas requiring expensive plant and equipment generally not available in schools.

ACT/Tasmanian benchmarking project commenced

An ACT/Tasmanian benchmarking project on vocational education and training began in August. The project aims to improve administrative efficiency by comparing administrative arrangements in the vocational education and training systems of Tasmania and the Australian Capital Territory. The first stage of the project, the selecting and matching of like data, was completed and the two jurisdictions are considering an interim report.

ANNUAL NATIONAL PRIORITY 1: A QUALITY NATIONAL TRAINING SYSTEM THAT PROVIDES VALUE FOR MONEY

Quality outcomes achieved in a cost-effective way

In 2001 (the first year of the ANTA Agreement 2001-2003), the Australian Capital Territory continued to build on its past significant growth in training delivery, and to considerably improve efficiency.

The Australian Capital Territory continued to develop processes to ensure resources, including growth funding, were used effectively and efficiently. These processes included:

- negotiating additional provision of training in national and Australian Capital Territory priority areas through the CIT Bulk Purchase Agreement
- continuing to purchase all New Apprenticeships through User Choice training through the competitive market
- continuing to purchase a significant proportion of training through the competitive Industry Training Program
- consolidating the purchase of training for user choice, the Industry Training Program and various equity programs in a single process, called Skilling ACT.

Client satisfaction surveyed

In 2001, the Training and Adult Education Branch commissioned a survey of the satisfaction with training under New Apprenticeships of a representative sample of apprentices and trainees, and of employers. All registered training organisations were also surveyed through the Accreditation and Registration Services Survey. Table 9.1 below shows key results for the surveys for 1999, 2000 and 2001. The satisfaction of New Apprentices, and of employers, was lower in 2001 than in the previous year. However, satisfaction levels are in line with national satisfaction levels.

TABLE 9.1: AUSTRALIAN CAPITAL TERRITORY CLIENT SATISFACTION SURVEY RESULTS 1999-2001[11]

	1999	2000	2001
Percentage of apprentices and trainees satisfied with their training under New Apprenticeships	79	88	77
Percentage of employers satisfied with their employees' training under New Apprenticeships	75	93	84
Percentage of satisfied users of accreditation and registration services	88	88	96

[11] *Source: ACT Department of Education and Community Services VET half-yearly outlook, June 2001*

Effective outcomes of implementation of national training arrangements, including the National Training Framework

Effectiveness of the operation of the Australian Recognition Framework

All existing registered training organisations were determined to be Australian Recognition Framework compliant through full audit procedures. In 2001, 85 existing registered training organisations were subjected to compliance activities and some had improvement requests issued. Transition to Australian Quality Training Framework compliance for existing providers commenced in July 2001.

Australian Quality Training Framework implemented

In 2001, the Australian Capital Territory made considerable progress in implementing the Australian Quality Training Framework. Workshops to introduce the Australian Quality Training Framework to registered training organisations were held between July and December. Staff of 80% of registered training organisations were trained in internal audit practices to AS3911, and knew about the framework standards. Staff from the rest of the registered training organisations will attend workshops in January 2002. All staff of the recognition and accreditation body were trained under the Australian Quality Training Framework as auditors. The Training and Adult Education Branch also developed evidence gathering and reporting tools consistent with the Australian Quality Training Framework audit requirements.

Information and communication program conducted

In 2001, an information and communication program was undertaken about the national consistency requirements for registered training organisations, industry training advisory bodies and employers. The program included information sessions about the Australian Quality Training Framework for registered training organisations, industry training advisory bodies and New Apprenticeships centres. Workshops were also conducted for registered training organisations using the *Training Package Assessment Materials Kit*; training programs for registered training organisations about the internal audit requirement of the Australian Quality Training Framework. Regular forums for providers on quality assurance and Training Package implementation issues, and consultations with stakeholders about the adoption of model clauses in Australian Capital Territory legislation were held during 2001.

Business and information technology systems modified

In 2001, the business and information technology systems of the Training and Adult Education Branch were modified to meet national consistency requirements, including links to the National Training Information Service. This included a complete remodelling of the branch's major administration application, the ACT VET Management System, to increase efficiency and achieve national consistency; and will provide an automated upload/download connection to the National Training Information Service, when completed in January 2002.

Over $400,000 has been allocated for 2000-02 to upgrade the branch's training databases to connect them online with the database National Training Information Service, the Commonwealth Department of Education Science and Training's Training & Youth Information System, the two ACT New Apprenticeships centres and registered training organisations.

The Australian Capital Territory has altered its ACT VET Management System database to implement the new National Training Agreement in the first quarter of 2002.

All online information technology development (including website, electronic lodgement and the proposed national vocational education and

training portal) is now being addressed within a government-wide strategy to move to e-commerce. Any modifications required to the ACT Training and Adult Education website resulting from the national portal project will be considered in 2002.

Quality assurance and risk management

Risk management system redeveloped

Redevelopment of the Training and Adult Education Branch risk management system began in 2001. The system will be informed by the agreed national risk factors and include the revised Australian Quality Training Framework requirements. It will build into the risk management process, formal complaints, large variations in training effort and identified high-risk activities and will include performance monitoring arrangements under several publicly funded training programs.

The Training and Adult Education Branch, through strategic partnerships with industry training advisory bodies, ensured that Training Packages were current and relevant. Registered training organisations were surveyed to measure their satisfaction. As well, 19 Australian Quality Training Framework auditors were trained in the requirements of the national framework and Australian Standard AS 3911.

National consistency improved, having regard to State and Territory priorities

In 2001, the Australian Capital Territory participated fully in national meetings and working groups around the introduction of a fully-integrated, nationally-consistent vocational education and training system. This included work on the code of conduct, training contract, nominal hours, Australian Quality Training Framework implementation and the process for mutually recognising registered training organisations seeking to deliver in jurisdictions other than the one in which they are registered.

Training Packages implemented

Qualifications from 36 Training Packages were implemented in the Australian Capital Territory in 2001 by public and private providers. The Australian Capital Territory was part of national discussions on the implementation of Training Packages in collaboration with the National Editorial Committee of *Training Packages @ Work*. An Australian Capital Territory supplement for this publication was developed.

Registered training organisation performance reviewed

The ACT Accreditation and Registration Council coordinated an in-depth performance review of registered training organisations, focusing on continuous improvement, effectiveness and efficiency in the provision of training outcomes, supporting quality assurance practices and ensuring compliance with national standards and contractual funding obligations.

Seven providers were reviewed in 2001, completing the program commenced in late 1999. The review program allowed the Australian Capital Territory to act on local and national priorities in vocational education and training, as well as refine the risk management approach to auditing provider compliance with quality standards and contracted training guidelines.

ANNUAL NATIONAL PRIORITY 2: INDUSTRY COMMITMENT TO SKILL DEVELOPMENT

Foster a learning culture within enterprises

In 2001, enterprises were supported to increase the provision of training for their staff. Of the 107 training organisations registered in the Australian Capital Territory, 47 are enterprises for which training is not core business, but which provide training for nationally-recognised qualifications to their employees.

The Australian Capital Territory helps these businesses and government authorities understand the complexities of the national vocational education and training system.

Increase industry participation and investment in training to add to the existing skill base

In 2001, 1,123 employers took on a New Apprentice. This was a slight increase on 2000, when 1,102 employers took on a New Apprentice. Of these 1,123, 32% had not previously employed a New Apprentice.

Joint ventures encouraged

In 2001, the Industry Training Program provided opportunities for joint ventures between registered training organisations and enterprises, with a joint venture between a registered training organisation and a major retailer funded under the program. This joint venture provided training for 17 people for a Certificate IV in Retail Operations.

Additionally, considerable emphasis was placed on developing and improving the training culture in the transport and community services areas. This continued to be achieved by approving training agreements for existing workers in these industries. In 2001, 656 workers were undertaking Training Package qualifications in these industries.

Group training supported

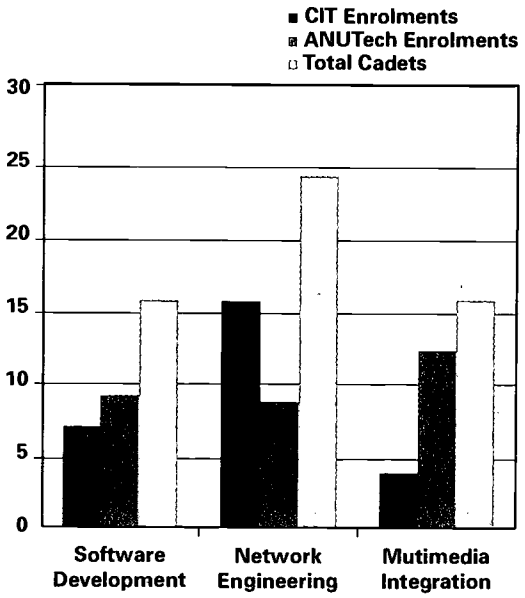
Group training continues to provide valuable opportunities for apprentices and trainees in the Australian Capital Territory. In 2001, eight organisations were funded to provide group training services in the Australian Capital Territory. A further five organisations provided group training services in the Australian Capital Territory but did not receive Australian Capital Territory funding.

More information technology cadetships provided

The IT Cadetship Program is a collaboration between employers and training organisations that increases industry participation in training, as well as trials innovative delivery models.

In 2001, 52 information technology cadets were placed, bringing the total to date to 95. Cadetships were delivered in software development, network engineering and multimedia integration. Figure 9.3 shows the numbers of cadets joining the program in 2001.

FIGURE 9.3: 2001 IT CADETSHIP PROGRAM INTAKE, BY COURSE AND REGISTERED TRAINING ORGANISATION (PARTICIPANTS)[12]



Expand New Apprenticeships

In 2001, the Australian Capital Territory contributed to a national consistency research project that identified the top 100 Training Package qualifications and their distribution and uptake under user choice across States and Territories. This research indicated that the bulk of these Training Package qualifications were being implemented in the Australian Capital Territory under open market arrangements.

New qualifications introduced

The New Apprenticeships training market (through user choice) is open to all registered training organisations (with appropriate scope) that want to deliver in the Australian Capital Territory.

[12] *Source: Training and Adult Education Data Collection*

In 2001, employers could select from 72 registered training organisations approved to deliver New Apprenticeships training. Of these, 33 were local companies. Of the interstate training organisations operating in the Australian Capital Territory, eight restricted their delivery to national employers they serviced in other jurisdictions.

The number of Training Package qualifications available for New Apprenticeships increased from 190 in 2000 to 218 in 2001. New qualifications came from the Airline Operations, Financial Services, Frontline Management, Dental Assisting, Information Technology (Certificate IV) and Footwear Production Training Packages.

Close to 800 apprentices commenced training in 2001, a slight decrease compared to commencements in 2000. Trainee commencements increased slightly from about 2,200 in 2000 to about 2,300 in 2001. These figures do not include existing workers.

ANNUAL NATIONAL PRIORITY 3: INDIVIDUALS AS LEARNERS

Target products and services to meet learner needs

In 2001, the Training and Adult Education Branch developed a promotional campaign for school-based New Apprenticeships. The campaign was aligned to the national campaign for the 'Might Give it Away' general population segment, and will be implemented in the Australian Capital Territory in 2002.

The Training and Adult Education Branch, the Canberra Institute of Technology and the ACT and Region Chamber of Commerce, agreed to a common approach to the marketing of vocational education and training in schools in the Australian Capital Territory.

Industry and learner needs enhanced

The Industry Training Program encourages the provision of flexible, innovative training that meets industry and learner needs. In 2001, a partnership was developed under the program between two registered training organisations that jointly delivered training for community services and health industry workers, using the Community Services Training Package. The program resulted in a Certificate IV in Community Services, in the aged care, alcohol and drugs, community work, disability and youth work streams. The qualification for each stream has eight core standards.

The program enables learners to gain more than one qualification at a time, by completing the eight core units once and then adding the sector-specific standards for each different qualification. For example a learner completes an aged care qualification with 14 units, then completes a further six units for a disability qualification of 14 units, the eight core units being transferable across all five qualifications.

Learners can choose any combination of qualifications to suit their working needs, and increase their job opportunities right across the community services industry.

Increase opportunities and improve outcomes for targeted groups

ACT Vocational Education and Training Strategy for People with a Disability 2000-03 implemented

The Vocational Education and Training Authority Disability Sub-committee continued to meet during 2001. In line with the goals of the national disability blueprint, Bridging Pathways, an implementation plan was developed for the *ACT Vocational Education and Training Strategy for People with a Disability 2000-03*; and work continued to implement this plan.

Action on the Equity Development Program

In 2001, the Australian Capital Territory continued implementing the Equity Development Program, which funds training to achieve equitable outcomes and to overcome structural inequalities, as indicated by a community needs analysis. Training is provided for Indigenous people and people with disabilities. In 2001, initiatives funded under this program were:

- New Choices, a program to make people (mostly under 25) with a mental illness ready for work
- assistance for people who support the specialised training of students with a disability
- peer tutoring support, in at least eight areas of study, for students with a disability who are tutored
- the development of the Yurauna web page by Indigenous learners, for staff and students of the Yurauna Centre.

Training provided for hearing-impaired people

In 2001, $47,500 was allocated to deliver training to 11 hearing-impaired students (three males and eight females) for the Certificate III in Business Administration. Five students found work on completing the qualification, and three went on to further training.

ACT implementation strategy for Indigenous people started

In partnership with the Indigenous Education Consultative Board, work started on drafting an Australian Capital Territory implementation strategy for Indigenous people in vocational education and training, based on the national strategy Partners in a Learning Culture. The draft Australian Capital Territory strategy will be subject to consultation in 2002.

Mervyn Williams, an Indigenous school-based New Apprentice.

Adult Education Language, Literacy and Numeracy Program grants made

The ACT's Adult Education Language, Literacy and Numeracy Program promotes innovative training, partnerships, strategic alliances and self-help to address the English language, literacy and numeracy needs of people from non-English speaking backgrounds, Indigenous Australians, people with a disability, women and youth at risk. In 2001, grants totalling $225,000 were made to four registered training organisations to provide 15 training programs to 216 students.

Target groups also benefit from user choice arrangements which allow employees and employers to negotiate what New Apprenticeships training is provided,when, where and how. In 2001, the Australian Capital Territory provided additional funding for 91 trainees or apprentices who needed extra support to successfully complete their training.

Table 9.2 shows target group enrolments through the New Apprenticeships under User Choice Program for 2001.

Industry training program helps equity groups

In 2001, the Industry Training Program requires that at least 20% of all training places

TABLE 9.2: NEW APPRENTICESHIPS UNDER USER CHOICE PROGRAM TARGET GROUP ENROLMENTS, 2001[13]

	Male	Female	Total
Women		1,626	1,626
Indigenous people	63	73	136
People of Non-English speaking background	216	199	415
People with a disability	61	29	90
Youth (15-19 year olds)	881	717	1,598
Total	1,221	2,644	3,865

are allocated to people from target groups. In 2001, about $2.2m was allocated to registered training organisations for this purpose.

As well, several programs were funded specifically for people from equity groups. For example, 15 places were funded for Indigenous people to do Certificate II level information technology training.

The Industry Training Program also provides a $350 payment for additional English language, literacy and numeracy support to participants whose lack of skills in these areas may prevent them from completing their training. The program also supports participants with special needs, with 15 payments made in 2001.

Adult and Community Education Program helps disadvantaged clients

In 2001, $250,000 was allocated under the Adult and Community Education Program for the delivery of 34 programs to about 1,550 disadvantaged clients. These programs addressed a wide variety of adult learning needs and included training in personal and community development, English language and literacy, disability issues, Aboriginal and Torres Strait Islander issues, employment-related skills and information and communication technology skills.

ACT Adult Learners Week held

The ACT Advisory Council on Adult and Community Education determined the broad directions for Adult Learners Week for 2001. The goals of the week, which were consistent with the goals of the council's strategic plan for 1999-2002 were to:

- build on the previous profile and achievements of adult learners weeks in the Australian Capital Territory
- facilitate the participation of Australian Capital Territory adult and community education organisations in Adult Learners Week, including national institutions based in the Australian Capital Territory
- promote Australian Capital Territory community awareness of Adult Learners Week and the opportunities for lifelong learning
- recognise and celebrate the dynamic energy and variety of contributors to adult learning in the Australian Capital Territory
- promote ACT Adult Learners Week activities that complement national promotional activities.

The week was supported by the National Library, Australian War Memorial, National Archives, National Museum, ScreenSound

[13] *Source: TAE AVMS database*

Australia, National Portrait Gallery and the Parliamentary Education Office, and was conducted with the support and involvement of local radio. The ACT Adult Learners Week Awards dinner was attended by 150 representatives of adult and community education organisations.

Improve and increase pathways, especially vocational education and training in schools where it is consistent with the National Training Framework

Training Package-based courses certified for year 12

In 2001, the Board of Senior Secondary Studies recognised courses based on Training Packages for year 12 certification. The number of tertiary-accredited courses based on Training Packages continued to increase, and can now contribute to a student's university admission index. During the year, 23 vocational education and training courses were rewritten to be based on Training Packages.

Work commenced on developing the ACT Department of Education and Community Services' Government School Plan, the Student at Risk Plan and the Indigenous Education Plan. All three plans contain a strong vocational education and training component.

Supporting people with a disability through New Apprenticeships.

School-based New Apprenticeships Program promoted

In 2001, the School-based New Apprenticeship Program was promoted in schools, with large employers being encouraged to provide opportunities for student New Apprentices. In 2001 there were 194 commencements, compared with 94 commencements in 2000. The total number of school-based New Apprentices in training in 2001 was 340.

Vocational education and training in schools evaluated

In 2001, vocational education and training in schools was evaluated. All students doing vocational education and training in schools in 1999 and 2000 were surveyed, and key stakeholders and clients were interviewed and surveyed. The qualitative data on the perceptions of clients and stakeholders, and the qualitative and quantitative data on student outcomes and destinations, will be used when planning programs for 2002.

Other activities undertaken

In 2001, a conference was sponsored to showcase and analyse best practice in vocational education and training in schools programs. Together with the ACT Chamber of Commerce, vocational education and training was promoted to year 10 students. A pilot program with Canberra Institute of Technology was extended to cater for an increased number of enrolments and courses offered. The Australian Capital Territory also implemented a lifelong learning strategy that was incorporated into the ACT Training and Adult Education Branch Marketing Strategy.

ANNUAL NATIONAL PRIORITY 4: VOCATIONAL EDUCATION AND TRAINING PROFESSIONALISM

Build capabilities of vocational education and training professional staff

The Australian Capital Territory continued to address the professional development of registered training organisation staff through monthly providers' forums, the information newsletter and Training Package implementation.

In 2001, about 800 people attended six breakfast workshops and ten assessment network workshops addressing the implementation of Training Packages in the Australian Capital Territory.

The ACT Training Excellence Awards were attended by 600 people, including representatives of the Australian Capital Territory's leading employers, industry, government and training organisations, and by apprentices, trainees and vocational education students.

The Australian Capital Territory was well-represented at the Australian Training Awards, by James Knox as runner-up for the New Apprenticeships Apprentice of the Year Award, and by Sam Yarnold, runner-up for the New Apprenticeships Trainee of the Year award.

Training provided for college teachers

In 2001, 140 vocational education teachers from Australian Capital Territory government and non-government colleges took part in a program to recognise their current competence toward a Certificate IV in Assessment and Workplace Training. In addition, 17 places were offered under the Industry Training Program to teachers to do a full training program for the certificate.

A partnership was formed between the Training and Adult Education Branch and ACT Teachers in Vocational Education to run a conference on best practice for vocational education and training teachers. The outcomes included the trialling of an assessment record, preparation of a trial employer competency handbook and two workshops on innovative ways to overcome vocational education and training implementation issues in schools.

Professional development calendar published

In 2001, a professional development calendar for Training Package implementation was published and distributed to registered training organisations and other stakeholders. The calendar included information on assessors' workshops, Training Package implementation information sessions and providers' forums.

ACT LearnScope 2001

In 2001, the Australian Capital Territory joined in LearnScope, as part of the national Australian Flexible Learning Framework. The ACT Project built on its previous year's achievement, producing well defined learning outcomes.

ANNUAL NATIONAL PRIORITY 5: SUPPORT FOR REGIONAL DEVELOPMENT

Target skill development to meet the needs of local enterprise, small business and communities

In 2001 extensive consultations were undertaken by the Department of Education and Community Services to determine the training needs of local industry and the community, through industry forums, focus groups, consultation papers and workshops. The information gained from these consultations, as well as from econometric and qualitative data collected from various sources, was used to inform the purchase of training.

Studies undertaken in 2001

In 2001, the Training and Adult Education Branch undertook a project to analyse and project employment trends and to identify future skills shortages and skill gaps by industry and by sectors within industries. The project findings were presented at a forum for industry, community, registered training organisations, Commonwealth government and Australian Capital Territory government departments.

The branch also commissioned a specialised study by the National Centre for Vocational Education Research into New Apprenticeships trends in the Australian Capital Territory. The study looked at growth patterns between 1970 and 2000, occupational structure, types of apprenticeships, characteristics of New Apprentices, and the impact of existing workers on the numbers of New Apprentices. The project recommended how to market New Apprenticeships to local industry and equity groups, among other things.

The Training and Adult Education Branch also worked with the Commonwealth Department of Employment, Workplace Relations and Small Business to obtain detailed local information on skills shortages and job opportunities in specialisations within the Australian Capital Territory information and communications technology industry.

anta

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