A model for regional VET planning and resource allocation, including case studies of implementation at the regional level.

Andrew Clements and Geoff Speers

Planning, regional, resource allocation, case studies

This paper presents a model for the development of a regionally focussed planning process that contributes to statewide and national planning processes, informs resource allocation at the regional level and allows planning inputs from various sources (industry, ITAB’s, TAFE and other providers) to be compared and evaluated as part of the overall planning process. The model is essentially two parts: quantitative analysis of population, demographic, socio-economic, industry and labour market data, both historical and predictive; and qualitative analysis of information obtained through consultative processes, surveys, industry intelligence. The model also attempts to take into account the impact of equity considerations and supply-side and demand-side limitations on the training market.

The paper then shows how this model can be implemented at a regional level to inform resource allocation of open-market VET funding through established training programs, by considering specific case studies drawn from a number of sectors - mature aged workers, indigenous peoples, existing workers, school students. These case studies show that an integrated model allows resource allocation to satisfy both economic and social justice outcomes. They also show how a planning model can be used to form partnerships with diverse groups within industry and the community to achieve state and national objectives for VET.

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INTRODUCTION

In the context of an international conference, the word “regional” normally represents a nation or group of nations in a geographical area. In a national context it normally represents a state/province or county or a large portion thereof. The story we want to present deals with units at a much lower level than this - local government areas (sometimes aggregated into larger planning units), down to individual towns and villages.

This is not unique to Australia, nor is what we present a radical departure from conventional planning methodologies. What we hope to show is that a micro level planning process, specifically developed to support implementation of VET sector policies, programs and priorities, can be as robust and reliable (in the statistical sense) as macro level planning; in fact, we would argue it adds value to that process by introducing a level of information generally neglected in the macro level planning process. We hope this assertion is supported by the specific examples of “planning in action” we will include in this paper.

This paper will present regional planning from a rural perspective - the areas we manage represent the bulk of NSW west of the Blue Mountains. Our apologies to those not familiar with the geography of our state and to our metropolitan colleagues. Our excuse is that the model was built to cover any “regional” area; we are just more comfortable talking about the bits that belong to us.

THE PLANNING CONTEXT

NSW Department of Education and Training Industry Training Services Centres (ITSC’s) - among other activities - manage the provision of publicly funded training programs in their region, responsive to the identified training needs of the region. There are eleven ITSC’s across NSW - five in metropolitan Sydney and six in country (rural) NSW. These programs seek to provide relevant training opportunities for participants in business and industry and to assist community groups to offer educational and vocational training opportunities to young people and disadvantaged members throughout the community.

Each ITSC develops a purchasing strategy based on the regional planning model we will describe. This strategy seeks to clearly define the issues and needs relevant to specific communities and to provide justification of the allocation of publicly funded training resources throughout the region, while at the same time being mindful of the statewide priorities defined by the Board of Vocational Education and Training (BVET).

The regional purchasing strategy is consistent with the NSW Annual VET Plan in attempting to achieve qualitative improvements in delivery and the promotion of social justice and better customer service while achieving optimal efficiency in the use of public funds for VET. It attempts to reflect at a regional level the commitment to social policy objectives while maintaining a strategically defined direction and focus for the provision of future growth in the training market.
PURPOSE OF THE PLAN

The aim of the planning model is to facilitate the collection of key systematic data that can be used for the justification of resource allocation associated with the various industry, equity and access and youth programs managed by Industry Training Services Centres (ITSC’s) within the NSW Department of Education and Training (DET). This framework sets out information categories and sources that can be used to format and develop regional VET planning information and program purchasing priorities.

The framework is seen as incremental and undoubtedly will be modified over time to take into account requirements such as additional requests for input and advice to the State Strategic VET Planning process. Broader issues within VET such as VET in schools, New Apprenticeships, infrastructure development, learning resource development and training package development are also addressed as part of the regional contribution to information gathering for the NSW Strategic VET Plan or its equivalent.

The main purpose of the planning model is to provide a variety of regionally relevant vocational education and training information as input to the Department’s strategic planning process. Within this process all regional VET information will be co-ordinated for input into the NSW Strategic VET Plan which is submitted to the Australian National Training Authority (ANTA). This information will identify ways in which VET can support regional economic and community development and ensure that relevant learning outcomes are provided to individuals, the community, business and industry. More specifically the plan will be used (but not limited) to:

- facilitate and optimise regional resource allocation processes associated with a range of industry, community and equity programs
- include accurate regional training needs information within statewide policy and planning processes
- strengthen and consolidate regional information networks and links between training and regional development initiatives
- include regional training needs and priorities for comparison and input into ITAB Industry VET Plans
- enhance cross-sectoral planning and advice on resource allocation
- identify capital and curriculum requirements for training delivery
- avoid duplication in planning and funding of training
- support promotion and marketing of VET

In the short to medium term the plan will be used to guide resource allocation in conjunction with a variety of ITSC programs and services. The basic underpinning of the regional purchasing strategy is a response to local industry and community need. Within the parameters of the both the Training Market and Education Access programs and the limitation of local resources to purchase publicly funded training (essentially the Student Contact Hour or budget allocation for each program) this strategy targets selected industry and community needs.
NATIONAL PRIORITIES (ANTA)

In A Bridge to the Future: Australia’s National Strategy for Vocational Education and Training 1998-2003 five objectives are specified:

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

The National Strategy outlines the trends that will affect vocational education and training, including:

- growth of global markets and intensifying international competition
- increasing importance of service- and knowledge-based industries
- changes in geographical and regional distribution of job opportunities
- increasing impact of information and communication technologies
- increasing number of small businesses
- changing ways that work is organised
- major demographic and social changes

STATE PRIORITIES (BVET)

The NSW Board of Vocational Education and Training (BVET) in its 1999 VET Plan outlines a number of Strategic Directions for VET in NSW:

- meeting the challenges of globalisation
- linking education, training and work so as to maximise opportunities for learning
- promoting and implementing best practice approaches
- creating a training culture
- enabling people to access, participate and succeed in Vocational education and training on an equitable basis
- developing and improving the delivery of vocational education and training
- enhancing cross-sectoral collaboration and responding to regional needs

The key priorities for 1999 are:

1. implement reforms of the apprenticeship and traineeship system
2. meet client needs through flexible training services
3. expand VET in schools and links between VET and higher education
4. improve language, literacy and numeracy skills
5. ensure quality in the provision of training services
6. promote lifelong learning opportunities for the community and increased investment in training for the existing workforce, especially within small business
7. improve opportunities and outcomes for individuals with special needs and for groups whose outcomes from education and training reflect social inequalities
8. use education and training resources efficiently
9. ensure NSW has the skilled workforce required for the 2000 Olympic and Paralympic Games
10. implement effective training for strategic industries and for regional development

Strong themes to emerge from BVET are social justice, regional development, training for the existing workforce and creating a seamless training system.

These are reinforced by BVET’s assessment of industry priorities for vocational education and training:

1. upgrading and extending the skills of the existing workforce
   - improving productivity
   - developing new skills to sharpen the competitive edge
   - overcoming barriers to emerging technologies
   - improving communication and inter-personal skills
   - mastering management
   - understanding equity and fairness issues

2. building a sound future skills base
   - enhancing the links between school and work
   - informing young people about industry careers
   - increasing the appeal of apprenticeships
   - maintaining the momentum with traineeships

3. enhancing the quality and relevance of training
   - utilising more flexible training approaches
   - developing communication skills
   - obtaining increased industry participation in workplace assessment
   - improving the status of training
   - maintaining high quality training

These priorities are reinforced in the Carr government’s *Ready for Work Plan and Plans for Education and Training 1999-2003.*

**REGIONAL PRIORITIES**

The strategic direction for training at the regional level concentrates on diversifying access to training through flexibility delivery and greater user choice. The main challenge is to attract a diversity of quality trainers to regional markets. There are still large gaps in most region’s basic training infrastructure (if one ignores the training provided by TAFE NSW).
Particular aspects of state and national priorities that have significance for local planning are:

1. removing barriers to access and participation and broadening the range of training opportunities and improving outcomes for those disadvantaged in the labour market
2. maximise participation in training by small business
3. maximise value for money of public expenditure on training
4. increase investment in training by industry
5. integration of language, literacy and numeracy into vocational courses

Regional plans are developed within the framework of a number of other strategies (national, statewide and local) that have significant education and training components, such as:

- Industry Training 2000 (Olympics and Paralympics)
- NSW Wine Industry Strategy
- NSW Forest Industry Strategy
- NSW Government Workplace Communications Strategy
- DEWRSB Small Business Training Strategy

The planning process needs to be cognisant of these strategies.

**INDUSTRY INCENTIVES FOR TRAINING**

In developing this regional plan consideration has to be given to the incentive for industry to participate in VET sector training. The main factors influencing industry demand for training are:

- employment growth and change
- occupational and structural shifts within industry
- general performance of the economy

The main incentives for industry are seen as:

- enhanced skill base
- productivity gains
- recruitment opportunities
- improved bottom line
- flexibility and adaptability to change in the workplace
- competitiveness

Rural regional economies are dominated by different factors. Most inland rural economies are dominated by agriculture, manufacturing and retail. Coastal economies add tourism to this list.
EQUITY CONSIDERATIONS

Current federal and state level policy on VET resource allocation directs public funding towards equity outcomes. The NSW Government has demonstrated its commitment to equity in VET through its Charter for Equity in Education and Training. Under the Charter it is the responsibility of all registered Training organisations in receipt of public funds to apply the principles of the Charter to their operations. In addition, Principle 2 states that in the allocation of public resources, priority is given to narrowing those gaps in education and training outcomes that reflect need and prevailing social inequalities.

This is reflected in both the national and state priorities detailed above and the underlying principles for the planning model detailed below.

FACTORS DETERMINING TRAINING NEEDS

The need for VET is essentially determined by a complex interaction of factors associated with the VET market. The VET market consists predominantly of various individuals, organisations and providers of VET programs and services who require learning outcomes associated with VET.

Previous interaction among all representatives of the VET market has determined the type and level of VET activity, programs and services that have occurred in the past. The identification and understanding of these factors will assist in the prediction and prioritisation of the type and volume of VET requirements in the future.

While the identification of factors determining training need differ between regions, both existing evidence and experience suggest that a variety of these factors can be generally identified as determinants of training need. An improved understanding of these factors at a regional level will serve to maximise the balance of both the delivery of equitable and cost-effective VET.

These determinants can be related to particular segments in the VET market and may be interactive but not necessarily exclusive or limited to:

<table>
<thead>
<tr>
<th>VET Market Segment</th>
<th>Possible Determinants of Training Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>Personal development/career aspirations</td>
</tr>
<tr>
<td></td>
<td>Unemployment/social status</td>
</tr>
<tr>
<td></td>
<td>Financial status</td>
</tr>
<tr>
<td></td>
<td>Geographic isolation</td>
</tr>
<tr>
<td></td>
<td>Changing culture and social fashion</td>
</tr>
<tr>
<td></td>
<td>Government policy</td>
</tr>
</tbody>
</table>
**Organisations**

Regional development initiatives  
Employment initiatives  
OH&S requirements  
Business profitability  
Economic/export competitiveness  
Business succession planning  
Technological change  
Industrial relations  
Workplace/organisational change  
Incentives and sponsorship  
Government policy

**Providers**

Demographic and socioeconomic characteristics  
Available resources (capital, curricula, human)  
Timing of service delivery  
Duplication of activity/services  
Demand/unmet demand  
Cross-sectoral arrangements  
Special needs groups/target groups

**INFORMATION SOURCES**

The planning model also complements the development of an ongoing relationship with the players in the VET market, both regionally and statewide, including with the following groups:

- ITAB’s (including ITAB industry plans)  
- local government (including regional groups of Councils and Economic Development Officers)  
- NSW Department of State and Regional Development/Regional Development Boards  
- NSW Agriculture  
- Area Consultative Committees  
- NSW Tourism and regional tourism groups  
- Regional Councils of Adult and Community Education  
- TAFE NSW  
- Job Network agencies  
- private training providers  
- major employers  
- community groups
There is also an amount of desktop research that contributes to the development of the regional demographic, industry and labour market profile. This has included:

- ABS statistics
- DEWRSB labour market information and occasional reports
- commissioned research reports (Access Economics/NIEIR/Monash CoPS)
- Local government economic development and social plans
- Local Economic Opportunity Analyses
- ABARE surveys and research reports
- Business research (Colonial State Bank/ABL/Westpac)
- *The Outlook for Training in Australian Industries* (NCVER, 1998)

A complete list of data sourced is found at Attachment 1.

This analysis has entailed examination of:

- demographic profiles
- activity levels within VET
- industry and employment profiles
- projected shifts in industry and employment
- regional training needs and skill shortages
- barriers to training uptake
- equity and community needs

Consultation mechanisms are essential in identifying and co-ordinating the regional VET planning process and the associated delivery of programs and services. A variety of mechanisms for capturing information have been used and will continue to be explored. To date the process has essentially used known existing regional networks, survey mechanisms and public forums as the basis for information sources, analysis and conclusions regarding the current needs and priorities for VET (a sample of the type of survey instrument used is found at Attachment 2).
COMMON THEMES FROM CONSULTATIVE PROCESSES

A variety of general vocational education and training needs and strategies have emerged from statewide consultative processes. These themes have been echoed across regional NSW:

- extension and development of Recognition of Prior Learning (RPL) processes
- promotion of the benefits of training to employers
- dissemination of good practice flexible delivery models among providers
- improved financial incentives to employers
- expansion of the use of information technology as a delivery tool
- promotion of the success of apprentices and trainees
- increasing opportunities for on-the-job training
- increased mentoring in the workplace
- increased reliance on workplace assessment
- promotion of group training as a way of sharing training between employers
- rolling commencements for the structured training associated with regulated training
- availability of life-skills components as part of schools VET training
- increased provision of cross cultural training, both NESB and indigenous
- development of pathways across education sectors
- additional language, literacy and numeracy opportunities
- industry/community relevance of courses/training
- isolation from training providers
- release time from employment to train
- industry input to training design
- each stage of training to be separately credentialed
- “a mobile workforce requires a mobile training system”

KEY REGIONAL ISSUES

The regional areas of NSW are demographically diverse. Many of their outlying communities are remote, posing challenges to providing equitable access to and participation in vocational education and training and the impetus to develop more innovative, flexible, technology-rich modes of delivery. Many regions also have significant populations of those groups facing additional barriers in achieving successful outcomes from training. This provides challenges and incentives for delivering vocational education and training programs which are tailored to meet individual and special needs, whilst also meeting the needs of industry.
Key themes which have emerged from regional consultation processes are:

- employer and industry preferences for retraining of the existing workforce
- the need for more flexible delivery, particularly for country regions and to address access issues, and infrastructure deficiencies
- the need for information for employers about new apprenticeships and available traineeships
- industry and provider emphasis on the importance of ensuring the quality of on-the-job training delivery
- the growth in small business and associated training needs in terms of "soft skills" and management skills
- the potential impact of the Sydney Olympics, both on the Sydney region and in terms of skills drain away from rural and other regional areas
- the projected continued shift to increased delivery of on-the-job training
- employers often do not have the capacity to train
- demand for skilled workers often sees skilled tradespeople "poached" at the end of their indenture
- Conversely, regulated training is seen as a wage subsidy and the apprentice/trainee is only employed until the indenture expires
- employers are resistant to the paperwork involved
- training off the job often requires significant travel and time away from the workplace
- local classes often are cancelled due to insufficient numbers, requiring rescheduling and often relocation of training
- small employers (around 85% of industry) require fully trained staff due to the demands of the workplace and the need for staff to work independently

Specific needs for rural NSW identified through community consultation include:

- increasing the diversity and range of subjects available to students in country areas
- increasing the flexibility of course structures so that students will be able to combine face-to-face studies with open learning subjects supported by locally provided tutorials
- the provision of accommodation close to highly specialised training centres
- training and retraining the existing workforce in areas deemed high priority growth areas
- training for community services, including increased counseling provision.
- seasonal workers require a "Skills Passport" as evidence of skills held
- access to training is limited by transport, computer literacy, working hours
Common training needs which have emerged across regions are:

- language and literacy training
- training which focuses on the key competencies related to work readiness, attitude and employment skills, particularly for the long-term unemployed
- information technology skills and multimedia skills
- management skills training in a number of industries, and in particular for small businesses
- workplace trainer and assessor skills

At this stage of its development the market is still significantly provider or supply-side driven. The purchasing strategies are developed with this in mind - there are training and skill needs that currently cannot be met by the existing provider market. These needs are being addressed through consultation with providers and industry regarding training development and are included in the briefing processes that accompany the annual training market tender. This strategy specifically seeks to address those needs that can be met from the outcome of the NSW Training Market Tender - the Approved Provider List.

**UNDERLYING PRINCIPLES OF THE REGIONAL PURCHASING STRATEGY**

A number of basic operating principles underpin the implementation of the purchasing strategy:

1. funding arrangements for publicly funded enterprise based training will recognise and encourage industry investment in training, i.e. the strategy will be used as leverage to encourage industry investment in training
2. purchasing under CTP will be targeted in the main at post-entry level for the existing workforce
3. purchasing under equity based criteria will be industry focussed, i.e. training will be targeted toward articulation into mainstream VET
4. purchasing will occur within a thin market that will be particularly susceptible to provider entry and withdrawal, so existing local providers may need to receive “weighting” in decision making
5. purchasing will occur in geographically large regions with the main providers based or preferring to operate from the major urban centres, so some purchasing will be deliberately placed in more remote locations
6. where they are able to meet industry needs locally based providers will be used to contribute to the sustainability of the local market
7. providers from outside a region will be encouraged to fill unmet industry need and encouraged to set up local contacts and facilities and/or use local trainers and facilities

The strategy seeks to grow the regional training market while maintaining the sustainability of the existing training market. It seeks to maintain the viability of locally based providers but also expand the pool by encouraging new providers to enter the local market.
DESIGNATED PLANNING AREAS

For planning purposes regions can be broken into a number of sub-regions. For example in the Riverina these are aligned with ABS statistical subdivisions. These are close to natural groupings based on proximity of location and a shared industry base.

THE PLANNING MODEL

The planning model is outlined on the following pages.
FRAMEWORK FOR INDUSTRY TRAINING SERVICES CENTRE REGIONAL VOCATIONAL EDUCATION AND TRAINING PLANNING AND PURCHASING PROFILE

1.0 Introduction

The aim of the framework is to facilitate the collection of key systematic data that can be used for the justification of resource allocation associated with the various industry, equity and youth programs managed by Industry Training Services Centres (ITSC's) within the NSW Department of Education and Training. This framework sets out information categories and sources that can be used to format and develop regional VET planning information and program purchasing priorities. The sections contained in the framework are guides only as the detail provided may depend on the needs of your region and the information available.

Due to the complexity of these disparate programs, both the framework and suggested data sources represent a core means of research and decision making in line with the roles and functions of Program Managers within ITSC's. Where possible a reference is provided to identify key data gathering sources and strategies.

Accordingly, Section 6 should be used to summarise key implications and recommendations for the needs of your region. This format will also serve as a purchasing plan to assist in the allocation of the resources, particularly associated with the Contracted Training Provision and Access Programs.

This framework is seen as incremental and undoubtedly will be modified over time to take into account requirements such as additional requests for input and advice into the State Strategic VET Plan.

2.0. Strategic Directions for the Area (Overview)

Provide an overview of the major population centres, major employment generating industries, major areas of employment growth and decline, key issues affecting VET and projected VET needs.

Content and Format:

Summarise key developments and strategic directions for your area that impact on demand for VET and VET infrastructure. Use the table below to summarise strategic directions for your area.
### A Summary of Strategic Directions for the ITSC Region

<table>
<thead>
<tr>
<th>Area characteristic</th>
<th>Overview for area</th>
<th>Impact on demand for VET Course/Programs Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Population Centres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Employment Generating Industries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Areas of Employment Growth &amp; Decline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Significant Industries (please specify reason for significance e.g. export, income, linkages to other key industries)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Community and/or Equity Developments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Key VET Needs and Issues (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Data Sources:**

Summary of key data and implications as derived from the following sections
3.0 Demographic Profile

Summarise key population and socio-economic characteristics of the ITSC area.

Content:

1. Total population, population in SLA/LGA, population distribution in major centres.

2. Current statistics (ITSC area) covering:
   - Age - report age distribution for 15 - 64 years at 5 year cohorts
   - Gender - Male/Female (distribution by per cent for major population centres)
   - Ethnicity/Aboriginality - total numbers plus per cent of total population
   - Country of Birth - MESC/Other - total numbers plus per cent of total population (if important to your analysis)
   - Language Spoken at Home - NESB/Other - per cent of total population
   - Disabled Persons - percent of total population
   - Educational Attainment - broad categories
   - Household Income - use ABS broad categories

   Trends in the above: intercensal and yearly if required for your analysis. Comparisons of the above can be also made against State and/or metro/non-metropolitan statistics as applicable.

3. Population trends/projection - projections for ITSC area and local government areas (if applicable). Trends over previous years and projections for the forthcoming three years can be provided.

A Summary of VET Implications from the Demographic Profile

Use the format below to summarise population characteristics which may affect the level of VET activity in your area.

<table>
<thead>
<tr>
<th>Population Characteristic</th>
<th>Significant Incidence and/or Trend</th>
<th>Implication for VET Courses, Programs and Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: NESB</td>
<td>significant increase (quantify)</td>
<td>increased language &amp; literacy training (quantify)</td>
</tr>
</tbody>
</table>

Suggested Data Sources:

- Australian Bureau of Statistics especially 2015.1 (Selected Social and Housing Characteristics for Statistical Local Areas), 1304.1 (Regional Statistics) and 3218.0 (Regional Population Growth)
- previous DTEC Centre Regional Plans/NSW TAFE Institute Profiles reports produced from Government Departments, Universities, Area Consultative Committees, etc.
4.0 Area Industry Profile and Developments

Describe your ITSC area industry profile (ANZSIC) by identifying:

- current employment by industry
- growth and decline of employed persons comparing your region to state trends for the industry
- value of production and contribution to Gross Domestic Product of NSW
- total numbers of businesses and employees by industry
- occupational growth and decline of employed persons comparing your region to state trends
- unemployment
- identified regional industry developments (expansions, restructures, local stakeholder inputs)

Suggested Data Sources:

- Regional Statistics
- DEWRSB - especially the Small Area Labour Markets quarterly
- SARD - Regional Development Board Reports
- NSW Treasury
- Monash CoPS - Industry Growth Projections
- previous DTEC Centre Regional Plans/NSW TAFE Institute Profiles
- Area Consultative Committee reports
- surveys
- marketing and promotion strategies
- Oz On Disk and other electronic databases
- ABARE research, surveys and reports
5.0 A Profile of Regional Vocational Education and Training Delivery

Describe the elements of the VET System in your ITSC area, including providers, student enrolments and key shifts in enrolments.

Content:

1. List by training provider category:
   - total enrolments by college/campus/locations and key shifts in enrolments
   - enrolments and annual student contact hours by field of study and stream
   - predominant modes of delivery e.g. fulltime/part-time, flexible, distance e.g. OTEN

   Relevant training provider categories include: TAFE, private providers, schools, ACE, Group Training Companies (if relevant to your analysis) and other government agencies, etc.

2. Educational attainment (census data) by gender, age and equity target groups.

3. Apprentices and Trainees in training by industry.

4. Participation of equity groups - express target groups in absolute and proportional terms.

5. For the following initiatives or policy issues highlight initiatives, areas of training activity, and likely future VET needs relevant to these issues that are apparent in your region:
   - access to and participation in VET for equity target groups
   - small business
   - apprenticeships and traineeships
   - flexible delivery of training
   - language, literacy and numeracy
   - VET in schools
   - training packages
   - Group Training Companies

Provide your response in the following format:

Note: This information may not be uniformly available. These are suggestions of information that may be useful for your analysis and summary in Section 6.0.
## Initiatives/Policy Issues - summary

<table>
<thead>
<tr>
<th>Initiatives/Policy Issues</th>
<th>Relevant issues</th>
<th>Current initiatives</th>
<th>Known future requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Small business</td>
<td>☐</td>
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</tr>
<tr>
<td>Apprenticeships &amp; traineeships</td>
<td>☐</td>
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<tr>
<td>Flexible delivery of training</td>
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<tr>
<td>Language, literacy &amp; numeracy</td>
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<tr>
<td>VET in Schools</td>
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<tr>
<td>Training Packages</td>
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</tr>
<tr>
<td>Group Training Companies</td>
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</tbody>
</table>
6.0 Strategic VET Needs, including General Education Requirements

Use this section to make recommendations on strategic VET needs and purchasing priorities for your area. These recommendations should be for increases or decreases in VET courses/programs, new courses/programs, or changes in modes of delivery against categories set out in the following table.

The recommendations for identified training needs should be supported by the preceding sections. Information particularly relevant in justifying the summary include:

(a) vocational education and training needs and skills gaps that emerge as a result of your analysis
(b) voiced needs of local industry and community as indicated in any surveys and/or consultations
(c) area demographic profile
(d) area industry profile

In advising which areas of VET need have the highest priority for industry and equity groups within your ITSC area, you should consider both short and longer term/systemic changes required to meet training gaps.

The following table can be used to summarise identified training needs and also serves as a valid format for a Purchasing Plan.

Data sources:

- surveys and research
- local peak bodies
- other stakeholders
- previously identified quantitative data in preceding sections
- committee membership (e.g., ACC, Regional Council of ACE, VET in Schools, etc.)
- marketing and promotional activities
- Industry Training Co-ordinator/Advisor feedback
- regional visits
- focus groups
## Strategic Regional Vocational Education and Training Needs Summary and Purchasing Profile

<table>
<thead>
<tr>
<th>ANTA Industry Categories and Equity Groups</th>
<th>Regional industry &amp; community developments</th>
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<td>School Leavers 12 - 24 years plus</td>
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IMPLEMENTATION OF THE MODEL

The following diagrams represent how the model draws together this information and translate it into training activity and planning information at higher levels.
STRENGTHS OF THE MODEL

The model draws its strengths from its collaborative development and direct application to program implementation.

The model was developed by a group of eleven (now eight) DET staff responsible for planning and program administration at the regional level. Its initial impetus came from the need to provide regional information to the VET Strategic Plan but within the environment of devolving program administration to the regional level. The model was developed to facilitate decision making at this level across a range of programs administered by DET.

The model is statistically robust and can feed directly into wider planning processes. It has been designed to fit into a number of data collection methods (central, local, qualitative and quantitative).

ADVANTAGES OF REGIONAL PLANNING

Planning at the micro-level must add value to the overall planning process. Regional level planning adds to wider processes by:

- identifying unique needs not captured in wider processes and national/state trends not evident at the local level
- providing a holistic approach to program delivery by linking programs across a number of sectors
- supporting regional economic and community development
- grows the training market at the micro-level
- improving links between local industry and ITAB’s
- providing a local contact point for the dissemination of VET information
- verifying advice on regional need at source rather than as part of a wider consultation cycle

The development of a regional VET plan is integral to the development of ownership of VET activity at the regional level. It also allows regional participants to see first hand the results of planning activity and helps to promote the value of VET as part of the economic and social infrastructure of these communities.
Attachment 1

Data Requirements - ITSC Area Plans

Information should be provided at the Statistical Local Area level for each DTEC Centre area and also for the last five years or the last two intercensal periods (where appropriate) for time series analysis.

Industry and Occupation Data Tables

Persons in the labour force by SLA (last five years) by industry and occupation and sex, by full and part-time status

Persons unemployed in the ITSC area by SLA (last five years)

Employment by industry by SLA (for intercensal periods comparison 1986, 1991 and 1996)

Industry by Sex (employed persons-Females/Males and Totals)

Specification of the number of Businesses and Employees by industry and SLA (1986, 1991 and 1996 - for intercensal comparison)

Industry Production Statistics (value of production/output by industry, turnover) and value of production by selected commodities produced (e.g. cereals, wool, cattle and cotton, manufactured items, etc.)

NSW Regional Statistics

Monash Syntec Projection for Industrial Commodities by industry to ascertain SLA contributions to GDP (Employment growth projections)

Business Register Statistics number of businesses, size of businesses and number of persons employed by industry by SLA

Latest industry specific reports (e.g. ABS Retailing in NSW by SLA, 1991-93)

Equity Data Tables

Various selected characteristics of equity group population including total persons, age, personal income, household income, home ownership rate, number of qualified persons percentage of population formally qualified, educational attainment by SLA

Department of Social Security disabled persons (persons by SLA receiving sickness allowance, disability support pension and child disability allowance)

Persons aged 5 or more with a handicap by area of handicap by sex
Persons aged 5 or more with a handicap by sex by SLA (source small domain estimates of disability calculated by the ABS)

Australia's Aboriginal and Torres Strait Islanders Population (five year trends)

Latest surveys on Aboriginal persons - sex, age cohorts, employment status (last five years) - by SLA and education attainment /household income

ABS, Disability and Care for the Aged Report

Number of single parent families with dependents (intercensal and by SLA)

**Journey To Work Tables**

Origin and destination by SLA and mode of transport

**Education and Training Tables**

Education Qualification Profile - Educational Obtainment by SLA (last five years) by obtainment: Degree or Higher, Diploma, Skilled Vocational, Basic Vocational Not Qualified, Not Stated, etc

DSE Enrolments/Catholic School/Independent Schools enrolments by SLA (Government/Non Government school enrolments)

Retention rates by school year

**Enrolments Data**

**TAFE Statistics**

Enrolments and Equivalents Full-time Students (EFTS) by Institute and TAFE College (Last five years)

Enrolments and EFTS by TAFE Institute by General Field of Study (last five years)

Enrolments and EFTS by TAFE Institute by Stream (last five years)

**BACE Statistics**

BACE enrolments and Student Contact Hours by Stream of Study (last five years) - by ACE/ITSC region - including metropolitan areas

BACE enrolments and Student Contact Hours by Broad Field of Study (last five years) - by ACE/ITSC region - including metropolitan areas
Training Market Statistics

- Apprentices in Training (last five years)
- Trainees in Training (last five years)
- Number of trade commencements by Industry Group by ITSC (last five years)

The classification of this information by sex, age of commencement, country of birth, Aboriginality and language spoken at home is also required.

Demographic Information

- Estimated Resident Population by Statistical Local Area (last five years - by age and SLA)
- Projected Population (medium level) by age and sex - by SLA
- Intercensal migration characteristics by age and age
- Number of overseas born population (by SLA)
- Population levels of people of non-English speaking background, by Country of Birth (by SLA)
- Languages other than English spoken at home (persons aged 5 years or more) - (by SLA)
- Proficiency in English of persons born overseas (aged 5 years or more) - (by SLA)
- Number of persons who left school that were less then 16 years (intercensal period) - (by SLA)
- Level of qualification/qualifications obtained (by SLA)

Socio-Economic Characteristics

- Educational attainment - persons not qualified and persons left school (less than 17 years) by SLA
- Annual income by SLA - individual income by sex (persons aged 15 years or more)
- Annual family/household income (by SLA)
- Marital status (persons aged 15 years or over) by year by SLA
Investment Data

Number of approved dwellings - by SLA and Statistical Division (last five years)

Value of building approvals by SLA and Statistical Division (last five years)
Telephone Survey Questionnaire to VET Stakeholders in the New England DTEC Centre Area

1. Which industries, occupations and skills do you consider to be of major significance (priority) in terms of needing to be addressed by vocational education and training in the New England area? Why?

2. What are the main recent and planned regional developments that will impact on demand for vocational education and training within the New England area? (e.g., emerging or declining industries). Will there be any emerging skills gaps? (e.g., by occupational grouping)

3. What are the main regional industry developments that will have implications for vocational education and training demand/skills demand? (e.g., changing industry/production, new technologies, new employment structures, franchising, specialisation)

4. In priority order what are the vocational education and training needs of industry (e.g., entry level training (apprenticeships/traineeships), training for the existing workforce, flexible delivery, work-based delivery, management skills, workplace communications, workplace based assessment and training)

5. What do you consider the main existing and future community, access and equity requirements/priorities for vocational education and training in industries and occupations the New England area? (e.g., target group population changes, women ATSI, migrants, unemployed, disabled, youth; language and literacy, access programs, pre-vocational programs)

6. With respect to the regional developments, industry developments, skill gaps, community priorities and training needs of industries you (or other regional stakeholders) have identified, do you think that local providers currently have the capacity to meet the associated vocational education and training needs?

7. In priority order what do you see as the main areas for improvement within vocational education and training in the New England area? Can you recommend any solutions for this improvement? (e.g., more delivery, new curriculum development, flexible delivery, work based delivery, quality assurance, increased support for apprenticeships/traineeships, etc.)

8. Do you consider there are any capital development needs for vocational education and training currently required for the New England area in relation to the VET needs identified? (e.g., skills centres)

9. Would you like to make any other comments regarding vocational education and training in the New England area?
We are carrying out a study to determine in which areas there is a shortage of skilled persons available for employment in this area.

All information you give us will be completely confidential and you will not be identified in any way in the report for your industry.

**Question 1**

a) In the past 12 months how many **full time** employees **started** work with your company?

b) How many **part time** employees **started** work with the Company in the past 12 months?

c) How many **apprentices and trainees** started in the past 12 months?

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<th>Full time</th>
<th>Part time</th>
<th>Apprentices</th>
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**Question 2**

a) How many **full time** employees **left** the company in the past 12 months?

b) How many **part time** employees **left** in the past 12 months?

c) And how many apprentices and trainees left? Do NOT include any who finished their apprenticeship and are still with the company.

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<th>Full time</th>
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<th>Apprentices</th>
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Question 3
a) How many full time employees, if any, do you currently have undertaking company sponsored external training courses at universities, TAFE, private colleges and so on?

b) How many part time employees, if any, do you have in such courses?

Full time 1
Part time 2

Question 4
a) Are there any occupations where you have had difficulty attracting suitably skilled staff in the past 12 months?

Yes 1
No 2

If no go to Question 9

Question 5
What are the positions you have had difficulty filling? Write occupation and code from Section B at top of each column.

Ask Question 6-8 for each occupation given

Question 6
What skills or qualifications are required by that person?

Question 7
Which, if any, of these steps have you taken to attract a (read list)

Question 8
Have you been successful in filling the position or is it still vacant?

Question 5 - Position
(write)

Question 6 - Qualifications

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**Question 7 - Steps Taken to Attract**

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<td>Advertise in other Regional towns</td>
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<td>Offer more money</td>
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<td>Directly approach suitable persons employed elsewhere</td>
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<td>Train existing staff for the position</td>
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<td>Seek to employ apprentice</td>
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<td>Seek to employ trainee</td>
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**Question 8 - Filling position**

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<th>Status</th>
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<tr>
<td>Position filled</td>
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<tr>
<td>Still vacant</td>
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<tr>
<td>Filled but a vacancy still exists</td>
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</table>


Question 9 - What do you think are the main reasons for a shortage of skilled people in this region?

Question 10 - What do you think could be done to ensure sufficient suitably skilled people are in the area?

Question 11 - Now thinking about external training schemes run by TAFE, universities, private colleges and so. Are there any occupations in your company where you have problems with external training schemes, such as the location of the training, its timing, the level required for the entrance to it, and so on?

Yes 1
No 2
Don’t know 3

If yes: Which occupations have problems? Write occupation and code from Section B

Question 12 - For each: What are the problems for (occupation)? Write name of each occupation with details of problems beside it. Take a new line for each occupation.

Question 13 - What is the annual turnover of your company?
Less than $500,000 1
$500,000 to $1.99 million 2
$2 million plus 3

Question 14 - Now we would like to know the number of employees you currently have in various occupations, your anticipated needs over the next 12 months and the primary skills you believe are critical for each of your new employees. Would you be able to fill
in this form now, or would you like me to leave it with you so you can check your employee figures?
If prepared to fill in, go through the form with respondent.
If prefer to have it left: Could you please fax it back to me in the next couple of days. Here is our address and facsimile number:

Name
NSW Department of Training and Education Co-ordination
Western DTEC Centre
ORANGE NSW 2800

Telephone: (02) 6360 8219
Facsimile: (02) 6360 8368

Nearest City/Town ................................................................. Post Code

☐
**PART B - EMPLOYMENT SITUATION**

Using the categories below, would you please provide:

- Your **current** employee numbers (if exact numbers are not readily available, please make an estimate);
- Your **anticipated** needs over the next twelve (12) months for all new employees, whether they would be for additional positions or as a replacement for people who are likely to leave or retire); and
- The **primary skills** you believe are critical for each of your new employees.

<table>
<thead>
<tr>
<th>EMPLOYEE CATEGORY</th>
<th>CURRENT STAFF NUMBERS</th>
<th>ANTICIPATED NEEDS IN THE NEXT 12 MONTHS</th>
<th>No of people needed</th>
<th>Primary skills required of people being sought to adequately perform the function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Managers</td>
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<tr>
<td>General Manager</td>
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<tr>
<td>Mine Managers</td>
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<tr>
<td>Underground Mine Manager</td>
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<tr>
<td>Open Cut Mine Manager</td>
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<tr>
<td>Engineering Manager</td>
<td></td>
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<tr>
<td>Middle Managers and Technical Specialists</td>
<td></td>
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<tr>
<td>Shift Co-ordinators</td>
<td></td>
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<tr>
<td>Mine Deputy</td>
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<tr>
<td>Accountants</td>
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<tr>
<td>Supervisor, General Fabrication Engineering People</td>
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<tr>
<td>Supervisor, Structural Steel and Welding Tradespersons</td>
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<tr>
<td>Supervisor, General Mechanical Engineering Tradespersons</td>
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<tr>
<td>Electrical Engineers</td>
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<tr>
<td>Electronics Engineers</td>
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<tr>
<td>Mechanical Engineers</td>
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<tr>
<td>Mining Engineers</td>
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<tr>
<td>Surveyors</td>
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<tr>
<td>Production Manager (Mining)</td>
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<tr>
<td>Supervisor Drillers</td>
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<tr>
<td>Middle Management and Technical Specialists (con’t)</td>
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<tr>
<td>Drillers (con’t)</td>
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<tr>
<td>Geologists</td>
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<tr>
<td>Geophysicists</td>
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<tr>
<td>Physical Metallurgists</td>
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<tr>
<td>Environmental Research Scientists</td>
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<tr>
<td>Human Resource Managers</td>
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<tr>
<td>Training Managers</td>
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<tr>
<td>Role</td>
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<tr>
<td>Systems Managers (computing)</td>
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<tr>
<td>Front-line Supervisors, Technical Specialists</td>
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<tr>
<td>O H &amp; S Officers</td>
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<tr>
<td>Crew/shift/team leaders</td>
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<tr>
<td>Training Officers</td>
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<tr>
<td>Industrial Relations Officer</td>
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<tr>
<td>Office Managers</td>
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<tr>
<td>Computing Support Technicians</td>
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<tr>
<td>Operators, Maintenance Personnel and Support Personnel</td>
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<tr>
<td>Miners</td>
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<tr>
<td>Electricians</td>
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<tr>
<td>Electronic Equipment Tradesperson</td>
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<tr>
<td>Fitter</td>
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<tr>
<td>Metal Fabricator</td>
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<tr>
<td>Welder (first class)</td>
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<tr>
<td>Motor Mechanics</td>
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<tr>
<td>Blasting Workers</td>
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<tr>
<td>Bulldozer Operators</td>
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<tr>
<td>Loader Operators</td>
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<tr>
<td>Excavator Operators</td>
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<tr>
<td>Heavy Truck Drivers</td>
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<tr>
<td>Operators, Maintenance Personnel and Support Personnel (con’t)</td>
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<tr>
<td>Mining Support Workers</td>
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<tr>
<td>Driller’s Assistants</td>
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<tr>
<td>Purchasing Officers</td>
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<tr>
<td>Storepersons</td>
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<tr>
<td>Secretaries</td>
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<td>Personal Assistants</td>
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<tr>
<td>Bookkeepers</td>
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<tr>
<td>Payroll Clerks</td>
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<tr>
<td>Fixed Plant Operators</td>
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<tr>
<td>Plant Mechanics</td>
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<tr>
<td>Mine Technicians</td>
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<tr>
<td>Bulk Materials Operators</td>
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<tr>
<td>Inexperienced Operators/Tradespeople</td>
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<tr>
<td>Trainee Mineworkers</td>
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<tr>
<td>Apprentices (please specify area)</td>
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<tr>
<td>Office Trainees</td>
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<tr>
<td>Other - Please specify</td>
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□ □ □
Case Study - Wangarang Industries

Wangarang Industries, located at Orange NSW, incorporates several business enterprises which provide supported employment for some 70 people with disabilities who work alongside non-disabled co-workers. These enterprises are located at several work sites in the local community where normal working conditions apply. Staff at each site, including supervisors, leading hands and vocational trainers are trained to provide the support needed to meet the special needs of people with disabilities associated with work outcomes.

Wangarang Industries is able to provide a variety of work options for its employees because of the diversity of work carried out at its work sites and because of the partnerships that it has established with other organisations of the local community including E-mail, the Orange City Council and Central West Linen Service. Work which is carried out includes mechanical assembly and machining, textile manufacture, repair and recycling, timber work including the manufacture of pallets and lattice, jam and sauce manufacture and packaging. A horticulture crew carries out parks and garden maintenance and landscaping. Wangarang Industries also operates the Weighbridge and Recycle Shop at the City’s Waste Management Facility.

Wangarang Industries has recognised the importance of training in the achievement of workplace goals including the development of a strong commercial business base and the maximisation of employment opportunities and skill development of its workers with disabilities. Training needs associated with these goals were identified at all levels of the organisation to reflect the special needs of the employees and the specialist skills required by staff to providing the necessary on-the-job support. Associated industry standards are being implemented at all work sites along with corresponding systematic training needs. Employees are encouraged to access training corresponding to these needs and receive recognition for their competencies.

In conjunction with this plan the Western NSW and New England ITSC Program Field Services staff brokered and funded a number of customised courses in the areas of workplace training (for two employees), community services, disabilities (one employee), small business management (2 employees), total quality management (8 employees) and occupational health and safety (1 employee). In all, 4 different
RTO’s were used and participants were scheduled into courses also planned for a variety of other enterprises and industries at the time. The total quality management course, however, was conducted specifically for Wangarang Industries.

The Training Co-ordinator of Wangarang Industries, Ms Frances Shannon, has recently written to the Department to acknowledge the benefits brought about by the Contracted Training Provision Program and to thank members of Program Field Services for their involvement.

**Case Study - Jakab Industries (Tamworth, New South Wales)**

After conducting an environmental scan and noticing the significance of the number of manufacturing establishments in Tamworth (when compared to other locations within the Western NSW and New England area) it was decided that a proportion of Contracted Training Provision (CTP) funding would be allocated to this industry sector at this location.

In conjunction with local regional development announcements associated with the potential of Jakab Industries (who are contracted to build ambulances and refurbish buses) and several meetings with the organisation’s training manager, the provision of a CTP funded management course was negotiated. Fifteen of Jakab Industries supervisors were assessed as participants by the selected training provider and customised course modules developed for each employee. Training delivery was arranged to meet the organisations production process and included both workplace and off-site delivery.
Routine monitoring of the course and discussions with the participants has suggested that the customised course has directly improved workplace relationships and performance.

**Case Study - Weston Milling (Gulgong, New South Wales)**

Weston Milling’s Gulgong plant employs approximately 30 people (out of the town’s population of 2,000). Due to a variety of local circumstances the mill was facing significant pressure to remain open and improve productivity for effective competition against other larger mills.

After identifying the circumstances at Gulgong a suitable provider was contracted via the NSW Department of Education and Training’s Contracted Training Provision Program to deliver a Certificate in Food Processing (Flour and Stockfeed Milling) to approximately half of the mill’s employees.

The completion of the course resulted in the upskilling of participants in various food processing techniques. Weston Milling at Gulgong has improved competitiveness and will be pursuing further training opportunities for employees.

The broader regional advantage of the identification and selection of this particular course was the contribution to the viability of a major employer in a small NSW country town.