

Australian Capital Territory VET PLAN 2006-08

The Australian Capital Territory recognises that a shared commitment of the Australian, State and Territory governments is essential to maintain an effective national training system that will deliver high quality, nationally consistent training outcomes for industry, communities and individuals; and builds on the achievements of the last decade in establishing the foundations of an industry-led national training system.

In acceptance of the terms and conditions of the Australian Government funding appropriated under the new vocational education and training legislation, and the arrangements about planning and reporting for the VET Sector in 2005-08, the Australian Capital Territory signed the 2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce in September 2005, and provided a Bilateral Agreement detailing the State-specific elements of the Agreement to the Australian Government in December 2005.

As required under the Agreement this Australian Capital Territory VET Plan details the planning for delivering the outcomes of the Agreement, and in the attached spreadsheet, details the planning and accountabilities of the Australian Capital Territory against the targets, activity and funding requirements of the Agreement. In each year of the Agreement, the Plan will be updated, and in subsequent year it will include reporting of progress against the achievement of the outcomes of the Agreement.

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NATIONAL GOALS AND OBJECTIVES

a. States and Territories will describe their plans for the period of this Agreement to meet the objectives of 'Shaping our Future, Australia's National Strategy for vocational education and training 2004-10'. This may be a high-level summary of the detailed response to other components of the VET Plan. The objectives are:

| Objectives | State/Territory Planning to achieve National Objectives |
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| <p>Industry will have a highly skilled workforce to support strong performance in the global economy.</p> | <p>The ACT Government understands that a first-class education and training system is a precondition for a strong and dynamic society and economy. Through <i>The Canberra Plan</i> the ACT Government has established a long-term agenda that will involve rethinking the way we live, use resources, and do business. <i>The Canberra Plan</i> has three key planning components:</p> <ul style="list-style-type: none"> • The Social Plan • The Economic White Paper • The Spatial Plan <p>The <i>Economic White Paper</i> is based on four core principles:</p> <ul style="list-style-type: none"> • Sustainability • Embracing small business • Jobs, and • Private sector development <p>The ACT Government will assist the building of competitive advantage by supporting activities and approaches aimed at developing industry networks and clusters. These efforts will be directed towards industries with demonstrated competitive advantage (Economic White Paper, p 56). Initially, the following sectors are being targeted:</p> <ul style="list-style-type: none"> • Information and Communication Technology; • Space Sciences; • Biotechnology; • Public Administration; • Environmental Industries; • Creative Industries; • Sport Science and Administration; • Education; • Defence; and • Tourism. <p>Where appropriate, these sectors will be supported by vocational education and training activity, at the same time the traditional areas of health and community services, building and construction, automotive, and electrotechnology will not be neglected. The ACT will seek to expand training in areas where new qualifications are coming available.</p> |

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Key priorities for the future must include:

- improving the quality and range of education and training options offered to young people who choose not to proceed to higher education;
- aligning our education and training courses with industry needs, while recognising the importance of broadly based generic skills;
- translating the rhetoric of lifelong learning into affordable and practical learning programs; and
- developing our education and training system as a major export industry in its own right.

Vocational education and training strategies being developed in the ACT include:

- Maintaining existing high levels of training in the traditional trades, and where applicable, broadening the range of qualifications available, including Certificate IV and Diploma level qualifications for supervisory positions;
- Broadening the range of qualifications for health and community services, and increasing training activity levels where required to meet existing and emerging demand;
- Making a major effort to influence the culture of training in Commonwealth and ACT Government departments, to increase the uptake of nationally accredited training in general, and to address existing and potential skills gaps as the currently ageing workforce moves into retirement;
- Maintaining skills levels in the Hospitality and Tourism industries to ensure a steady stream of chefs, cooks and other key personnel, and to examine other ways and means of lowering the relatively high attrition rates in this sector;
- Broadening the range of training and support initiatives for inclusion of persons in equity target groups in the workforce through approaches such as:
 - Customised programs for persons with a disability
 - Higher level qualifications for Indigenous persons
 - Traineeships and pre-traineeship competencies for upskilling mature age and younger workers to counter skills loss through the retirement of an aging workforce
 - Programs to up skill persons returning to the workforce after a prolonged absence, particularly women and persons from a non-English speaking cultural background.

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| <p>Employers and individuals will be at the centre of VET.</p> | <p>The Australian Capital Territory has been a fully collaborative partner with the Australian Government in establishing and maintaining the national vocational education and training system. This includes a focus on employers and individuals at the centre of vocational education and training. Six elements stand out as major contributors to the ACT VET planning process:</p> <ul style="list-style-type: none"> • Comprehensive consultation through the ACT Industry Training Advisory Association to ascertain employer requirements for training, leading to the twice yearly publication of the ACT Half-Yearly Outlook to update training priorities • Comprehensive representation of employers on the ACT Vocational Education and Training Authority and the ACT Accreditation and Registration Council • Employers choose training providers through New Apprenticeships through User Choice, the major competitive training funding program in the ACT, which includes full competition and maximum availability of qualifications • Comprehensive availability of emerging Training Package qualifications that are relevant to ACT industry • Annual ACT surveys of employer and student satisfaction with New Apprenticeships in addition to the NCVER national surveys |
| <p>Communities and regions will be strengthened economically and socially through learning and employment.</p> | <p>The ACT is a compact jurisdiction whose communities and interest groups are well represented on the ACT Vocational Education and Training Authority through the Community and the Parents and Citizens representatives. The ACT does not plan for specific communities or regions.</p> |
| <p>Indigenous Australians will have skills for viable jobs and their learning culture will be shared.</p> | <p>In 2006-2008 the ACT is emphasising Indigenous Australian's involvement in relevant, viable training to equip them with the necessary skills, and to assist 15 Indigenous Australians obtain continuing viable employment in meaningful occupations. A mentoring and support program will address these needs directly.</p> <p>The ACT will launch an initiative to provide 20 places in Training and Assessment qualifications for Indigenous Australians to enable them to provide formal Skills Recognition services to the ACT Indigenous community.</p> |

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NATIONAL PRIORITIES

b. *States and Territories will describe their plans for the period of this Agreement to meet the national priorities set out in the Commonwealth-State Agreement for Skilling Australia's Workforce 2005-08¹, including the funding requirements², agreed share of national targets³, and performance against national key performance measures⁴. The National Priorities are:*

| Priority | State/Territory Planning to meet the National Priorities of the <i>Skilling Australia's Workforce Act 2005</i> |
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| <p>A. Improving the system's responsiveness to rapid changes in demand for skills development and addressing skills shortages, especially in traditional trades and in emerging industries.</p> | <p>Current ACT policy and planning are already meeting these priorities. ACT training priorities are reviewed and revised every 6 months by the Vocational Education and Training Authority, on advice compiled from a wide range of economic indicators and industry intelligence. This is published in the ACT Half-Yearly Outlook (http://www.det.act.gov.au/publicat/VET/ACTVETHalfYearlyOutlookJuly2005.pdf)</p> <p>The ACT Planning Framework documents the process (http://www.det.act.gov.au/publicat/VET/VET_PlanningFramework_Oct2004.pdf)</p> <p>The New Apprenticeships through User Choice program is fully market oriented. Training places are made available through this program for all qualifications that are relevant to the ACT industry profile. In 2006-2008 the ACT will focus on providing training through new Training Package qualifications as they become available.</p> |
| <p>B. Delivering improved outcomes for employers, individuals and communities.</p> | <p>The ACT will continue with the approach that the New Apprenticeships through User Choice program is competence-based rather than time-served. This ensures that employers and apprentices both benefit from an accelerated progress through apprenticeships and traineeships.</p> <p>The ACT will continue to work with RTOs to encourage them to deliver quality training in a flexible manner that suits the best interests of employers and apprentices/trainees. The ACT released in October 2005 its New Apprenticeships Charter, which clearly outlines rights and responsibilities of employers and employees undertaking training through the New Apprenticeships through User Choice program. (http://www.det.act.gov.au/publicat/NewApprenticeships/NewAppsCharter2005.pdf)</p> <p>The Australian Capital Territory will work cooperatively with the Australian Government to support the operations of Australian Technical Colleges within its jurisdiction to ensure that they contribute to the delivery of improved outcomes for employers, individuals and communities.</p> |

¹ Agreement Clause 7

² Agreement Clauses 35-47

³ Agreement Clauses 41, 42,43

⁴ Agreement Clauses 44,45

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| <p>C. Improving quality</p> | <p>The ACT Vocational Education and Training system has been undergoing major changes over the past few years, and this has continued through 2005. While the need to respond to change will continue, a period of consolidation is required to ensure that the changes are embedded in a robust and integrated system. The major focus for the ACT in the period 2005-2008 will be on:</p> <ol style="list-style-type: none"> 1. driving national consistency in the tertiary education and training system 2. implementing the Australian Quality Training Framework (AQTF) for vocational education and training 3. maintaining stringent procurement procedures in the recruitment of training provider services for all ACT funded programs to ensure RTOs are meeting AQTF standards in all aspects of their operation 4. monitoring RTO activity and auditing and investigating RTOs in cases where performance appears not to be of the highest standard 5. improving training activity data quality and audit outcomes <p>The ACT quality assurance process is implemented through the following <i>strategies to achieve transparent and accountable application of national registration systems</i>:</p> <ol style="list-style-type: none"> 1.1. Implement the Tertiary Accreditation and Registration Act 2003 1.2. Consolidate implementation of the Australian Quality Training Framework (AQTF) Standards for State/Territory/Registering/Course Accrediting Bodies; Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations; ACT Registration Standards for Non Self-Accrediting Higher Education Providers and the National Protocols for higher education approval processes 1.3. Conduct structured systematic compliance and continuous improvement audits 1.4. Train and professionally develop compliance auditors 1.5. Conduct structured, systematic consultative forums 1.6. Conduct self-assessment and implement continuous improvement processes within the ACT Accreditation and Registration Council |
| <p>D. Increasing participation and up-skilling mature age workers.</p> | <p>The ACT is approaching this priority in two ways.</p> <p>First, both New Apprenticeships through User Choice and Strategic Priority Program funding will be available for all mature age persons and parents, who are attempting to enter the workforce after an absence, particularly after a prolonged absence. This strategy will be implemented through training programs focusing on basic office, computer applications, and generic employability skills.</p> <p>Second, there is a strategy to up-skill mature age workers already in the workforce to improve their skill levels and continuing employability. This will be achieved by encouraging employers, including government</p> |

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| | <p>departments, to enrol existing employees in traineeships in areas of designated skill shortage, or in other areas where such training is beneficial to the individual and the organisation. This will be achieved through continuing promotional campaigns in New Apprenticeships through User Choice.</p> |
| <p>E. Encouraging greater re-engagement in training by Australians who are not fully participating in the labour market.</p> | <p>The ACT will be focussing on improving training outcomes for persons with a disability, and for equity target groups trying to enter the workforce, return to the workforce, or enhance their skills to gain a better job. The ACT will implement a comprehensive suite of actions to increase access to training leading to employment opportunities for persons with a disability. A flexible approach will achieve success in meeting the proposed targets, through a range of initiatives, including:</p> <ol style="list-style-type: none"> 1. Transition support program for students with a disability leaving school with a seamless transition support program, including completion of Certificate I qualifications. This will include mentoring, careers advice and any other support required to achieve a link to employment 2. Provide traineeship places for persons with a disability and provide additional support necessary for them to achieve viability in the workplace. 3. Provide a new dual qualification Certificate IV in Employment Services/Disability to increase the skills of disability support workers. This will enable them to provide high quality advice and support for disabled persons seeking employment or vocational education and. 4. Improving skills and qualifications for existing workers with a disability to increase their opportunities for workplace recognition and career progression 5. Providing up to 50% of Graduate Administrative Assistant places in the ACT Public Service for persons with a disability. At the same time ensuring all Graduate Administrative Assistants undertake vocational education and training with Public Sector Training Package qualifications, and encouraging Australian Government agencies to do the same 6. The development, through a pilot project, of a centre of excellence for skilling people with a disability. In 2006 funding will be sought from a variety of sources to support a pilot project with a view to establishing a centre of excellence. Sources will include Australian Government Skill Centre funding, ACT Disability Services, ACT Health, ACT Disability Services, ACT recurrent VET funding, and Australian Government disability funding. |

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STATE AND TERRITORY BI-LATERAL AGREEMENTS

c. States and territories will describe their own plans and strategies to meet the requirements of their bilateral agreements, including targets and performance measures, including those described as Key Performance Measures and reported in the ANR:

| State/Priority Commitment | |
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| <p>State/territory priorities: This section provides the opportunity for the State/Territory to indicate its priorities for vocational and technical education.</p> | <p><i>The Canberra Plan</i> has established a long-term agenda that will involve rethinking the way we live, use resources, and do business. <i>The Canberra Plan</i> has three key planning components:</p> <ul style="list-style-type: none"> • The Social Plan • The Economic White Paper • The Spatial Plan <p>The <i>Economic White Paper</i> is based on four core principles:</p> <ul style="list-style-type: none"> • Sustainability • Embracing small business • Jobs and • Private sector development <p>The Vocational Education and Training Authority (VETA) endorses the ACT vocational education and training priority areas, reviewing them every six months in the Half-yearly Outlook. The priorities are then addressed through targeted strategies, programs and projects, which are subject to evaluation, review and continuous improvement.</p> <p>The ACT continues to provide an effective and efficient vocational education and training system with high participation rates and sound outcomes for students, industry and the community. This is achieved in the context of the narrowest vocational education and training market in Australia and in an economic setting that is very different from other jurisdictions. Some significant features of the ACT economy are that:</p> <ul style="list-style-type: none"> • The Australian and ACT Government activities dominate the economy and labour market; • There is essentially no primary industry, mining or manufacturing in the ACT; • The private sector is dominated by small business, often very small business; • The ACT training market is small and volatile, and is located as a region within New South Wales; • The ACT training market is characterised by its volatility and the mobility of participants, as potential apprentices and trainees move in and out of the Territory. <p>Based on the outcomes of detailed analysis of the ACT vocational education and training system, VETA endorsed the following vocational education and training priority areas for 2005/2006:</p> |

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| State/Priority Commitment | |
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| | <p>Skill Shortage Areas</p> <p>The DEWR skill shortage list does not reflect the ACT reality as it is not sufficiently disaggregated to reflect the actual skill shortages experienced in the region. The ACT Vocational Education and Training Authority (VETA) identifies ACT skills shortages through research and industry consultation conducted by ACT Treasury, Department of Education and Training, the ACT Industry Training Advisory Association and business groups. VETA publishes this official ACT skills shortage list in its <i>Half Yearly Outlook</i>. This list of skill shortages is reviewed and updated for each edition of the <i>Half Yearly Outlook</i>. Skill shortage areas identified by this process for 2006 include:</p> <p><i>Automotive</i></p> <ul style="list-style-type: none"> - Higher diagnostic callings and supervisory positions <p><i>Building and Construction</i></p> <ul style="list-style-type: none"> - Contract Administration/Supervision - Steel fixing <p><i>Electrotechnology industry</i></p> <ul style="list-style-type: none"> - Air conditioning & refrigeration mechanics; Data Communications Technicians; Assembly and Servicing Technicians - Line workers and Cable jointers - Communications industry: - network managers, data communication specialists, data cablers and cable-jointers, customer support and service personnel and telecommunications software specialists. <p><i>Tourism and Hospitality</i></p> <ul style="list-style-type: none"> - Chefs, Cooks and Foods Trades - International Retail Travel Sales - Arts, Entertainment, Sport and Recreation - Outdoor recreation <p><i>Community Services and Health</i></p> <ul style="list-style-type: none"> - Centre-Based Child Care-Skills shortages in Diploma qualified workers - Out of School Hours Care -New legislation requirements for qualified staff ratios - Aged Care and Disability Work sector (existing workers) Enrolled Nursing and Nursing Assistants - Public Safety Officers - Lifestyle and Leisure - Services Coordination - Community Services Work - Health Support Services - Dental Technology |

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| State/Priority Commitment | |
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| | <p><i>Government Administration and Defence</i></p> <ul style="list-style-type: none"> - Procurement and contracting <p><i>Business (including Small Business)</i></p> <ul style="list-style-type: none"> - Bookkeeping, Accounting, Financial Control, Credit Management and Finance Operations personnel - Higher-level business and financial management skills, including Legal Administrators and Executive and Personal Assistants - Asset Maintenance – Pest Control - E-Business <p><i>Tourism and Hospitality</i></p> <ul style="list-style-type: none"> - Allied Industries (including relevant aspects of arts, entertainment and culture) <p><i>VET teaching staff</i></p> <ul style="list-style-type: none"> - Training and Assessment (new qualification) <p><i>Corrective Services</i></p> <ul style="list-style-type: none"> - For new ACT prison to open in financial year 2007-08 <p><i>Target Groups</i></p> <p>Special attention across all relevant industries is also provided to equity and target groups. Annual Action Plans are developed under the ACT Vocational Education and Training Strategic Plan to address the needs of equity and target groups including but not limited to:</p> <ul style="list-style-type: none"> • People with a Disability • Indigenous Australians • Women and Girls • Mature Age persons <p>Emphasis is given to vocational education and training areas with the potential to cross all industry sectors. These may be regarded as enabling priority areas, and include the provision of vocational education and training in:</p> <ul style="list-style-type: none"> • Business Services • Finance & Insurance • Information Technology • <p>Special attention across all relevant industries is also provided to equity and target groups.</p> |

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| State/Priority Commitment | |
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| <p>Engagement and Cooperation: This section provides the opportunity for the State/Territory and the Australian Government to set out how they will work together.</p> | <p>The ACT Vocational Education and Training system</p> <p>The ACT works with the Australian Government to deliver nationally accredited vocational education and training outcomes to meet Australian and ACT government priorities. <i>The Canberra Plan</i> highlights the strategic importance of vocational education and training in the ACT.</p> <p>The ACT looks forward to continuing its previous fruitful collaboration with the Commonwealth in the delivery and/or implementation of the following programs:</p> <ol style="list-style-type: none"> a. Equity Development and Training Innovation - funds made available under this program have most recently been used to conduct an International Women's Day event dedicated to promoting the many successful VET pathways that can be followed by women as students and as providers of training in the national system, to produce a set of three posters promoting participation in VET by people with a disability, Indigenous people, and women, and to fund a feasibility study into the establishment of a skills centre for people with a disability in the ACT. b. The Disability Coordination Officer/ Regional Disability Liaison Officer for the ACT - the ACT has previously matched Commonwealth funding in order to support an appropriate level of this vital service for the ACT. It proposes to continue to support the role with in-kind contributions such as hosting the office, chairing its steering committee, etc. c. The development and implementation of national strategies - the ACT has been an active contributor to the development and evaluation of national strategies for VET, and in the post-ANTA environment, has continued to pursue objectives that Ministers had endorsed as agreed national priorities, eg in the areas of outcomes for people with a disability, Indigenous people, etc. d. Australian Flexible Learning – as well as fully participating in all aspects of AFL programs, the ACT has managed the Communication and Leadership Program on behalf of all Australian VET jurisdictions. <p>The ACT has a strong commitment to sustained participation in vocational education and training as a means of providing appropriately qualified and trained citizens to contribute to the economic, social and cultural well-being of the ACT.</p> <p>The ACT:</p> <ul style="list-style-type: none"> • ensures that each and every New Apprenticeship is delivered under full User Choice arrangements that follow the nationally agreed User Choice policy and resourcing principles • has a demand driven New Apprenticeships system • provides a fully competence based system as opposed to a time based system • has open and transparent pricing, and achieves proportionally a high level of VET activity compared to its employment |

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| State/Priority Commitment | |
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| | <p align="center">profile</p> <p>Joint initiatives could be a primary focus of the Commonwealth/State Skills Shortage Initiative and may include:</p> <ul style="list-style-type: none"> • Examining options to expand pre-apprenticeship training in traditional trades and specified skill shortage areas to create a range of school to work pathways, with closer links between employers and RTOs • Linking ACT New Apprenticeships marketing campaigns in coordination with national promotional campaigns, coordinating Internet website information with Training.com.au, and maintaining a New Apprenticeships Information Hotline to provide relevant information • Australian Government agencies notify the ACT State Training Authority of national initiatives outside the SAW Agreement being implemented in the ACT to assist in overall monitoring and planning of ACT VET activity • Seeking to expand Group Training in the ACT to increase training capacity through the Commonwealth/Territory jointly funded program • Exploring possible action to increase involvement of persons with a disability in New Apprenticeships through pilot projects with adjustments to employment incentives to attract more employers into taking on trainees, as well as additional training support • Jointly exploring possibilities to promote the uptake of nationally accredited training through New Apprenticeships in the Australian and ACT public services, and • Jointly exploring ways and means to promote the uptake of persons from equity target groups by major employers in the ACT, including large private companies, and Australian and ACT Government agencies. <p>The ACT Government and the Australian Government will work together to progress the work of the Council of Australian Governments (COAG). Further details on COAG initiatives are provided in Attachment X.</p> |

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| <p>Strategic National Initiatives:</p> <p>(i) The State/Territory's participation in the Commonwealth-State Skills Shortage Initiative, including project details, industries/occupations that will be targeted and funding amounts;</p> <p>(ii) The State/Territory's funding contribution to the Joint Indigenous funding pool to improve outcomes for Indigenous Australians and its participation in the management of the fund.</p> | <p>(i) The Australian Capital Territory will work with local industry and community to support the Commonwealth-State Skills Shortage Initiative.</p> <p>The ACT will fund this initiative through its fully competitive New Apprenticeships through User Choice Program.</p> <p>The ACT will liaise with New Apprenticeships Centres, major RTOs, ACTITAA, Commonwealth agencies, and peak industry bodies to increase training in the target areas described in the section on Targets below.</p> <p>The ACT will liaise with DEST to ensure maximum outcomes through coordinating New Apprenticeship promotional campaigns in the ACT. This will include close integration of the ACT New Apprenticeships Internet web presence with Training.com.au.</p> <p>The ACT will encourage the growth of Group Training in the ACT, and will explore ways and means of including New Apprenticeship training for persons with a disability and persons in other equity groups through this avenue of training.</p> <p>(ii) Joint Indigenous Funding Pool</p> <p>The ACT will participate in the Joint Indigenous Funding Pool to improve outcomes for Indigenous Australians. The ACT will seek support and assistance from Commonwealth agencies, as well as other major corporate employers to find suitable placements for work experience, and ultimately full-time meaningful employment for participants in the program.</p> <p>The ACT will engage one or more RTO/Support agencies with a good track record in supporting Indigenous Australians in undertaking relevant vocational education and training and then supporting them in finding significant meaningful employment. This kind of program is resource intensive in that considerable support for pre-employment training, employment and life skills, together with continuing coaching and mentoring are required to ensure positive outcomes for the majority of clients.</p> <p>In each intake, the supporting organisation will support the Indigenous students to find a traineeship placement and both the trainee and the employer will be supported throughout the traineeship in order to encourage completion. The supporting organisation will also liaise with relevant RTOs and NACs. As a result of this program the ACT expects to maintain and improve its already high rate of Indigenous trainee completions and to encourage trainees to continue on to higher qualifications.</p> |
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National Targets: Each State/Territory will meet its share of the national targets set out in the *2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce*. In meeting its share, the State/Territory will specify the base year (either 2003 or 2004) from which all its targets will be achieved.

Targets

The targets for The Australian Capital Territory are outlined below. Because of the unique industry profile of the ACT, and the difficulty of DEWR accurately identifying levels of skill shortage in the ACT, the ACT will combine elements (i) "traditional trades" and (ii) "other skill shortage areas". Nevertheless the ACT will make every effort to increase the number of commencements in traditional trades areas.

The ACT will meet its share of the national targets set out in the 2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce. The base for the targets is **planned activity for the year 2004**, as agreed by Dr Brendan Nelson, Minister for Education, Science and Training, in his letter of 16 June 2005 to Ms Katy Gallagher, Minister for Education and Training. However, to assist the monitoring of progress in the national context, it is agreed that 2004 actual activity in the specified target areas will be used initially to compare ACT progress towards the achievement of the targets.

Traditional Trades and Skill Shortage Areas

- (i) 171 additional New Apprentice commencements in skills shortages in traditional trades and in agreed skill shortage areas specific to the Australian Capital Territory because of its unique training market. Precise targets are outlined in Table 3 of the associated Excel Spreadsheet.

Other Skill Shortage Areas

- (ii) 171 Additional places in other areas of skills shortage: Precise targets are outlined in Table 4 of the associated Excel Spreadsheet.

Mature Age and Youth

- (iii) Over the period 2005-2008 the Australian Capital Territory will provide 443 extra places for mature age persons over 40, and for youth aged 15-24.

People with a Disability

- (iv) Over the period 2005-2008 the Australian Capital Territory will provide 171 extra places for people identifying as having a disability.

Because of the key role of Commonwealth agencies in employment in the ACT, the success of the approach outlined below will benefit from close collaboration between ACT and Australian government agencies in order to achieve the targets.

What the ACT will do

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The ACT will implement a comprehensive suite of actions to increase access to training leading to employment opportunities for persons with a disability. A flexible approach will achieve success in meeting the proposed targets, through a range of initiatives, including:

1. Transition support program for students leaving school with a seamless transition support program, including completion of Certificate I qualifications. This will include mentoring, careers advice and any other support required to achieve a link to employment
2. Provide traineeship places for persons with a disability and provide additional support necessary for them to achieve viability in the workplace.
3. Ensuring that the quality of advice to those seeking to undertake vocational education and training and/or seeking employment is comprehensive through the provision of a new dual qualification Certificate IV in Employment Services/Disability for training and employment service providers and support agencies
4. Improving skills and qualifications for existing workers with a disability to increase their opportunities for workplace recognition and career progression
5. Providing up to 50% of Graduate Administrative Assistant places in the ACT Public Service for persons with a disability. At the same time ensuring all Graduate Administrative Assistants undertake vocational education and training with Public Sector Training Package qualifications, and encouraging Australian Government agencies to do the same
6. Developing a jointly funded Skills Centre of Excellence for People with a Disability. This initiative will comprise an application for an Industry Skill Centre, together with funding of up to \$100,000 for supporting activity to ensure the viability of the project through associated programs.

These initiatives are described in more detail at **Attachment C to the Bilateral Agreement**

The ACT believes it can achieve the proposed targets for people with a disability if the ACT and the Australian Government work closely together to achieve the following enabling conditions:

1. Maximise legitimate opportunities for employers to access the Disabled New Apprentice Assistance Scheme provisions of additional assistance to eligible employers who recruit a New Apprentice with a disability. DEST will work with ACT New Apprenticeships Centres to encourage them in processing legitimate claims by employers for assistance for New Apprentices with a disability.
2. Encourage Australian Government agencies to improve skills and qualifications for existing workers with a disability to increase their opportunities for workplace recognition and career progression
3. Encourage all Australian Government Agencies with offices in the ACT to provide more Graduate Administrative Assistant places in the Australian Government Public Service for persons with a disability. At the same time encourage agencies to provide the opportunity for all Graduate Administrative Assistants undertake vocational education and training with Public Sector Training Package qualifications.

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Indigenous

- (v) The Australian Capital Territory will increase participation by Indigenous Australians over the period 2005-2008 at higher qualification levels by increasing the number of commencements at Certificate III or higher from a base of 113 (2004 planned commencements) per annum.

What the ACT will do

1. The ACT will achieve this by encouraging Indigenous persons to enrol in higher-level qualifications on completion of an initial qualification. Funding of up to \$50,000 will be available for training, mentoring, support and assisting 15 Indigenous people per year in successfully completing their courses and **gaining employment** as a result of their studies. Matching funding for this venture will be sought from the National Indigenous Pool through a Strategic National Initiative.
2. In each intake, the RTO/supporting organisation will support the Indigenous students to find a traineeship placement and both the trainee and the employer will be supported throughout the traineeship in order to encourage completion. The supporting organisation will also liaise with relevant RTOs and NACs. As a result of this program the ACT expects to maintain and improve its already high rate of Indigenous trainee completions and to encourage trainees to continue on to higher qualifications.
3. The ACT will launch an initiative to provide 20 places in Training and Assessment qualifications for Indigenous Australians to enable them to provide formal Skills Recognition services to the ACT Indigenous community.

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| <p>Performance Measures: The State/Territory will demonstrate continuous improvement in employer and student satisfaction over the life of this Agreement.</p> | <p>PERFORMANCE MEASURES</p> <p>The Australian Capital Territory will demonstrate continuous improvement in employer and student satisfaction over the life of this Agreement through the following:</p> <p>(i) The NCVET 2001 <i>Survey of Employer Views on Vocational Education and Training</i> indicated that 73% of ACT employers were satisfied or very satisfied with public and private VET Providers in the ACT. During 2005 a further survey has been undertaken with outcomes expected to be available early in 2006. On the basis of the data currently available, the ACT Government agrees to maintain or improve the 2001 level of satisfaction within reasonable statistical confidence intervals over the life of this Bilateral Agreement. However an update of commitments around this measure will be undertaken through agreement between the ACT Government and the Australian Government following the release of the 2005 survey.</p> <p>The ACT will achieve this by:</p> <ul style="list-style-type: none"> • Working collaboratively with national initiatives to simplify and streamline the New Apprenticeships system • Providing relevant information about the ACT VET system and New Apprenticeships on the ACT VET Internet website (linked to Training.com.au) and through the distribution of brochures, newspaper articles and other forms of public media • Continuing consultation and emphasis in contractual requirements with all Registered Training Providers to promote greater flexibility of training provision and high levels of commitment to customer care • Rapid response to concerns and complaints raised by any of the providers or clients of the vocational education and training system • Continuing monitoring and auditing of training providers to ensure high quality training provision. <p>(ii) Overall student satisfaction measured by the <i>2005 Student Outcomes Survey</i> for the ACT was 85%. This will be compared with the measure obtained from the next survey (2007 or 2008), and a standard statistical test at a 5% significance level will be used to determine whether the two measures are significantly different. This will ensure that the variability of the two measures, as reflected in their confidence intervals, is taken into account in a valid and defensible way. On the basis of the data currently available, the ACT Government agrees to maintain or improve the 2005 level of satisfaction within reasonable statistical confidence intervals over the life of this Bilateral Agreement.</p> <p>The ACT by will achieve this by:</p> <ul style="list-style-type: none"> • Working collaboratively with national initiatives to simplify and streamline the New Apprenticeships system • Providing relevant information about the ACT VET system and New Apprenticeships on the ACT VET Internet website (linked to Training.com.au) and through the distribution of brochures, newspaper articles and other forms of public media • Continuing consultation and emphasis in contractual requirements with all Registered Training Providers to promote greater flexibility of training provision and high levels of commitment to customer care • Rapid response to concerns and complaints of providers or clients of the vocational education and training system |
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Australian Capital Territory VET PLAN 2006-08

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| | <ul style="list-style-type: none"> • Continuing monitoring and auditing of training providers to ensure high quality training provision. |
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MEETING STATUTORY REQUIREMENTS

- e. *States and Territories will describe their plans to meet the statutory requirements set out in the Commonwealth vocational education and training legislation, Skilling Australia's Workforce Act 2005, which includes:*

Maximising choice for employers and new apprentices by complying with user choice policy, including

| | |
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| <p>a. Arrangements to introduce genuine competition in the VET sector</p> <p>b. Arrangements to ensure employers and new apprentices have greater choice and flexibility in relation to VET provider and method and location of training</p> | <p>(a) – (b) The ACT already ensures that 100% of apprenticeships and traineeships are eligible for User Choice funding under the New Apprenticeships scheme and employers and new apprentices have complete choice of RTO and method and location of training available in the ACT</p> |
| <p>c. Participation in the establishment of a national unit price band for each apprenticeship or traineeship in the New Apprenticeships scheme</p> | <p>(c) The ACT will participate in the establishment of a national unit price band for each apprenticeship or traineeship in the New Apprenticeship scheme</p> |
| <p>d. Consultation with the State Training Authority and employer groups to decide which apprenticeships and traineeships, and which employers and new apprentices are eligible to receive user choice funding under the New Apprenticeships Scheme</p> | <p>(d) The ACT Department of Education and Training, the ACT State Training Authority, consults broadly with all industry groups, industry advisory groups, and providers of training on the provision of training. In the ACT the practice is that wherever there is a demand for a particular New Apprenticeship qualification and there is an RTO to deliver it, the qualification is placed on the User Choice qualification register.</p> |

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| <p>e. Increasing 5 percent each year, the proportion of apprenticeships and traineeships that are eligible for user choice funding under the New Apprenticeships scheme</p> | <p>(e) It is agreed that the ACT has already met the requirements of Section 11 (1) (e) for the purposes of the 2006-2008 funding agreement because:</p> <p>The ACT already ensures that</p> <ul style="list-style-type: none"> • 100% of apprenticeships and traineeships are eligible for User Choice funding under the New Apprenticeships scheme • Every ACT employer is able to choose any qualification (relevant to ACT industry) from any Training Package from any RTO contracted to deliver training in the ACT • When new qualifications become available they are included in the ACT qualifications list <p>New qualifications are added to the list that are available for apprenticeships and traineeships, and thus funded under User Choice, whenever the need for the qualification is proven. In 2003, 295 qualifications were added to the ACT list of 297 qualifications available to New Apprenticeships through User Choice in 2002. This was an increase of 99% over 2002. In 2004, a further 32 qualifications were added (5% increase), and in 2005 the number added has been, to date, 62 (10% increase).</p> |
| <p>f. Developing a template in consultation with other States and the Commonwealth for a national contract that will apply to VET providers eligible to receive user choice funding under the New Apprenticeships scheme</p> | <p>(f) The ACT will participate in any modification of the contract template to ensure national uniformity.</p> |

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12 Condition of grant—workplace reforms

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| <p>(a) giving technical and further education institutions (TAFE institutions) greater flexibility and capacity to respond to local industry and community needs within the context of the national requirements of the Skilling Australia’s Workforce Agreement;</p> | <p>The Canberra Institute of Technology (CIT), the only ACT TAFE institute is established under its own legislation, and has the capacity to respond flexibly to local industry and community needs.</p> <p>In its without prejudice Draft of the next teaching Certified Agreement CIT has recognised the flexibility provided by a team based approach to delivery through the continuation of the CIT Managing Teacher Time and Workload Pilot Project. CIT has also sought to include clauses with enhanced <i>Return to Industry</i> provisions to ensure currency of teacher skills.</p> |
| <p>(b) ensuring that TAFE institutions introduce more flexible employment arrangements by offering Australian workplace agreements to staff, except where making such agreements under the <i>Workplace Relations Act 1996</i> is not possible because of the corporate status of the TAFE institution, in which case other individual agreements should be offered;</p> | <p>All clauses restricting the use of AWAs will be removed from the Enterprise Bargaining Agreement with Canberra Institute of Technology employees.</p> <p>The ACT is developing a whole of government policy with a view to providing Australian Workplace Agreements in the education sector. It is the intention of the Chief Minister’s Department to have this policy available by July 2006.</p> |
| <p>(c) supporting stronger leadership and authority for directors (however described) of TAFE institutions, including in relation to recruitment and remuneration of employees;</p> | <p>The Director is a senior executive officer reporting under the establishing legislation directly to the Minister, and with delegated responsibility for almost all powers to manage the affairs of the institute, including leadership and performance of the institute. This includes full responsibility for recruitment and appointment of staff to suitable levels of remuneration, as specified in the Enterprise Bargaining Agreement.</p> |
| <p>(d) implementing a fair and transparent performance management scheme in TAFE institutions that rewards high performance by employees (including through performance pay) and manages underperformance;</p> | <p>CIT has a comprehensive Performance Management process, which rewards high performance and manages underperformance. Currently incremental salary advancement for teaching and non-teaching staff is contingent upon satisfactory performance. Other non-salary benefits to staff (eg scholarships) are subject to performance. The Advanced Skills Teacher (AST) is an allowance paid in recognition of quality teaching skills.</p> |
| <p>(e) providing capacity for TAFE institutions to retain revenue and generate increased revenue through partnerships with industry and sponsorship arrangements;</p> | <p>As an ACT Government statutory authority and under its legislation CIT has had this capacity since its establishment in 1989.</p> |

Australian Capital Territory VET PLAN 2006-08

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| <p>(f) providing capacity for TAFE institutions to develop entrepreneurial and commercially oriented business plans;</p> | <p>CIT meets this requirement through the conduct of its commercial activity through a wholly owned commercial subsidiary CIT Solutions Pty Ltd.</p> |
| <p>(g) ensuring that TAFE institutions' workplace agreements, policies and practices are consistent with the freedom of association principles contained in the <i>Workplace Relations Act 1996</i>. In particular, TAFE institutions must neither encourage nor discourage trade union membership.</p> | <p>CIT Certified Agreements currently meet the freedom of Association provisions of the <i>Workplace Relations Act 1996</i>. Whether such will require amendment following passing of Commonwealth industrial relations legislation is not yet certain.</p> <p>CIT Certified Agreements currently meet the right of entry provisions of the <i>Workplace Relations Act 1996</i>.</p> |
| <p>Implement training that is based on competence rather than length of training</p> <p>a. Acting to remove any barriers included in State awards</p> <p>b. Contributing to the achievement of a consistent national system of occupational licensing requirements</p> | <p>a. All ACT Training is based on competence, with sign off by RTO and employer. The ACT operates under Federal Awards.</p> <p>b. Through COAG initiatives the ACT is contributing to the achievement of a national system of occupational licensing requirements</p> |
| <p>Increase utilisation of publicly funded training infrastructure</p> <p>a. Ensure that publicly funded VET premises are available, on a commercial basis, for purposes that do not conflict with the providers' VET purposes</p> | <p>This already occurs in the ACT. The Canberra Institute of Technology (CIT) has a policy in place, and already has three third parties occupying space on CIT campuses - the Canberra Raiders (Bruce), the ACT Academy of Sport (Bruce) and the Academy of Interactive Entertainment (Watson).</p> <p>To explore the full implications of this requirement, CIT has engaged the Australian Valuation Office to provide further advice on appropriate commercial leasing rates. This advice is expected by the end of the first quarter 2006.</p> |
| <p>Payments for capital expenditure</p> <p>a. Ensure that financial assistance paid to the State under the <i>Skilling Australia's Workforce Act 2005</i> for the purposes of capital expenditure on vocational education and training is spent for those purposes</p> | <p>All capital expenditure is allocated through the ACT Infrastructure Plan, which is approved annually by DEST.</p> |

Australian Capital Territory VET PLAN 2006-08

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| <p>Role of State Training Authorities Ensure the maintenance of a State Training Authority that:</p> <ul style="list-style-type: none"> a. Participates in the preparation of the annual VET Plan; and b. Provides advice to the State Minister with responsibility for VET, including decisions about eligibility for user choice funding | <p>The ACT Vocational Education and Training Authority (VETA) is established through the Vocational Education and Training Act (2003) with powers to oversight the provision of vocational education and training in the ACT, and to provide advice directly to the Minister on training issues. The 13-member authority (including 4 industry representatives) authorises strategies and training priorities for the ACT. The VETA delegates administrative responsibility to officers of the ACT Department of Education and Training (DET) to implement its decisions. DET is the State Training Authority, and prepares the ACT VET Plan and advises to the ACT Minister for Education and Training on a regular basis.</p> |
| <p>Advice about vocational education and training</p> <ul style="list-style-type: none"> a. Ensure that client advisory arrangements ensure the views of all students, including disadvantaged and isolated students are considered in making decisions relating to VET delivery | <p>The ACT is in the process of restructuring its consultative arrangements to create a subcommittee of the Vocational Education and Training Authority that will be the overarching consultative body for all students and for equity groups. These new arrangements are expected to be in place by September 2006.</p> |
| <p>Overseas students</p> <ul style="list-style-type: none"> a. Ensure that payments received are not used for providing VET to overseas students | <p>This has not and will not occur in the ACT. Visa requirements are strictly policed, and AVETMISS and other audits take this into account.</p> |
| <p>Recreational pursuits</p> <ul style="list-style-type: none"> a. Ensure that payments received are not used for providing education or training for private recreational pursuits or hobbies | <p>All VET funding is for nationally accredited training only. This also is audited at several levels.</p> |

Australian Capital Territory VET PLAN 2006-08

OTHER REQUIREMENTS

5. States and Territories may have other negotiated arrangements that need to be included in their VET Plans. These may include

| Requirement | State/Territory Planning |
|---|---|
| Negotiated agreements re activity levels | <p>Dr Brendan Nelson, Minister for Education Science and Training has agreed that the ACT baseline activity for total number of hours and for training targets is 2004 planned activity rather than 2004 actual activity.</p> <p>It is agreed that the ACT, in consultation with the Australian Government, will make adjustments to training activity targets in the first year of this Agreement. It is agreed that the ACT will be able to negotiate changes to target levels should higher cost qualifications result in significant increases in expenditure per student commencement.</p> |
| Additional funding | <p>The ACT will accept additional funding if it becomes available from another jurisdiction, and will match it. Additional activity will be determined on the basis of funds available and agreed national priorities to be addressed.</p> |
| Other | <p>The ACT proposes to further develop, through a pilot project, the creation of a centre of excellence for skilling people with a disability. In 2006 the sum of \$100,000 will support a pilot project with a view to establishing a centre of excellence funded from several sources including Commonwealth Skill Centre funding, ACT Disability Services, ACT Health, and Commonwealth disability funding. The pooling of resources is an essential element of implementing a strategy that will produce realistic labour market opportunities for people with a disability in the ACT.</p> |
| Use of AVETMISS | <p>The ACT reports according to the AVETMIS Standard without alteration, omission or inclusion of any data fields.</p> |

INFRASTRUCTURE PLAN

6. The ACT Strategic Infrastructure Plan 2006 - 2008 is at Attachment A.

VET in SCHOOLS EXPENDITURE PLAN

7. States and Territories will describe their plans for the expenditure of VET in schools funding and how it relates to the six priority areas for action agreed by the Ministerial Council is at Attachment B.

COAG Agreement

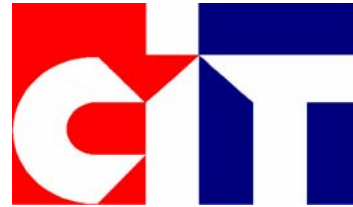
8. The outcomes of the COAG Agreement are at Attachment X.

Spreadsheet

9. The ACT VET Plan Spreadsheet at Attachment Y.



Training and Adult Education Branch
ACT Department of Education and
Training



Canberra Institute of Technology

ACT VET STRATEGIC INFRASTRUCTURE PLAN 2006-2008

Michele Bruniges
Chief Executive
ACT Department of Education and Training

Peter Veenker
Chief Executive
Canberra Institute of Technology

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ACT VET STRATEGIC INFRASTRUCTURE MANAGEMENT PLAN 2003-2005

Executive Summary

Joint responsibility of DET and CIT

The ACT Strategic Infrastructure Management Plan 2006-2008 has been jointly developed and endorsed by the ACT Department of Education and Training, (DET), in its role as state training authority, and the Canberra Institute of Technology (CIT), in its statutory role as sole public provider. The ACT Department of Treasury, in its role as landlord on behalf of the ACT Government, has been kept informed.

Training and Adult Education Branch (TAE) of DET takes responsibility for coordinating the drafting of the Strategic Infrastructure Management Plan, with substantial input from, and in close consultation with CIT. The CIT, as sole public institute, develops detailed capital development and work plans. The CIT has a 5-year construction plan and a 10-year forward plan.

VETA and CIT strategic planning

The ACT Vocational Education and Training (VET) Strategic Plan, developed by the ACT Vocational Education and Training Authority (VETA), and the Canberra Institute of Technology (CIT) Strategic Plan, are key guiding documents for the Strategic Infrastructure Management Plan.

Public VET infrastructure in the ACT is designed to reflect the priorities of the ACT Government as well as the National VET System.

Capital development planning

A significant change in the development planning policies for the Constitution Avenue precinct (the "Griffin Legacy") has led to a re-evaluation of the needs and future plans for the Reid Campus in conjunction with the National Capital Authority. CIT has commissioned a new Master Planning exercise for the Reid Campus with a view to determining the future potential of the site and to complement the Griffin Legacy's "parisienne boulevard" concept for Constitution Avenue. It is expected that the final Master Plan will have a significant effect on project proposals which will be included in future Infrastructure Plans. On other Campuses, the main aims for the near future will be to concentrate on upgrading Campus service infrastructure and refurbishment rather than replacement of building assets.

Non-public assets

Non-public VET infrastructure assets include just over fifty private providers delivering VET in the ACT. The ACT also has four Industry Based Skills Centres, five School Based Community Skills Centres and three School Practice Firms.

During the 2006-2008 period, TAE will lengthen the planning horizon for Skills Centres and review its approach to long-term funding support, in the light of emerging strategic priorities.

Collaborative projects

One example of a collaborative project in the ACT is the Academy of Interactive Entertainment, Australia's peak non-profit registered training organisation for the electronic games/animation industry. The Academy is sponsored by a combination of government and business sector organisations. Another example is the National Institute of Design, a strategic partnership between the CIT and the University of Canberra, where students from both institutions have access to both campuses in a context of full course articulation and international VET marketing. (NID No longer exists)

A third example is the Printing Industry Training Centre, where students access specialised facilities at Reid Campus under a cadetship model featuring joint resource input from industry partners and the CIT. It is a collaborative project exhibiting growth in the use of CIT facilities by high school and secondary college VET students whose schools do not possess the necessary equipment.

Future directions

During the 2006-2008 period, TAE will investigate issues related to alternative uses for Infrastructure Program funds, including the demands of schools and of private providers, as well as developing the Skills Centres planning horizon mentioned above. DET has initiated a new policy development framework for ACT VET Infrastructure.

Budget implications

The ACT Government contributes a substantial amount (around 59% of the total annual funding) to public VET infrastructure as well as its provision of the CIT premises and schools. However, the Department of Education, Science and Training (DEST) contribution (around 41% of total annual VET funding through the various components of the Infrastructure Program) is critical. This applies particularly to the further development of flexible learning centres, information technology infrastructure, Skills Centres and future special initiatives on behalf of equity groups.

Strategic Directions

The relevant strategic guiding documents are:

ACT Vocational Education and Training Strategic Plan 2005-2009

Vision

The ACT VET Sector's vision is "Quality learning for a better future and a stronger community"

Purpose

The ACT VET Sector's purpose is "To provide quality learning opportunities to meet the needs of individuals, business and the community"

Values

The ACT VET Sector is people focused and shares the following values:

Flexibility – delivery of excellent services to meet changing needs

Creativity – innovation and visionary planning

Respect – openness, inclusiveness, diversity, honesty and accountability"

Canberra Institute of Technology Strategic Plan 2005-2009

Vision

To be a high quality, respected, innovative and responsive educational institution offering learning pathways for all.

Mission

CIT will create a learning community providing practical, relevant and affordable post-secondary education and training, where students and staff can reach their full potential for education, work and life.

Values

Excellence

Integrity

Innovation

Adaptability

Equity and Diversity

Collaboration

Sustainability

Themes

Teaching and Learning

Relationships

Resources and Systems

Organisational Culture

Global Networks

ACT VET Planning Framework

The *ACT VET Planning Framework* is part of a suite of two documents devoted to implementing the strategic plans. It provides an overview of VET in the ACT, including:

- legislation and structure;
- ACT Government vision and policy;
- Vocational Education and Training Authority (VETA) strategic priorities;
- the planning process for VET in the ACT;
- the annual planning cycle;
- the planning environment; and
- major VET programs.

The *ACT VET Planning Framework* will be revised every 3 years. The *ACT VET Half-Yearly Outlook* supplements this document. The *Half-Yearly Outlook* encompasses the immediate planning environment, recent trends, short-term projections, current VET provision and current data on inputs and outputs. *The ACT VET Half-Yearly Outlook* is revised every 6 months.

Current Environment

Policies

| <i>Policy</i> | <i>Responsible Agency</i> | <i>Purpose</i> |
|--|---|--|
| ACT Vocational Education and Training Act | Department of Education and Training | Establishment and operations of the ACT Vocational Education and Training Authority |
| Canberra Institute of Technology Act | Canberra Institute of Technology | Establishment and operations of the Canberra Institute of Technology |
| ACT Building Regulations | Planning and Land Management, Urban Services | Construction Standards |
| The Territory Plan | Urban Services | Territory Planning |
| The National Capital Plan | National Capital Authority | Territory Planning in relation to areas of national significance |
| ACT Government Policy | All agencies | <p>The ACT Government's vision, entitled "SHAPING CANBERRA'S FUTURE", sees Canberra as a strong, confident and prosperous community asserting its place in the country's affairs as the national capital. The Government's vision is of a community as a whole that:</p> <ul style="list-style-type: none"> • is inclusive of all Canberrans; • is prosperous, progressive, skilled and creative; • is cohesive, fair, tolerant and optimistic; • is committed to protecting the vulnerable and supporting those in need; and • gives its children every chance to realise their potential. <p>ACT Government Priorities include, amongst others:</p> <ul style="list-style-type: none"> • <i>Education and Training</i> One intended outcome is an innovative education and training system that is participative, inclusive, and supports life long learning. • <i>Economic Growth</i> One intended outcome is support for centres of excellence, emerging enterprises and infrastructure projects to foster economic activity. |
| ACT Government Annual Budget | All agencies | <p>The Government's 2002-03 Budget strategy is:</p> <ul style="list-style-type: none"> • maintenance of a balanced budget over the economic cycle (from 2002-03 to 2005-06); • adequate provision for long-term liabilities; • provision of the highest possible standard of government services, and maintenance of service levels having regard to growth and monetary inflation; • a strategic approach to capital works programs; • relative conservatism in investment policies; • maintenance of a low level of debt; and • retention of a high international credit rating. |

Existing Assets

Scope

| Asset Category | Current Replacement Value \$m |
|--|----------------------------------|
| Land | 0.00 |
| Land improvements | 4.50 |
| Buildings, Fitout, building plant and equipment | 337.95 |
| Teaching equipment | 17.43 |
| Information Technology Systems (Intangibles, if available) | 12.96 |
| TOTAL | 372.84 |

Institute Facilities

| | <i>Total GFA m²</i> |
|---------------------|--------------------------------|
| Reid Campus | 35961 |
| Bruce Campus | 42379 |
| Southside Campus | 13182 |
| Fyshwick Campus | 14583 |
| Weston Campus | 3539 |
| Monterey Apartments | 460 |
| <i>Total</i> | <i>110104</i> |

Age profile

The age profile of the infrastructure stock is depicted in the following chart.

| Age groupings | 0-10 yrs | 10-20 yrs | 20-30 yrs | 30-40 yrs | 40-50 yrs | >50 yrs |
|----------------------------------|----------|-----------|-----------|-----------|-----------|---------|
| Gross Floor Area Sq M | 4352 | 17536 | 51274 | 21903 | 14663 | 0 |

Condition

| Standard | CIT Assets (%) |
|-----------------------------|-----------------------|
| Excellent | 8 |
| Good | 25 |
| Satisfactory | 52 |
| Poor | 10 |
| Unsatisfactory | 5 |
| % of assets assessed | 100 |
| Total | 100 |

Condition rating is based on 'suitability for current use'.

Data for Performance Measure

(Ratio of costs to capital value)

Contracted Services - accounts included

Other Building Services \$ 75,000

Security Services \$ 372,000

Repairs and Maintenance - accounts included

Routine Maintenance Contracts – Buildings \$1,200,000

Routine Maintenance Contracts – Grounds \$ 115,000

Building Repairs and Preventative Maintenance \$ 500,000

Building Alterations/additions/renewals < \$50k \$ 150,000

Maintenance - Replacement Works. Nil

Capital value (denominator) based on the written down value

(WDV) of asset holdings as at 30 June 2005 \$119,341M

Maintenance Backlog

Quantification of a maintenance backlog is no longer undertaken due to the lack of any incentive for possible future funding. All maintenance is now subject to continuous re-prioritisation depending on criticality and funding availability. Many items which were previously identified for backlog maintenance have now been replaced as part of new works projects.

It is estimated that current backlog items are in the order of \$2.0m-\$3.0m.

Non-public Assets

Of approximately 106 private providers in the ACT, just over half are currently providing government funded training. As at July 2002, none currently receive ACT Government or ANTA infrastructure funds; however DEYFS intends to examine this issue as part of its future VET infrastructure policy development work.

As at July 2002, the ACT has an Industry Based Skill Centre proposal being negotiated with ANTA. The ACT is also supporting four School Skill Centre proposals.

Skills centres, established with ANTA Infrastructure funds and operating since 2004 are:

- Automotive
- Business
- Transport Industry
- Outdoor Recreation
- Construction Industry
- Community Information and Technology
- Community Information and Retail
- Community Child Care and Health Care
- Information Technology and Multimedia

School Skill Centres that opened in 2005 were:

- Dickson College – Performing Arts
- Lake Tuggeranong College - Business

Industry Skill Centres work in progress

- Outward Bound Australia – Outdoor Recreation
- CITEA – Construction
- TISC – Transport

School Skill Centres work in progress

- Canberra College – Hospitality
- St Edmunds College – Hospitality
- Daramalan College – Information Technology and Business
- St Francis Xavier College – Entertainment and Multimedia
- Lake Tuggeranong college – Community Services and Health

Future Infrastructure Plans

Planning Process

Training and Adult Education Branch (TAE) of DET takes responsibility for coordinating the drafting of the Strategic Infrastructure Management Plan, with substantial input from, and in close consultation with CIT. The ACT Department of Treasury, in its role as landlord on behalf of the ACT Government, is kept informed.

The CIT, as sole public institute, develops detailed capital development and work plans. The CIT has a 5-year construction plan and a 10-year forward plan. This is based on consultative planning with the Faculties by a Facilities Planning Group. This group is comprised of two Deans of Faculty, the Dean of Learning Services, Manager Facilities, and the General Manager Corporate Services.

VETA and CIT strategic planning

The ACT Vocational Education and Training (VET) Strategic Plan, developed by the ACT Vocational Education and Training Authority (VETA), and the Canberra Institute of Technology (CIT) Strategic Plan, are key guiding documents for the Strategic Infrastructure Management Plan (see *Strategic Directions*, above).

Public VET infrastructure in the ACT is designed to reflect the priorities of the ACT Government as well as the National VET System.

ACT DET Policy Development Framework

The ACT Department of Education and Training ACT VET Infrastructure policy framework is based on the ACT VET and CIT Strategic Plans, and on emerging priorities for VET infrastructure. The following components will be pursued during the 2006 to 2008 period:

- Alignment of VET infrastructure priorities to support ACT strategic directions
- Joint TAE and CIT maintenance of a long-range infrastructure plan reflecting whole of VET and CIT strategic priorities
- Use of an analytical framework documenting the VET infrastructure needs of CIT, private providers, Skills Centres and schools
- Alignment of the VET infrastructure funding model in the ACT in keeping with the outputs of the analytical process
- Analysis of the impact in the ACT of the incorporation of the capital component with the recurrent component in unit costs of VET
- Development of a specialised plan for improvements in online training delivery (public and private providers)
- Identification of assistive technology for students which can be funded through Commonwealth and ACT infrastructure votes
- Exploration of potential ACT advantages to be gained from further flexibility in the use of infrastructure funds, and the transfer of capital funds to recurrent
- Investigation of the potential for further collaborative partnerships/strategic alliances to ensure optimum use of available resources

Physical Infrastructure Strategy

The CIT Campus Development Plan had determined that the primary direction for the next few years would be:

- Rationalisation and consolidation of Faculty/Department locations ;
- Upgrading of Campus infrastructures, especially IT networks; and
- Emphasis on refurbishment rather than replacement.

This strategy now excludes the City Campus at Reid, which will be subject to the results of the new master planning exercise initiated by the publication of the “Griffin Legacy” document.

These strategies remain subject to the CIT working through its relevant consultation procedures, and to the ACT Government’s ongoing budgeting and public planning policy processes.

CIT CAPITAL DEVELOPMENT PLAN

The Canberra Institute of Technology (CIT) Capital Development Plan contains the following commitments:

| Location | Project | Total Estimated Cost | 2006 | 2007 | 2008 | Forward Commitments |
|-----------------|---|-----------------------------|-------------|-------------|-------------|----------------------------|
| All | Campus Development Plan * | \$0.300 | \$0.200 | | | |
| Reid | Redevelopment projects identified by the City Campus Master Plan incl. C Block replacement ** | \$8.000m | \$2.520 | \$2.720 | \$2.720 | |
| | | | | | | |

* - Includes the City Campus Master Plan, Reid

** - Subject to revaluation due to building cost escalation, the City Campus Master Plan and discussions with NCA

Minor New Works Commitments

Current expectations show continued funding of around \$2.0M pa. for MNW projects.

IT Infrastructure Strategy

Over the period of this plan, CIT intends to implement the following IT strategies.

- Increase the availability of wireless networks through the institute
- Increase the number of online program offerings
- Implement online enrolments and online payment facilities
- Implement VoIP telephony services
- Continuing the rationalisation of CIT business systems
- Expand the range of Information and communication technology services for students and staff
- Implement student email functionality

Strategy for Addressing Maintenance Backlog

See comment under Maintenance Backlog (above).

Maintenance Management Strategy

Objectives of the CIT Repairs & Maintenance Program:

1. The objective of the repairs and maintenance program is to retain as many of the Institute's fixed assets in a safe and operational condition as allocated funds will allow, in order to extend their life expectancy and to optimise their operational performance.
2. To ensure the availability and efficiency of plant, equipment and buildings in a manner required by the Institute, at a reasonable cost.

Acquisition and Disposal Strategy

Generally, land and buildings within the ACT are owned by the ACT Government rather than an individual Government Agency. If an Agency requires new property for expansion of facilities, land is allocated by the Government to an Agency in an appropriate location. New facilities are then constructed as part of the Capital Works process. If an existing facility is no longer required by an Agency, it is handed back to the Government for re-use or disposal. In some instances it may be financially attractive to the Government to have a site returned for disposal. In these cases an Agency may negotiate financial incentives to hand back property which is surplus to requirements.

Leasing Strategy

All ACT Government Agencies are required to lease the majority of their IT and office equipment on a 3 or 5 year basis.

Equipment Strategy

Teaching equipment is updated as often as possible and as funding allows.

Collaborative Partnerships and Innovation

The Academy of Interactive Entertainment (AIE) is Australia's peak non-profit registered training organisation for the electronic games/animation industry sponsored by a combination of government and business sector organisations. The Academy is establishing a technology park at the former Watson Campus of CIT and has a long term aim to grow and develop multimedia companies and provide courseware and assistance to other educational organisations. The Academy also aims to develop advanced networking systems for regional Australia.

Another example of an ACT VET collaborative partnership supported by strategically applied infrastructure is the National Institute of Design (NID). The NID aims to achieve a seamless interaction between CIT and University of Canberra (UC) to assist the new generation of designers, particularly in the emerging digital design industries, achieve national and international recognition and prominence. The NID provides a structure for articulated course delivery, promotes and brokers UC and CIT courses conducted under licence with third party providers nationally and internationally, amalgamates the expertise of both institutions, shares physical facilities and facilitates industry and education partnerships to support new design graduates in business start up. Using WebCT as a mutual platform, the CIT/UC arrangement has considerable potential for exploiting the new CIT Virtual Campus.

A third example is the Printing Industry Training Centre (PITC), where students access specialised facilities at Reid Campus under a cadetship model featuring joint resource input from industry partners and the CIT.

A further example of a collaborative project exhibiting growth in the ACT is the use of CIT facilities by schools. VET students from ACT high schools and secondary colleges attend Central Courses at the CIT to take advantage of facilities unavailable in their schools. Of the 14 Central Courses available, those currently being accessed by secondary college students are

- ❑ Hairdressing (Reid Campus)
- ❑ Horticulture (Weston Campus)
- ❑ Interactive Entertainment (Academy of Interactive Entertainment)
- ❑ Catering Operations (Reid Campus)
- ❑ Auto Electrical (Fyshwick Campus)

Those currently being accessed by Year 10 high school students are

- ❑ Metal Skills (Fyshwick Campus)
- ❑ Food and Beverage (Reid Campus)
- ❑ Automotive (Fyshwick Campus)

The cost to the school per student is \$300.50 for a semester course ranging between 30 and 120 hours. Students pay membership of the Student Association. Most courses are offered once weekly between 2.00 - 6.00pm.

During the 2006-2008 period, TAE will examine potential issues related to alternative uses for Infrastructure funds, including the demands of schools (currently delivering about 12% of total VET activity in the ACT) and of private providers.

Non-public Providers

Skills Centres are a component of the Infrastructure program. Within this are three sub-components: Industry-Based Skills Centres; School-Based Community Skills Centres; and, Indigenous Skills Centres.

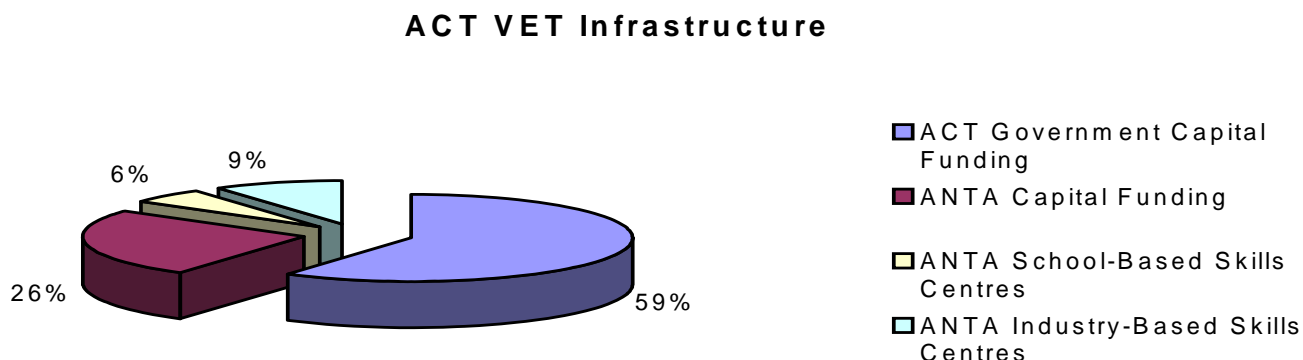
The purpose of Industry-Based Skills Centres is to meet training needs not met by the public provider, and also to provide a competitive market which includes the TAFE sector. The School-Based Community Skills Centres aim to increase the delivery of VET and increase the numbers of people achieving VET qualifications in schools. Indigenous Skills Centres aim to increase the number of Indigenous people in VET; however, the ACT has had no proposals for an Indigenous Skills Centre in recent years.

During the 2006-2008 period, TAE will lengthen the planning horizon for Skills Centres and review its approach to long-term funding support, in the light of emerging strategic priorities.

Budget Implications

The ACT acknowledges the importance of applying funds directly to the strategic purposes outlined in this Plan. This will be a direct outflow of ACT VET strategic and business planning. While forward estimates to 2005-06 are contained in the ACT Government Budget Papers, the ACT is not in a position to predict accurate figures for ACT Government infrastructure funding beyond the ACT Government budget for the immediate financial year. Analysis of DEST reports and ACT Government Budget appropriations demonstrates that the ACT Government contributes a substantial amount (around 59% of the total annual funding) to public VET infrastructure (Capital and other) as well as its provision of the CIT premises and schools.

The Department of Education, Science and Training (DEST) contribution (around 41% of total annual VET funding through the various components of the



Infrastructure Program) is critical. The Commonwealth contribution is particularly important to the development of flexible learning centres, information technology infrastructure, Skills Centres and future special initiatives on behalf of equity groups. The importance of the Commonwealth contribution is highlighted best by the table below, which specifies ACT Government and DEST VET Capital-only funding.

VET Capital Funding (ACT Government and DEST)

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-----------------------|--------------------------|---------------|-----------------|-----------------|-----------------|
| | <i>Estimated Outcome</i> | <i>Budget</i> | <i>Estimate</i> | <i>Estimate</i> | <i>Estimate</i> |
| Total Appropriation | \$5,170,000 | \$5,170,000 | \$5,170,000 | \$5,170,000 | \$5,170,000 |
| ACT Component | \$2,450,000 | \$2,450,000 | \$2,450,000 | \$2,450,000 | \$2,450,000 |
| DEST Component | \$2,720,000 | \$2,720,000 | \$2,720,000 | \$2,720,000 | \$2,720,000 |

ATTACHMENT A - TRAINING PROJECTS INVOLVING AUSTRALIAN GOVERNMENT FUNDING

This subsection should detail all planned and commenced projects involving Australian Government funding for the period of the SIP. This includes major and minor capital projects.

| Project Name | Project Description & Purpose | Estimated or Actual Start Date | Estimated or Actual Complet'n Date | Federal Electorate | Funding Details | | | | Contact Details of S/T Program Manager & Proponents |
|---|--|--------------------------------|------------------------------------|---------------------|-----------------|----------------------|--------------------|-------------------------------------|--|
| | | | | | Total (\$ 000) | A/G's Cont. (\$ 000) | S/T Cont. (\$ 000) | Other Cont. (\$ 000) specify source | |
| Commenced Projects | | | | | | | | | |
| Campus Development Plan - Reid Master Plan and Southside Office Refurbishments/Relocations. | Development of a Master Plans for the Reid Campus (\$250,000) and office refurbishments at the Southside campus (\$50,000) | July 2005 | August 2006 | Fraser and Canberra | \$300 | \$300 | | | Janie McOmish, Project Officer, ACT Training and Adult Education. Ph: 6205 8293 Janie.mcomish@act.gov.au Brian Agius, Senior Manager, Facilities CIT. Ph: 6207 3131 Brian.agius@act.gov.au |

| Planned Projects | | | | | | | | | |
|--|---|------------------|------------------------------|-----------------|----------------|----------------|--|--|---|
| <i>Redevelopment projects as identified in the Reid Master Plan- particularly C Block.</i> | C" Block is a central campus building which was built in the 1960s. It requires redevelopment pending outcome of Reid Master Plan. The refurbished block will cater for the newest technologies and provide accommodation for courses especially in the areas of electronic commerce, hairdressing and digital media. | <i>Sept 2006</i> | <i>TBA- expect 2008/2009</i> | <i>Canberra</i> | <i>\$2,520</i> | <i>\$2,520</i> | | | <i>Janie McOmish, Project Officer, ACT Training and Adult Education. Ph: 6205 8293 Janie.mcomish@act.gov.au Chris Chapman, CIT Projects Manager, Ph: 6207 3333 Chris.chapman@act.gov.au</i> |
| <i>Child Care Centre at Woden Campus</i> | <i>Project to be based in the Teaching Facility.</i> | <i>2007/08</i> | <i>TBA</i> | <i>Canberra</i> | <i>\$1600</i> | <i>\$1600</i> | | | |
| <i>Flexible Learning Centre, Bruce Campus</i> | <i>Construction of a 24hr access flexible learning space for on-line and self paced courses.</i> | <i>2008/09</i> | <i>TBA</i> | <i>Fraser</i> | <i>\$2000</i> | <i>\$2000</i> | | | |
| <i>Flexible Learning Centre, Tuggeranong</i> | <i>Upgrade/refurbishment of existing FLC.</i> | <i>2008/09</i> | <i>TBA</i> | <i>Canberra</i> | <i>\$300</i> | <i>\$300</i> | | | |
| <i>Refurbish G Block, Bruce Campus</i> | <i>Refurbishment of G Block to flexible/multi use teaching space following relocation of Construction Studies to Fyshwick.</i> | <i>2011/12</i> | <i>TBA</i> | <i>Fraser</i> | <i>\$6000</i> | <i>\$6000</i> | | | |
| <i>New administration building- Bruce Campus</i> | <i>Construction of new Administrative/Classroom Wing.</i> | <i>2013/14</i> | <i>TBA</i> | <i>Fraser</i> | <i>\$6000</i> | <i>\$6000</i> | | | |
| <i>Relocate Construction Studies from Bruce to Fyshwick Campus</i> | <i>Construction of new Carpentry & Joinery and Cabinetmaking facilities</i> | <i>2009/10</i> | <i>TBA</i> | <i>Canberra</i> | <i>\$6000</i> | <i>\$6000</i> | | | |

ATTACHMENT B

ACT VET IN SCHOOLS EXPENDITURE PLAN 2006

Vocational Education and Training in Schools (VETIS) in the ACT is embedded in the ACT college system (years 11 and 12). Vocational education and training is integrated into the school curriculum and endorsed through an accreditation and registration system of the Board of Senior Secondary Studies.

Students receive credits towards their Year 12 Certificates while undertaking a vocational education and training course. They also gain insights into industry and the career pathway opportunities that industry may offer, whilst working towards a nationally recognised qualification. Many of the vocational education and training courses require students to do one or more structured work placements in industry allowing them an opportunity for further training in real work context.

The VETIS strategic plan articulates the strategies for the development of pathways and opportunities for students and school leavers to participate in vocational education and training and achieve an appropriate VET qualification. The strategies include:

- fostering stronger partnerships between the Department, school sectors, industry, business, VET providers and other stakeholders.
- improving pathways from schools to VET and Higher Education.
- providing opportunities for VET teachers to maintain currency in industry skills.
- responding to local and regional industry shortages through VETIS and School-based New Apprentices (SNAPs) programs.
- increasing opportunities for students by providing increased access to a greater diversity of VET courses and vocational pathways.
- promotion and marketing of VETIS pathways within schools and the local community.

The following allocation of VET in Schools funding is proposed for 2006:

ATTACHMENT B

ACT VET IN SCHOOLS EXPENDITURE PLAN 2006

| PRIORITY, REPORTABLE ACTION AREAS | ACTIVITY | FUNDING |
|--|---|------------------|
| Expand range & spread of VETiS courses offered across industry areas | Update V courses based upon new training packages | 237,400 |
| | Facilitate growth of SNAPs in a range of industry areas. | |
| | Student participation in CIT VET courses in areas not offered by colleges | |
| VETiS courses in new industry areas | V course development in new industry areas | 18,000 |
| Increase participation by target groups, eg Indigenous, special needs | Incentives for schools/colleges to set up SNAPs for students with disabilities | 34,000 |
| | Support to find employers for SNAPs, particularly for students with disabilities or Indigenous students | |
| Strategies to maintain quality standards, including PD | Maintain quality standards in colleges | 333,300 |
| | Maintain RTO status | |
| | Strategies to enhance vocational competence of teachers, eg industry experience, CIT shadowing, industry forums | |
| Increase participation in SNAPs or trade related courses which respond to skill shortages | Measures to support administration of SNAPs in schools to ensure sustainable growth | 42,500 |
| Address areas of skills shortages | Initiatives in skill shortage areas, eg joint professional learning with CIT in skill shortage areas | 13,000 |
| TOTAL | | \$678,200 |

ATTACHMENT X

The Australian Capital Territory will work to achieve the following outcomes of the 17th meeting of the Council of Australian Governments (COAG), 10 February 2006, Canberra.

ADDRESSING SKILLS SHORTAGES THROUGH A NATIONAL APPROACH TO APPRENTICESHIPS, TRAINING AND SKILLS RECOGNITION

ACTION PLAN

| Issue | Agreed Outcome | Timeline | | |
|---|---|-----------------|---------------------------|--|
| | | 2006 | 2007 | 2008 |
| The commitment to quality training | | | | |
| Accelerated implementation of an outcomes-based auditing model for registered training organisations within Australia | <ul style="list-style-type: none"> ▪ Australian Quality Training Framework (AQTF) standards reviewed and amended to place a stronger focus on quality skills outcomes; ▪ An outcomes-based auditing model for registered training organisations developed to support the new standards <ul style="list-style-type: none"> – As part of the actions above, ensure national consistency of the application of the revised AQTF standards by States and Territories ▪ Ministerial Council for Vocational and Technical Education report back to COAG on the implementation of these recommendations | By October 2006 | Developed by October 2006 | Introduced 1 July 2007 By December 2007 |
| A more mobile workforce to help meet skills needs | | | | |
| The effective implementation of full mutual recognition of skills qualifications across Australia | <ul style="list-style-type: none"> ▪ Individuals in licensed trades have full mutual recognition of their licences in all jurisdictions and do not face duplicate assessment requirements for obtaining qualifications and licences: <ul style="list-style-type: none"> ○ in six priority trades - | | | By 30 June |

| Issue | Agreed Outcome | Timeline | | |
|--|--|----------|----------------|--|
| | | 2006 | 2007 | 2008 |
| | <p>electricians, plumbers, motor mechanics, refrigeration and air-conditioning mechanics, carpenters and joiners and bricklayers</p> <ul style="list-style-type: none"> ○ in all licensed trades | | 2007 | By 31 December 2008 |
| An appropriate system for recognition of overseas qualifications | <ul style="list-style-type: none"> ▪ A single, pre-migration off-shore assessment process to meet skilled migration and licensing purposes and be accepted for licensed employment throughout Australia for intending migrants from: <ul style="list-style-type: none"> ○ India; ○ the United Kingdom; ○ South Africa; ○ Sri Lanka; and ○ South Korea In: <ul style="list-style-type: none"> ○ six priority skills shortage occupations; ○ all trade occupations in these five countries, as mutual recognition is achieved. ▪ A single, pre-migration, off-shore assessment process to meet skilled migration and licensing purposes and be accepted for licensed employment throughout Australia for intending migrants from any country where there are >100 applications per year per assessing body ▪ The assessment process outlined above will be available on-shore for those seeking skills recognition in the 6 priority occupations | | By 1 July 2007 | By 31 December 2008 By 31 December 2008 |

| Issue | Agreed Outcome | Timeline | | |
|--|---|--|----------------|------|
| | | 2006 | 2007 | 2008 |
| | <ul style="list-style-type: none"> ▪ Migrants anywhere in Australia will be able to work under short term provisional licensing in the six priority occupations pending final assessment processes | | By 1 July 2007 | |
| Portability and recognition of skills and training | <ul style="list-style-type: none"> ▪ A new look nationally portable Statement of Attainment to set out consistently and clearly for employers the competencies and skills a person has achieved | By 31 December 2006 | | |
| A more flexible and responsive training system | | | | |
| Shortening the duration of apprenticeships where competencies are demonstrated | <ul style="list-style-type: none"> ▪ Apprentices to be certified as competent by a State or Territory Training Authority without the need to make a special application when they have demonstrated competence to industry standards: <ul style="list-style-type: none"> ○ through the amendment of training legislation and administrative procedures where necessary; and ○ by removing references to fixed duration from awards and legislation in all jurisdictions where such awards prevent early sign off based on competency. | By 31 December 2006 | | |
| Enabling School-based New Apprenticeships | <ul style="list-style-type: none"> ▪ Legislative, regulatory and education barriers to school-based apprenticeships are removed in all jurisdictions ▪ Industrial barriers are removed, in collaboration with Industry, for school-based apprenticeships in: <ul style="list-style-type: none"> ○ metals and engineering; ○ automotive; ○ building and construction; | By 31 December 2006 By 31 December 2006 | | |

| Issue | Agreed Outcome | Timeline | | |
|---|---|---------------------|-------------------|---------------------|
| | | 2006 | 2007 | 2008 |
| | <ul style="list-style-type: none"> ○ electrotechnology; and ○ commercial cookery | | | |
| Allowing intermediate or specialised qualifications as well as full apprenticeships | <ul style="list-style-type: none"> ▪ Additional nationally portable qualifications are to be examined for the residential building and construction industry to enable apprentices to have skills recognised at and below the full trade qualification ▪ Where there is industry demand, national training qualifications will include identified skills clusters | By 30 June 2006 | | By 31 December 2008 |
| Achieving maximum flexibility in training for employers and individuals | <ul style="list-style-type: none"> ▪ All workers entering publicly funded training will be able to have their existing skills recognised quickly and simply so that wherever possible their training time is reduced ▪ A joint three year Commonwealth/State and Territory programme, to be agreed on a bilateral basis, will be established to support delivery and good practice of recognition of prior learning | By 1 July 2006 | By 1 January 2007 | |
| Effective competition between training providers | <ul style="list-style-type: none"> ▪ Ministerial Council for Vocational and Technical Education is to report to COAG on the progress of competition between training providers under the new vocational education and training (VET) legislation and arrangements | By 31 December 2006 | | |
| A targeted response to skills shortages in regions | | | | |
| In relation to the impacts of skills shortages on particular industries and regions | <ul style="list-style-type: none"> ▪ Funding will be made available for a regional programme to improve the supply of skilled labour in industries and regions of strategic economic importance | By 1 July 2006 | | |

| Issue | Agreed Outcome | Timeline | | |
|---|---|----------------------|------------------------------------|------|
| | | 2006 | 2007 | 2008 |
| Understanding skills shortages better | | | | |
| In relation to the impacts of skills shortages on particular industries and regions | <ul style="list-style-type: none"> ▪ Governments will establish new labour market data sharing arrangements to identify skills shortages and enable them to make appropriate responses | 1 July 2006 (starts) | By 30 June 2007 (first report due) | |
| Next stages of reform | | | | |
| Further reform of vocational education and training | <ul style="list-style-type: none"> ▪ Report to be provided to COAG on further reform of the VET system. | By 31 October 2006 | | |

Australian Capital Territory - Annual VET Plans for 2006 - 08

Information Requirements

Attachment Y

Cover Sheet

The spreadsheets in this workbook contain templates associated with the required information as part of the Annual VET Plans for 2006 - 2008. States and Territories should fill out these templates and return them to DEST as part of their VET Plan.

"Traditional trades" are as listed in the DEWR National and State Skill Shortage Lists Australia - 2004

"Student" – is a course enrolment; the minimum for a student (that is a training place, previously termed an "enrolment" on the State VET Plan) is an enrolment in a module or competency in a relevant qualification.

Information should be entered into cells that are not shaded. The totals will update automatically. Cells that are shaded have been protected and you will not be able to change these cells.

Your State or Territory share of National Targets is shown on the worksheet called Targets. Simply find the appropriate target for your State or Territory and place it in the cells marked with an asterisk. Copy and Paste functions may be used.

Include your name and contact details on this sheet in the space provided. Then return the workbook together with your Annual VET Plan via email to Bernard Page [bernard.page@dest.gov.au].

Please complete this section first so that your selections will appear in the appropriate places in the tables.

| | |
|-----------------------------|--|
| Name: | Andrew Ford |
| Position: | Program Manager Planning |
| State/Territory: | Australian Capital Territory |
| Contact Phone number: | (02) 6205 8455 |
| Email address: | andrew.ford@act.gov.au |
| Base Year: 2003 or 2004 | 2004 |
| Mature Age - 40-64 or 45-64 | 40-64 |
| Date Prepared: | 15 February 2006 |

Please contact Bernard Page {bernard.page@dest.gov.au} if you have any problems.

Australian Capital Territory - Annual VET Plans for 2006 - 08

National Targets for Additional Places: Target Area by States and Territories

| | | | NSW | VIC | QLD | SA | WA | TAS | NT | ACT | TOTAL |
|--|--|--------------------------------|--------|--------|--------|-------|--------|-------|-------|-------|----------------|
| Based on Population Share 15-64 years as at June 2004: | | | 33.26% | 24.77% | 19.37% | 7.52% | 10.00% | 2.34% | 1.04% | 1.71% | 100.00% |
| Ref* | Target Areas | Additional Target Places | No | No | No | No | No | No | No | No | No |
| 41 (i) | New Apprentice commencements in skill shortage areas in traditional trade areas (AQF III and IV) <i>See Table 3</i> | 10,000 | 3,326 | 2,477 | 1,937 | 752 | 1,000 | 234 | 104 | 171 | 10,000 |
| 41 (ii) | Training Places in other skill shortage areas <i>See Table 4</i> | 10,000 | 3,326 | 2,477 | 1,937 | 752 | 1,000 | 234 | 104 | 171 | 10,000 |
| 41 (iii) | Training Places for mature age people and/or youth <i>See Table 4</i> | 26,000 | 8,647 | 6,440 | 5,035 | 1,956 | 2,600 | 608 | 270 | 443 | 26,000 |
| 41 (1v) | People with a Disability <i>See Table 4</i> | 10,000 | 3,326 | 2,477 | 1,937 | 752 | 1,000 | 234 | 104 | 171 | 10,000 |

Note: * Ref refers to the relevant clause in the Agreement 2005-2008

Annual VET Plans for 2006 - 08

Table1: Annual Hours Curriculum (AHC) by Industry Areas

| Australian Capital Territory | Base Year 2004 a) | 2005 | | 2006 | | 2007 | | 2008 | | | | | | | |
|---|----------------------|-----------------|--------|-----------------|---------|--------|-----------------|---------|--------|--------------------|----------------|--------------------|--------------|----------------|---------------|
| | 2004 a) | Planned | Actual | Planned | Revised | Actual | Planned | Revised | Actual | Planned | Revised | Actual | | | |
| | Hrs ('000,000s) | Hrs ('000,000s) | | Hrs ('000,000s) | | | Hrs ('000,000s) | | | Hrs ('000,000s) | | | | | |
| Category A | | | | | | | | | | | | | | | |
| Arts, Entertainment, Sports & Rec | 0.262 | 0.221 | | 0.222 | | | 0.223 | | | 0.223 | | | | | |
| Automotive | 0.081 | 0.094 | | 0.095 | | | 0.095 | | | 0.095 | | | | | |
| Building and Construction | 0.287 | 0.242 | | 0.243 | | | 0.244 | | | 0.244 | | | | | |
| Communications | 0.660 | 0.635 | | 0.637 | | | 0.640 | | | 0.640 | | | | | |
| Community Services, Health & Ed | 0.204 | 0.226 | | 0.227 | | | 0.228 | | | 0.228 | | | | | |
| Engineering and Mining | 0.051 | 0.023 | | 0.023 | | | 0.023 | | | 0.023 | | | | | |
| Finance, Banking & Insurance | 0.081 | 0.087 | | 0.088 | | | 0.088 | | | 0.088 | | | | | |
| Food Processing | 0.202 | 0.104 | | 0.104 | | | 0.104 | | | 0.104 | | | | | |
| Primary Industry | 0.093 | 0.074 | | 0.075 | | | 0.075 | | | 0.075 | | | | | |
| Process Manufacturing | | 0.003 | | 0.003 | | | 0.003 | | | 0.003 | | | | | |
| Sales and Personal Service | 0.104 | 0.133 | | 0.133 | | | 0.134 | | | 0.134 | | | | | |
| TCF and Furnishings | 0.221 | 0.320 | | 0.321 | | | 0.322 | | | 0.322 | | | | | |
| Tourism and Hospitality | 0.577 | 0.363 | | 0.364 | | | 0.366 | | | 0.366 | | | | | |
| Transport and Storage | 0.043 | 0.040 | | 0.040 | | | 0.041 | | | 0.041 | | | | | |
| Utilities | 0.148 | 0.145 | | 0.145 | | | 0.146 | | | 0.146 | | | | | |
| Category B | | | | | | | | | | | | | | | |
| Business and Clerical | 0.852 | 1.124 | | 1.127 | | | 1.131 | | | 1.132 | | | | | |
| Computing | 0.506 | 0.365 | | 0.366 | | | 0.367 | | | 0.367 | | | | | |
| Science, Technical and other | 0.193 | 0.228 | | 0.229 | | | 0.230 | | | 0.230 | | | | | |
| Category C | | | | | | | | | | | | | | | |
| General Education and Training | 0.322 | 0.527 | | 0.528 | | | 0.530 | | | 0.530 | | | | | |
| Unallocated | 0.075 | | | | | | | | | | | | | | |
| Total | 4.960 | 4.955 | | 4.970 | | | 4.989 | | | 4.990 | | | | | |
| Adjusted 2004 Base b) | 4.890 | | | | | | | | | | | | | | |
| Indicative Annual Targets c) | | 4.955 | | 4.970 | | | 4.989 | | | 4.990 | | | | | |
| | | | | | | | | | | 2005 | to | 2008 | | | |
| | | | | | | | | | | Planned | Revised | Actual | | | |
| Total Over Life of Agreement (for 2005, Actual total used in Revised 2005-2008 total). | | | | | | | | | | 19.903 | | 19.903 | | | |
| Actual over the Life of the Agreement to be no less than the Target | | | | | | | | | | Target AHC: | 19.903 | Difference: | 0.000 | -19.903 | 19.903 |

- a) From the 2004 VET Plan (2005 for NSW, SA)
- b) Adjusted for end-date, RPL, and Nominal Hours
- c) Figures linked to Derivation of Activity Target calculator

Comments:

Australian Capital Territory - Annual VET Plans for 2006 - 08

Table 2: Students by Industry Areas

| Australian Capital Territory | Base Year | 2006 | | | 2007 | | | 2008 | | |
|-----------------------------------|---------------|---------------|---------|--------|---------------|---------|--------|---------------------|----------------|---------------|
| | 2004 | Planned | Revised | Actual | Planned | Revised | Actual | Planned | Revised | Actual |
| | No | No | No | No | No | No | No | No | No | No |
| Category A | | | | | | | | | | |
| Arts, Entertainment, Sports & Rec | 1,027 | 1,027 | | | 1,027 | | | 1,027 | | |
| Automotive | 317 | 317 | | | 317 | | | 317 | | |
| Building and Construction | 1,123 | 1,123 | | | 1,123 | | | 1,123 | | |
| Communications | 2,582 | 2,582 | | | 2,582 | | | 2,582 | | |
| Community Services, Health & Ed | 798 | 798 | | | 798 | | | 798 | | |
| Engineering and Mining | 198 | 198 | | | 198 | | | 198 | | |
| Finance, Banking & Insurance | 316 | 316 | | | 316 | | | 316 | | |
| Food Processing | 790 | 790 | | | 790 | | | 790 | | |
| Primary Industry | 365 | 365 | | | 365 | | | 365 | | |
| Process Manufacturing | | 0 | | | 0 | | | 0 | | |
| Sales and Personal Service | 406 | 406 | | | 406 | | | 406 | | |
| TCF and Furnishings | 865 | 865 | | | 865 | | | 865 | | |
| Tourism and Hospitality | 2,257 | 2,257 | | | 2,257 | | | 2,257 | | |
| Transport and Storage | 168 | 168 | | | 168 | | | 168 | | |
| Utilities | 579 | 579 | | | 579 | | | 579 | | |
| Category B | | | | | | | | | | |
| Business and Clerical | 3,334 | 3,334 | | | 3,334 | | | 3,334 | | |
| Computing | 1,981 | 1,981 | | | 1,981 | | | 1,981 | | |
| Science, Technical and other | 757 | 757 | | | 757 | | | 757 | | |
| Category C | | | | | | | | | | |
| General Education and Training | 1,261 | 1,261 | | | 1,261 | | | 1,261 | | |
| Unallocated | 294 | 294 | | | 294 | | | 294 | | |
| Total | 19,418 | 19,415 | | | 19,415 | | | 19,415 | | |
| | | | | | | | | 2006 to 2008 | | |
| | | | | | | | | Planned | Revised | Actual |
| | | | | | | | | 58,245 | | |

Comments:

Source column 1: State and territory VET Plans 2005

Australian Capital Territory - Annual VET Plans for 2006 - 08

Table 3 Base Year Data for Information

| Australian Capital Territory | Base Year 2003 | Base Year 2004 |
|---|-------------------|-------------------|
| New Apprentices - In Training (March) | No | No |
| New Apprentices In Training from the NCVET data from Base Year | 4,800 | 6,180 |
| New Apprentices - Commencements | | |
| User Choice Places | 5,155 | 4,851 |
| School Based New Apprentices | 420 | 370 |
| New Apprentices In Group Training | 440 | 450 |
| Total New Apprentices | 5,155 | 4,851 |
| User Choice places as proportion Percentage Change over Base Year | 100.00% | 100.00% |
| Number of Qualifications available under User Choice | | |
| Available Under User Choice | 592 | 624 |
| Available as New Apprenticeships | 592 | 624 |
| Available Under User Choice as proportion Percentage Change over Base Year | 100.0% | 100.0% |

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Table 3: New Apprentices - In Training and Commencements

| Australian Capital Territory | Base Year | 2005 | | 2006 | | 2007 | | 2008 | | 2005 -2008 | | |
|--|--|---------|---------|---------|---------|---------|---------|---------|---------|------------|--------------------------------------|------|
| | 2004 | Plan | Actual | Plan | Actual | Plan | Actual | Plan | Actual | Plan | Actual | |
| New Apprentices - In Training (March) | No | No | No | No | No | No | No | No | No | No | No | |
| New Apprentices In Training from the NCVER data from Base Year | 6,180 | 6,000 | | 6,000 | | 6,000 | | 6,000 | | | | |
| New Apprentices - Commencements | | | | | | | | | | | | |
| User Choice Places | 4,851 | 4,820 | | 4,820 | | 4,820 | | 4,820 | | | | |
| School Based New Apprentices | 370 | 370 | | 370 | | 370 | | 370 | | | | |
| New Apprentices In Group Training | 450 | 450 | | 450 | | 450 | | 450 | | | | |
| Total New Apprentices | 4,851 | 4,820 | | 4,820 | | 4,820 | | 4,820 | | | | |
| User Choice places as proportion | 100.00% | 100.00% | #DIV/0! | 100.00% | #DIV/0! | 100.00% | #DIV/0! | 100.00% | #DIV/0! | | | |
| Percentage Change over Base Year | | 0.00% | #DIV/0! | 0.00% | #DIV/0! | 0.00% | #DIV/0! | 0.00% | #DIV/0! | | | |
| Number of Qualifications available under User Choice | | | | | | | | | | | | |
| Available Under User Choice | 624 | 686 | | 619 | | 620 | | 620 | | | | |
| Available as New Apprenticeships | 624 | 686 | | 619 | | 620 | | 620 | | | | |
| Available Under User Choice as proportion | 100.0% | 100.0% | #DIV/0! | 100.0% | #DIV/0! | 100.0% | #DIV/0! | 100.0% | #DIV/0! | | | |
| Percentage Change over Base Year | | 0.00% | #DIV/0! | 0.00% | #DIV/0! | 0.00% | #DIV/0! | 0.00% | #DIV/0! | | | |
| Skill Shortage Areas of Traditional Trades at AQF Cert III, Cert IV and above - Commencements | | | | | | | | | | | | |
| ASCO Code or Course Code | Agreed Industry or Qualification | | | | | | | | | | | |
| BCP30103 | Plumbing Cert III | 17 | 22 | 19 | | 19 | | 19 | | 79 | 0 | |
| AUR31199 | Automotive (Mechanical - Motor Cycle) Cert III | 2 | 5 | 5 | | 5 | | 5 | | 20 | 0 | |
| BCG30103 | Bricklaying/Blocklaying Cert III | 17 | 29 | 22 | | 22 | | 17 | | 90 | 0 | |
| BCG30603 | Painting and Decorating Cert III | 15 | 20 | 20 | | 15 | | 15 | | 70 | 0 | |
| BCG31103 | Steel Fixing Cert III | 0 | 14 | 10 | | 5 | | 2 | | 31 | 0 | |
| 80725ACT | Contract Admin Building & Cons Cert IV | 0 | 10 | 5 | | 3 | | 2 | | 20 | 0 | |
| FPI30499 | Forest Products (Timber ManufProds) Cert III | 0 | 25 | 10 | | 7 | | 3 | | 45 | 0 | |
| HLT50502 | Dental Technology Diploma | 1 | 5 | 4 | | 3 | | 3 | | 15 | 0 | |
| ICA30399 | IT (Network Administration) Cert III | 8 | 12 | 12 | | 12 | | 12 | | 48 | 0 | |
| ICA40399 | IT (Network Management) Cert IV | 2 | 7 | 7 | | 5 | | 4 | | 23 | 0 | |
| ICA50499 | IT (Network Engineering) Diploma | 7 | 11 | 11 | | 10 | | 9 | | 41 | 0 | |
| LMF30602 | Glass and Glazing Cert III | 1 | 6 | 4 | | 3 | | 2 | | 15 | 0 | |
| PRD30301 | Spatial Information Services Cert III | 0 | 3 | 5 | | 5 | | 5 | | 18 | 0 | |
| RTF30403 | Horticulture (Landscape) Cert III | 1 | 9 | 6 | | 6 | | 6 | | 27 | 0 | |
| RTF30603 | Horticulture (Wholesale Nursery) Cert III | 1 | 3 | 3 | | 3 | | 1 | | 10 | 0 | |
| RTF30803 | Horticulture (Turf) Cert III | 1 | 14 | 11 | | 9 | | 6 | | 40 | 0 | |
| UTE30699 | Electrotech Data Communications Cert III | 3 | 6 | 6 | | 5 | | 4 | | 21 | 0 | |
| UTE30999 | Electrotech Refrig & Air Conditioning Cert III | 23 | 25 | 25 | | 25 | | 25 | | 100 | 0 | |
| UTG30198 | Gas Operations Cert III | 0 | 19 | 10 | | 7 | | 3 | | 39 | 0 | |
| UTT30101 | ESI - Distribution (Powerline) Cert III | 5 | 8 | 8 | | 6 | | 5 | | 27 | 0 | |
| Please insert lines above this one if necessary | | | | | | | | | | | | |
| Total in Skills Shortage Areas | | 104 | 253 | 0 | 203 | 0 | 175 | 0 | 148 | 0 | 779 | 0 |
| Increase over Base Year | | | 149 | -104 | 99 | -104 | 71 | -104 | 44 | -104 | 363 | -416 |
| Planned over the Life of the Agreement should be no less than the Target | | | | | | | | | | | 192 | -587 |
| | | | | | | | | | | | Traditional Trades SSA Target | * |
| | | | | | | | | | | | Difference: | |

Comments:

Base figures adjusted to reflect output of NCVER June 2005 release of the data cube - with differences previously reported added to new base by DEST 11/1/06. Auto Cert II courses not considered traditional trades and moved to table 4 'Other than Traditional Trades' by DEST 11/1/06. All New Apprenticeships in the ACT, including School-Based and Group Training, are subject to full national User Choice requirements.

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Table 4 Base Year Data for Information

| | Base Year | Base Year |
|---|---------------|---------------|
| | 2003 | 2004 |
| Australian Capital Territory | | |
| | No | No |
| VET in Schools students | 3,800 | 3,700 |
| Indigenous Australians # | | |
| In regional and remote locations | 0 | 0 |
| In higher level qualifications (AQFIII and above) | 127 | 156 |
| Age Target Groups # | | |
| Young people (15-19yrs) | 4,863 | 4,565 |
| Young people (20-24 yrs) | 5,106 | 4,526 |
| Mature Age | 5,079 | 5,079 |
| Total in above age groups | 15,048 | 14,170 |
| Planned over the Life of the Agreement to be no less than the Target | | |
| People with a Disability # | 1,220 | 1,283 |
| Total in above target group | 1,220 | 1,283 |
| Planned over the Life of the Agreement to be no less than the Target | | |

Comments:

Source: People with a Disability State and Territory (NCVER) 2004 ANR page 169 Table B8
 Source column 1: MCEETYA. Source: 2004 ANR Page 169 Table B8
 Source: NCVER 2005

Data from Annual National Report for Base Year.

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Table 4: Students by Target Area

| | Base Year | 2005 | | 2006 | | 2007 | | 2008 | | 2005 -2008 | | |
|---|---|--|-----------|---------------|-----------|---------------|-----------|--------------------|-----------|---------------|-----------|------|
| | 2004 No | Plan No | Actual No | Plan No | Actual No | Plan No | Actual No | Plan No | Actual No | Plan No | Actual No | |
| Australian Capital Territory | | | | | | | | | | | | |
| VET in Schools students | 3,700 | 3,700 | | 3,700 | | 3,700 | | 3,700 | | 14,800 | | |
| Indigenous Australians # | | | | | | | | | | | | |
| In regional and remote locations | | | | | | | | | | | | |
| Increase over Base Year | | | | | | | | | | | | |
| Planned over the Life of the Agreement to be no less than the Target | | Regional and Remote Target | | | | | | Difference: | | | | |
| In higher level qualifications (AQFIII and above) | 156 | 160 | | 165 | | 160 | | 160 | | 645 | | |
| Increase over Base Year | | 4 | 156% | 9 | 156% | 4 | 156% | 4 | 156% | 21 | 62% | |
| Planned over the Life of the Agreement to be no less than the Target | | In Higher Level qualifications | | | | | | Difference: | | | 21 | 62% |
| Age Target Groups # | | | | | | | | | | | | |
| Young people (15-19yrs) | 4,565 | 4,600 | | 4,600 | | 4,600 | | 4,600 | | 18,400 | | |
| Young people (20-24 yrs) | 4,526 | 4,600 | | 4,600 | | 4,600 | | 4,600 | | 18,400 | | |
| Mature Age (40-64) | 5,079 | 5,150 | | 5,150 | | 5,150 | | 5,150 | | 20,600 | | |
| Total in above age groups | 14,170 | 14,350 | | 14,350 | | 14,350 | | 14,350 | | 57,400 | | |
| Increase over Base Year | | 180 | 127% | 180 | 127% | 180 | 127% | 180 | 127% | 720 | 56% | |
| Planned over the Life of the Agreement to be no less than the Target | | Age Group Target | | | | | | Difference: | | | 277 | 57% |
| People with a Disability # | 1,283 | 1,400 | | 1,305 | | 1,300 | | 1,300 | | 5,305 | | |
| Increase over Base Year | | 117 | 9% | 22 | 2% | 17 | 1% | 17 | 1% | 173 | 13% | |
| Planned over the Life of the Agreement to be no less than the Target | | People with a Disability Target | | | | | | Difference: | | | 2 | 0% |
| Students in Skill Shortage Areas other than Traditional Trades | | | | | | | | | | | | |
| ASCO Code or Course Code | Agreed Industry or Qualification | | | | | | | | | | | |
| BSA30200 | Business (Legal Administration) Cert III | 7 | 10 | | 9 | | 9 | | 8 | 36 | | |
| BSB30201 | Business Administration Cert III | 95 | 97 | | 97 | | 97 | | 95 | 386 | | |
| BSB40401 | Business (Sm Bus Mgmt) Cert IV | 1 | 4 | | 4 | | 4 | | 3 | 15 | | |
| BSB40501 | Business Development Cert IV | 3 | 26 | | 13 | | 11 | | 8 | 58 | | |
| BSB51101 | E-Business Diploma | | 11 | | 9 | | | | | 20 | | |
| CHC30302 | Disability Work Cert III | 14 | 22 | | 22 | | 19 | | 17 | 80 | | |
| AUR21799 | Auto (Mechanical - Vehicle Servicing) Cert II | 19 | 24 | | 24 | | 22 | | 20 | 90 | | |
| AUR22899 | Auto (Vehicle - Paint/Panel Prep) Cert II | | 3 | | 3 | | 3 | | 3 | 12 | | |
| AUR21599 | Auto (Mech - Tyre Fit and Repair Light) Cert II | 1 | 3 | | 3 | | 1 | | 1 | 8 | | |
| CHC40102 | Aged Care Work Cert IV | 4 | 19 | | 19 | | 14 | | 9 | 61 | | |
| CHC40302 | Disability Work Cert IV | 35 | 37 | | 37 | | 35 | | 35 | 144 | | |
| CHC40402 | Out of School Hours Care Cert IV | 6 | 10 | | 10 | | 9 | | 8 | 37 | | |
| CHC40902 | Community Services Work Cert IV | | 20 | | 10 | | 10 | | | 40 | | |
| CHC41602 | Com Serv (Lifestyle & Leisure) Cert IV | | 10 | | 10 | | 5 | | | 25 | | |
| CHC42002 | Com Serv (Service Co-ord) Cert IV | | 5 | | 5 | | 3 | | 2 | 15 | | |
| CSC30201 | Correctional Practice (Custodial) Cert III | 13 | 15 | | 15 | | 23 | | 23 | 76 | | |
| CUE40303 | Theatre and Events (Tech Prod) Cert IV | | 4 | | 3 | | 2 | | 1 | 10 | | |
| HLT31002 | Health Support Services Cert III | | 4 | | 4 | | 4 | | 4 | 16 | | |
| HLT30402 | Health Serv Asst (CI/Patnt Serv) Cert III | | 21 | | 15 | | 10 | | 5 | 51 | | |
| HLT40402 | Health Support Serv (Supervn) Cert IV | | 18 | | 10 | | 5 | | 3 | 36 | | |
| PRM40204 | Asset Maint (Pest Mgmt) Cert IV | | 4 | | 3 | | 2 | | 1 | 10 | | |
| PSP41304 | Government (Procurement) Cert IV | | 13 | | 10 | | 7 | | 5 | 35 | | |
| RTF20403 | Horticulture (Landscape) Cert II | 10 | 12 | | 12 | | 12 | | 12 | 48 | | |
| RTF20603 | Horticulture (Wholesale Nursery) Cert II | | 4 | | 3 | | 2 | | 1 | 10 | | |
| SRO40103 | Sport and Recreation Cert IV | | 10 | | 8 | | 5 | | | 23 | | |
| TAA40104 | Training and Assessment Cert IV | | 14 | | 10 | | 10 | | 10 | 44 | | |
| THH33002 | Hospitality (Operations) Cert III | 62 | 82 | | 72 | | 67 | | 64 | 285 | | |
| THH42602 | Hospitality (Supervision) Cert IV | 2 | 4 | | 4 | | 4 | | 4 | 16 | | |
| THT30302 | Tourism (Internl Retail Trav Sale) Cert III | 22 | 24 | | 24 | | 24 | | 24 | 96 | | |
| ZWA30404 | Store Ops (Free Stand Liquor) Cert III | | 5 | | 3 | | 3 | | 2 | 13 | | |
| Please insert lines above this one if necessary | | | | | | | | | | | | |
| Total Skill Shortage Areas other than Trad'l Trades | | 294 | 535 | | 471 | | 422 | | 368 | 1,796 | | |
| Increase over Base Year | | 241 | 82% | 177 | 60% | 128 | 44% | 74 | 25% | 620 | 211% | |
| Planned over the Life of the Agreement to be no less than the Target | | Skill Shortage Areas other than Traditional Trades Target | | | | | | Difference: | | | 449 | 154% |

Comments:
 Base figure for Horticulture (Landscape) Cert II adjusted to reflect output of NCVER June 2005 release of the data cube for 2004 data - differences previously reported added to new base by DEST 11/1/06. Auto Cert II courses moved from Traditional Trades spreadsheet by DEST 11/1/06.

Data from Annual National Report for Base Year.

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Table 5: VET Funding

| Australian Capital Territory | Base Year | 2005 | | 2006 | | 2007 | | 2008 | |
|---|---------------|---------------|---------|---------------|---------|---------------|---------|---------------|---------|
| | 2004 | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual |
| Total Expenditure | \$m | \$m | \$m | \$m | \$m | \$m | \$m | \$m | \$m |
| VET Recurrent (a) | | | | | | | | | |
| Australian Government sourced recurrent | 17.126 | 17.996 | | 18.524 | | 19.119 | | 19.420 | |
| State-sourced Recurrent expenditure | 51.720 | 52.210 | | 54.153 | | 55.942 | | 57.787 | |
| Total VET Recurrent | 68.846 | 70.206 | | 72.677 | | 75.061 | | 77.207 | |
| Contestable Funds | | | | | | | | | |
| Competitive Tendering | 3.000 | 2.500 | | 2.500 | | 2.500 | | 2.500 | |
| User Choice | 10.500 | 11.000 | | 11.000 | | 11.000 | | 11.000 | |
| Total Contestable Funds | 13.500 | 13.500 | | 13.500 | | 13.500 | | 13.500 | |
| Total New Apprenticeship allocation | 10.500 | 11.000 | | 11.000 | | 11.000 | | 11.000 | |
| User Choice allocation | 10.500 | 11.000 | | 11.000 | | 11.000 | | 11.000 | |
| User Choice \$s - percentage of total | 100.0% | 100.0% | #DIV/0! | 100.0% | #DIV/0! | 100.0% | #DIV/0! | 100.0% | #DIV/0! |
| User Choice \$s - percentage change on base year | | 4.8% | -100.0% | 4.8% | -100.0% | 4.8% | -100.0% | 4.8% | -100.0% |
| User Choice proportion - percentage change on base year | | | #DIV/0! | | #DIV/0! | | #DIV/0! | | #DIV/0! |

Comments:

- a) Australian Government sourced recurrent funding is linked from the Funding Allocation model, as per MINCO 18 Nov 2005, by DEST. It includes the Historic Base, Growth and Australians Working Together (AWT) under the Vocational Education and Training Funding Act (VETFA) combined with the Additional Funding (\$215m) under the Skilling Australia's Workforce (SAW) Agreement for 2005-2008.
- b) State sourced recurrent figures are as calculated from base figures with the addition of matching funds as required by the 2005-2008 Agreement. These are also linked from the Funding Allocation model.
- All other figures are to be provided by each State or Territory.