



NSW Vocational Education and Training (VET) Plan

2006-2008

Developed in accordance with the 2005-2008
Commonwealth-State Agreement for Skilling Australia's Workforce



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Information Requirements

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 Additional 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.

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Mature Age - 40-64 or 45-64	45-64
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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

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Table1: Annual Hours Curriculum (AHC) by Industry Areas

New South Wales	Base Year 2004 a)	2005		2006			2007			2008		
	Hrs ('000,000s)	Planned	Actual	Planned	Revised	Actual	Planned	Revised	Actual	Planned	Revised	Actual
Category A												
Arts, Entertainment, Sports & Rec	5.472	5.880		6.242			6.269			6.270		
Automotive	2.482	3.161		2.997			3.010			3.010		
Building and Construction	6.588	7.136		6.869			6.898			6.899		
Communications	0.693	0.515		0.522			0.525			0.525		
Community Services, Health & Ed	9.138	11.099		10.821			10.866			10.868		
Engineering and Mining	3.295	3.798		3.622			3.637			3.638		
Finance, Banking & Insurance	1.974	1.612		1.716			1.723			1.723		
Food Processing	0.978	0.913		0.915			0.919			0.919		
Primary Industry	4.290	4.425		4.568			4.587			4.587		
Process Manufacturing	0.121	0.048		0.042			0.042			0.042		
Sales and Personal Service	4.243	5.120		5.213			5.235			5.236		
TCF and Furnishings	1.213	1.075		1.021			1.025			1.025		
Tourism and Hospitality	5.171	5.124		5.404			5.426			5.426		
Transport and Storage	1.214	1.033		1.129			1.133			1.133		
Utilities	2.954	3.219		3.097			3.109			3.110		
Category B												
Business and Clerical	16.842	15.623		15.607			15.671			15.674		
Computing	6.497	6.120		6.183			6.209			6.210		
Science, Technical and other	2.794	3.203		3.050			3.062			3.062		
Category C												
General Education and Training	17.370	18.328		18.123			18.198			18.201		
Unallocated	0.909	0.934		0.975			0.979			0.979		
Total	94.238	98.365		98.116			98.523			98.537		
Adjusted 2004 Base b)	97.008											
Indicative Annual Targets c)		98.365		98.116			98.523			98.537		
										2005 to 2008		
										Planned	Revised	Actual
										393.541	393.540	393.540

Total Over Life of Agreement (for 2005, Actual total used in Revised 2005-2008 total).

Actual over the Life of the Agreement to be no less than the Target

Target AHC:

393.540

Difference:

0.001

393.540 393.540

- 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:

2006 Activity target has been adjusted taking account of the advice that the request in the bilateral agreement for a reduction of 85,877 adjusted AHC has not been approved

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Table 2: Students by Industry Areas

New South Wales	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	14,657	17,476			17,564			17,566		
Automotive	11,045	12,304			12,366			12,368		
Building and Construction	23,923	29,733			29,883			29,887		
Communications	3,068	2,060			2,070			2,071		
Community Services, Health & Ed	34,991	36,971			37,157			37,162		
Engineering and Mining	17,397	18,918			19,013			19,016		
Finance, Banking & Insurance	10,809	10,349			10,401			10,403		
Food Processing	4,154	3,373			3,390			3,390		
Primary Industry	23,219	21,545			21,653			21,656		
Process Manufacturing	879	225			226			226		
Sales and Personal Service	17,980	25,115			25,241			25,245		
TCF and Furnishings	4,025	3,700			3,719			3,719		
Tourism and Hospitality	22,070	39,536			39,735			39,740		
Transport and Storage	5,639	4,795			4,819			4,820		
Utilities	12,941	12,336			12,398			12,400		
Category B										
Business and Clerical	91,438	83,901			84,323			84,335		
Computing	22,466	29,099			29,245			29,249		
Science, Technical and other	16,129	15,455			15,533			15,535		
Category C										
General Education and Training	88,488	83,302			83,721			83,733		
Unallocated	54,466	55,116			55,393			55,401		
Total	479,784	505,309			507,850			507,922		
								2006	to	2008
								Planned	Revised	Actual
Total Over Life of Agreement								1521081		

Comments:

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Table 3 Base Year Data for Information

	Base Year	Base Year
New South Wales	2003	2004
New Apprentices - In Training (March)	No	No
New Apprentices In Training from the NCVET data from Base Year	114,900	122,100
New Apprentices - Commencements		
User Choice Places		
School Based New Apprentices	920	870
New Apprentices In Group Training	6,240	6,030
Total New Apprentices	78,933	70,156
User Choice places as proportion Percentage Change over Base Year	0.00%	0.00%
Number of Qualifications available under User Choice		
Available Under User Choice		
Available as New Apprenticeships		
Available Under User Choice as proportion Percentage Change over Base Year	#DIV/0!	#DIV/0!

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Table 4 Base Year Data for Information

	Base Year 2003	Base Year 2004
New South Wales		
	No	No
VET in Schools students	67,200	
Indigenous Australians #		
In regional and remote locations	11,081	
In higher level qualifications (AQFIII and above)	4,799	
Age Target Groups #		
Young people (15-19yrs)	105,818	
Young people (20-24 yrs)	86,460	
Mature Age	98,834	
Total in above age groups	291,112	
Planned over the Life of the Agreement to be no less than the Target		
People with a Disability #	46,082	
Total in above target group		
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		
	2003 No	Plan No	Actual No	Plan No	Actual No	Plan No	Actual No	Plan No	Actual No	Plan No	Actual No	
New South Wales												
VET in Schools students	67,200	72,000		74,160		75,272		76,401		297,833	0	
Indigenous Australians #												
In regional and remote locations	11,081	11,081		11,748		11,747		11,748		46,324	0	
Increase over Base Year		0	-11,081	667	-11,081	666	-11,081	667	-11,081	2,000	-44,324	
Planned over the Life of the Agreement to be no less than the Target		Regional and Remote Target				2,000		Difference:		0	-46,324	
In higher level qualifications (AQFIII and above)	4,799	4,799		5,302		5,686		6,084		21,871	0	
Increase over Base Year		0	-4,799	503	-4,799	887	-4,799	1,285	-4,799	2,675	-19,196	
Planned over the Life of the Agreement to be no less than the Target		In Higher Level qualifications				2,675		Difference:		0	-21,871	
Age Target Groups #												
Young people (15-19yrs)	105,818	105,818		106,539		106,538		106,539		425,434	0	
Young people (20-24 yrs)	86,460	86,460		87,181		87,180		87,181		348,002	0	
Mature Age 45-64	98,834	98,834		100,275		100,275		100,275		399,659	0	
Total in above age groups	291,112	291,112	0	293,995	0	293,993	0	293,995	0	1,173,095	0	
Increase over Base Year		0	-291,112	2,883	-291,112	2,881	-291,112	2,883	-291,112	8,647	-1,164,448	
Planned over the Life of the Agreement to be no less than the Target		Age Group Target				8,647		Difference:		0	-1,173,095	
People with a Disability #	46,082	46,082		47,191		47,190		47,191		187,654	0	
Increase over Base Year		0	-46,082	1,109	-46,082	1,108	-46,082	1,109	-46,082	3,326	-184,328	
Planned over the Life of the Agreement to be no less than the Target		People with a Disability Target				3,326		Difference:		0	-187,654	
Students in Skill Shortage Areas other than Traditional Trades												
ASCO Code or Course Code	Agreed Industry or Qualification											
FNB40602	Cert IV Financial Services	3,578	3,738	3,738	3,738	3,738	3,738	3,738	3,738	14,952	0	
FNB50202	Dip Accounting	1,473	2,655	2,655	2,655	2,655	2,655	2,655	2,655	10,620	0	
FNB60202	Adv Dip Accounting	2,397	3,312	3,312	3,312	3,312	3,312	3,312	3,312	13,248	0	
CHC30402	Cert III Children's Services	545	3,850	3,850	3,850	3,850	3,850	3,850	3,850	15,400	0	
CHC50302	Diploma Children's Services	274	3,297	3,297	3,297	3,297	3,297	3,297	3,297	13,188	0	
ICA50701	Dip IT (Internetworking)	0	174	174	174	174	174	174	174	696	0	
91248NSW	Adv Dip Civil Engineering Design	0	453	453	453	453	453	453	453	1,812	0	
91028NSW	Dip Elect. Eng. (Computer Systems)	6	11	11	11	11	11	11	11	44	0	
CHC30102	Cert III Aged Care Work	853	5,003	5,003	5,003	5,003	5,003	5,003	5,003	20,012	0	
CHC40102	Cert IV Aged Care Work	0	252	252	252	252	252	252	252	1,008	0	
RTE31303	Cert III Irrigation	0	7	7	7	7	7	7	7	28	0	
RTF30103	Cert III Horticulture	5	24	24	24	24	24	24	24	96	0	
RTF40103	Cert IV Horticulture	0	9	9	9	9	9	9	9	36	0	
RTD30102	Cert III C&LM (Conservation Earthwks)	0	16	16	16	16	16	16	16	64	0	
RTD30102	Cert III C&LM (Indigenous Land Management)	0	59	59	59	59	59	59	59	236	0	
Please insert lines above this one if necessary												
Total Skill Shortage Areas other than Trad'l Trades		9,131	22,860	0	22,860	0	22,860	0	22,860	0	91,440	0
Increase over Base Year		13,729	-9,131	13,729	-9,131	13,729	-9,131	13,729	-9,131	54,916	-36,524	
Planned over the Life of the Agreement to be no less than the Target		Add'l Skill Shortage Areas other than Traditional Trades Target				3,326		Difference:		51,590	-39,850	
Comments:												

Data from Annual National Report for Base Year.

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Table 5: VET Funding

	Base Year	2005		2006		2007		2008		
	2004	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
New South Wales										
Total Expenditure	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	\$m	
VET Recurrent										
Australian Government sourced recurrent a)	303.717	319.602		331.095		341.014		345.553		0.241095
State-sourced Recurrent expenditure b)	972.960	982.392		1,019.502		1,053.066		1,087.709		
Total VET Recurrent	1,276.677	1,301.995		1,350.597		1,394.080		1,433.261		
Contestable Funds										
Competitive Tendering	18.858	20.000		24.230		27.835		28.882		
User Choice	50.939	50.939		54.251		58.327		59.789		
Total Contestable Funds	69.797	70.939		78.481		86.162		88.671		
Total New Apprenticeship allocation										
User Choice allocation	50.939	50.939		54.251		58.327		59.789		
User Choice \$s - percentage of total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
User Choice \$s - percentage change on base year			-100.00%	6.5%	-100.00%	14.5%	-100.00%	17.4%	-100.00%	
User Choice proportion - percentage change on base year		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#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.

PLANNING AND REPORTING THE NATIONAL VET SYSTEM

NSW VET PLAN 2006-08

NSW recognises that Australian, State and Territory governments need to work together collaboratively to ensure an effective and visionary national training system. It is important that this national system builds on the achievements of the last decade and continues to deliver training that is of high quality and responsive to the needs of industry and the wider Australian community.

In October 2005 NSW signed the Commonwealth-State Training Funding Agreement for 2005-08. A Bilateral Agreement was developed in December 2005 and this details State-specific elements and commitments under the Agreement.

The attached NSW VET Plan details how specific outcomes under the Agreement will be achieved. The appended spreadsheet sets out deliverables against the targets, activity and funding requirements of the Agreement.

This Plan will be updated annually and in subsequent years will incorporate a progress report that sets out how the outcomes of the Agreement have been, and are continuing to be, achieved by NSW.

NATIONAL GOALS AND OBJECTIVES

1. 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 summary of the detailed response to other components of the VET Plan. The objectives are:

Objectives	NSW Planning to achieve National Objectives
Industry will have a highly skilled workforce to support strong performance in the global economy.	The NSW Vocational Education and Training system is responding to this demand by increasing the number of student places and adapting its delivery profile to more closely align with skill shortages and the emerging skill needs of NSW industries. A range of initiatives to increase training in skill shortage areas have been implemented, including the allocation of approximately \$2 million to establish TradeStart@TAFENSW - a 12 month pilot scheme in which 450 apprentices will be able to do their first year of TAFE training in 16 weeks before they start work. TAFE NSW is also assisting employers to undertake skills assessment and provide gap training to address skills shortages.
Employers and individuals will be at the centre of VET.	NSW has made an ongoing commitment to improve quality and national consistency within the Australian VET system. This will be achieved by strengthening quality assurance mechanisms and seeking/responding to employers' and students' feedback through: <ul style="list-style-type: none"> • systemic meetings and industry forums involving key industry representatives • including student representation of Institute Councils • implementing improvement plans based on employers' and students' surveys outcomes.
Communities and regions will be strengthened economically and socially through learning and employment.	To support regional development, NSW will foster local partnerships to enhance the long-term cost-effective training and educational opportunities for local communities. TAFE NSW will increase delivery of training in accelerated and intensive training formats to accommodate work requirements of client groups and in response to job opportunities. NSW TAFE institutes are also assisting transition from training to work via work placement, graduate employment and support, and traineeships/apprenticeships placements.
Indigenous Australians will have skills for viable jobs and their learning culture will be shared.	Increasing employment opportunities for Indigenous communities through skills development and bridging the digital divide for Indigenous communities in remote regions are high priorities for NSW. The NSW VET system is addressing these priorities through the implementation of the NSW Aboriginal Education Strategy in partnership with the NSW Aboriginal Education Consultative Group and Aboriginal communities.

NATIONAL PRIORITIES

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

Priority	NSW Planning to meet the National Priorities of the <i>Skilling Australia's Workforce Act 2005</i>
<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>NSW will:</p> <ul style="list-style-type: none"> • develop and deliver courses against National Units of Competence to enhance responsiveness and ensure the most effective and relevant courses are delivered for industries • implement a range of initiatives to increase training in skill shortage areas, including: <ul style="list-style-type: none"> ➤ maximising the effectiveness of programs such as TradeStart@TAFENSW, the Contracted Training Provision Program and the Pre-Vocational Program to reduce skill shortages in traditional trade areas such as panel beating, automotive, construction, engineering, plumbing and hospitality. TradeStart, is a program for over 600 pre-apprentices to complete the first year of TAFE training in 16 weeks and before they start work. TradeStart graduates will be able to access a job matching service which will place job ready apprentices into skill shortage areas ➤ providing \$2.55 million in new funding for a \$100 car registration rebate for up to 25,500 first and second year apprentices in NSW and an extra \$1.6 million to double the rate of travel assistance ➤ investing an additional \$1 million in group training to deliver a further 800 apprentices for small business, rural, regional and disadvantaged communities and make the employment of apprentices simpler and faster for small business ➤ establishing processes between TAFE NSW and the local business communities to provide a sustainable means for identifying and delivering responsive skill development initiatives. For example, the TAFE NSW – North Coast Institute and Australian Business Limited Industry Roundtable will hold six roundtables by 31 December 2006. It is expected the Roundtable will result in an increased alignment of existing courses with industry needs, greater capacity to meet future requirements with new courses, and increased understanding of future needs for flexible delivery. ➤ assisting employers to undertake skills assessment and provide gap training to address skills shortages

¹ Agreement Clause 7

² Agreement Clauses 35-47

³ Agreement Clauses 41, 42,43

⁴ Agreement Clauses 44,45

	<p>in the areas of Aged Care, Out of School Hours Children's Services and Disability Work, including Mental Health.</p> <ul style="list-style-type: none"> ➤ promoting training and employment opportunities in skill shortage areas to the general public and to participants in vocational education and training programs, through close liaison with industry, Group Training Organisations and New Apprenticeship Centres. For instance, TAFE NSW is introducing 'Try a Trade' days for school leavers, to increase participation in trades ➤ increasing the uptake of apprenticeships by young people through regional initiatives such as the Macarthur Apprenticeship Recruitment Strategy (MARS) ➤ providing pre-entry level training for young people at risk to facilitate the transition from school to work and increase access to training in traineeships and apprenticeships in skill shortage areas ➤ under the 'Get Skilled' program, delivering training for young unemployed people in skill shortage areas, and in areas where disadvantaged youth, including youth from some ethnic communities, are identified as under-represented in the traditional trades ➤ employing initiatives which attract Aboriginal students into training to reduce skill shortages. For example, TAFE NSW - Western Institute will provide targeted training in childcare, aged care and heavy automotive ➤ offering training by flexible delivery to rural and remote communities ➤ offering trade training for mature age workers (An example is the 'Night Trade' in carpentry and joinery program delivered by TAFE NSW - Riverina Institute for people already in the industry) ➤ increasing the provision of on the job training and assessment to increase responsiveness for specific enterprises ➤ promoting assessment and recognition opportunities for those employed in skills shortage areas who have not completed recognised qualifications ➤ rebuilding a vibrant and appropriately skilled 'New Manufacturing' industry. TAFE NSW is building workforce skill development networks, offering training brokerage services and developing VET products and services that increase the capacity of manufacturing firms to adopt high performance work practices ➤ allocating funds to develop a specific ACE program for addressing employability skills and pathways into VET for skill shortage areas • provide a range of targeted on-the-job, blended delivery and fast track training. For example, South Western Sydney Institute will deliver a fast track traineeship program in partnership with Group Trainers, on-the-job apprenticeship training for butchery, on-the-job traineeship and apprenticeship training for plant bakery, the
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	<p>Diploma in Tourism and Hospitality Management using blended delivery, and on-the-job training for tourism traineeships for the wholesale travel industry</p> <ul style="list-style-type: none"> • encourage VET providers to focus on the health of industry and regional ‘skill ecosystems’ rather than simply on skill supply, so as to position learning in the wider context of workplace, industry and cross-industry relationships. In so doing, they will build on and disseminate the lessons of the skill ecosystem national project. • continue to develop and deliver VET in Schools courses based on training packages in industry areas of identified skills shortage including traditional trade areas. • implement the revised Construction Curriculum Framework for Year 12 in 2006 and will develop a revised Metal and Engineering Curriculum Framework based on the revised training package.
<p>B. Delivering improved outcomes for employers, individuals and communities.</p>	<p>NSW will:</p> <ul style="list-style-type: none"> • strengthen quality assurance mechanisms to ensure satisfying outcomes for students and employers • conduct a student satisfaction survey in Semester 2, 2005 across all TAFE NSW institutes and implement improvement recommendations resulting from this survey • seek and respond to employers’ feedback through systemic meetings with key industry representatives and through industry forums conducted by teaching faculties in TAFE NSW • increase delivery of training in accelerated and intensive training formats to accommodate work requirements of client groups and in response to job opportunities (for example, TAFE NSW - South Western Sydney Institute delivers an accelerated Certificate III in Hairdressing) • improve strategic intelligence systems to enable TAFE NSW staff to better anticipate and satisfy the needs and expectations of individual customers, employers and industry • participate in a project funded by the Department of Education, Science and Training, and in partnership with Australian Industry Group, to improve the capacity of TAFE NSW (and the VET sector) to support new and emerging industries in areas of technology development such as photonics • improve course accreditation and registration procedures to increase capacity in TAFE NSW institutes to offer training in a timely fashion • increase the capacity of TAFE NSW students to apply and enrol online • foster local partnerships to enhance the long-term cost-effective training and educational opportunities for local communities. For example, <i>Community Capacity Building</i> programs are being conducted in partnership

	<p>with University of Technology Sydney in regional and metropolitan centres</p> <ul style="list-style-type: none"> • in supporting Aboriginal students: <ul style="list-style-type: none"> ➤ develop a flexible Advanced Diploma in Leadership, with multiple entry and exit points, suitable for delivery in Aboriginal communities ➤ use interactive distance technology to deliver training to remote and isolated Aboriginal communities ➤ continue to expand delivery to Aboriginal students in courses at Certificate III and above. For example, TAFE NSW - North Coast Institute and Western Institute will increase delivery in courses such as the Certificate IV in Governance, Certificate IV in Social Housing, Certificate III in Aboriginal Studies and the Diploma in Children's Services • develop initiatives such as the TAFE NSW - North Coast Institute's Aboriginal Staff Employment Strategy to increase the number of permanent Aboriginal staff in faculties and functional units • assist women's transition from training to work via work placement, graduate employment and support, and traineeships/apprenticeships placements • deliver training to people from a culturally diverse background through programs and services that are responsive to their cultural and linguistic needs • work cooperatively with the Australian Government to support the operations of Australian Technical Colleges to ensure that they contribute to the delivery of improved outcomes for employers, individuals and communities.
C. Improving quality	<p>NSW has made an ongoing commitment to improve quality and national consistency within the Australian VET system through the work of the NSW Vocational Education and Training Accreditation Board and the DET Quality Assurance Services customer services team.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • support the implementation of the outcomes of the high Level Review of Training Packages • implement model clauses in order to achieve nationally consistency. The underpinning legislation which will be introduced into the Spring session of Parliament incorporates model clauses • participate in designated activities as appropriate to achieve significant improvement in the national consistency of registration and audit activities by 30 June 2006 • implement quality improvements arising from the VETAB re-registration audits undertaken within TAFE NSW

	<p>institutes</p> <ul style="list-style-type: none"> • develop an outcomes-based audit model to be implemented by 2006. A BVET funded project is trialling the outcomes approach in 2005 • implement arrangements to enable public reporting of the outcomes of RTO audits. The <i>Vocational Information Project</i> will collect audit outcomes and NTIS2 will have the capacity to display agreed information • comply with the Commonwealth Disability Discrimination Act Education Standards for students with a disability.
<p>D. Increasing participation and up-skilling mature age workers.</p>	<p>NSW will:</p> <ul style="list-style-type: none"> • provide recognition services that are responsive to the needs of people with overseas gained skills and qualifications • promote recognition of prior learning and facilitate pathways to higher level training for mature age women. For example, TAFE NSW - North Coast Institute has recognised skills developed by mature aged women working in primary industries and horticulture, which has promoted student graduation in the Certificate IV in Agriculture (Rural Business Management) in its Credit Where Credit's Due program • build on the successful Outreach infrastructure of trained teachers, contacts and educational resources in TAFE NSW to offer carefully targeted programs for mature age unemployed students, in programs which meet local skill shortage needs • use online recognition tools to assist mature age workers with no formal qualifications to assess existing skills and access relevant training courses in Aged Care, Children's Services and Alcohol and Other Drugs Work • offer trade training for mature age workers (for example, the Night Trade in carpentry and joinery for people already in the industry delivered by TAFE NSW - Riverina Institute) • increase the number of on-the-job training programs for mature age workers. For example, the TAFE NSW - South Western Sydney Institute Tourism and Hospitality Faculty will offer additional training for mature age workers in the hospitality industry (in particular to food and beverage and kitchen workers) and facilitate job opportunities for graduating students, and use blended modes of delivery with a focus on workplace learning and skills development and achievement • continue to support the implementation of the Industry Skills Council MAGIC (Mature Age Workers Giving in Care) program in collaboration with employers and other agencies to facilitate the recruitment of mature age workers into community care occupations

	<ul style="list-style-type: none"> • streamline recognition processes for mature age workers in relevant courses and qualifications offered by TAFE NSW • increase the number of short courses targeting re-skilling of mature age workers in skill gap areas • continue to provide the Basic IT Enabling Skills (BITES) computer literacy training program for mature workers over 45 years currently unemployed and seeking work.
<p>E. Encouraging greater re-engagement in training by Australians who are not fully participating in the labour market.</p>	<p>NSW will:</p> <ul style="list-style-type: none"> • improve outcomes for Aboriginal students through: <ul style="list-style-type: none"> ➤ updating the NSW VET plan for Aboriginal communities: <i>New Partners, New Learning, NSW</i> to reflect additions and amendments in the revised blueprint of the national Indigenous VET Strategy ➤ developing and implementing a TAFE NSW VET Quality Teaching Framework focused on improving outcomes for Aboriginal students ➤ providing appropriate support for Aboriginal students during mainstream courses ➤ ensuring that resources are culturally appropriate for Aboriginal students ➤ providing ongoing professional development to teachers focused on improving the learning outcomes of Aboriginal students ➤ developing and delivering a range of customised programs for Aboriginal people including leadership courses, family education courses, courses in entrepreneurial and small business skills, courses in office administration and literacy tutoring courses which will build community capacity and enhance employment prospects ➤ providing high quality vocational education and training programs for Aboriginal inmates. For example, TAFE NSW - North Coast Institute will deliver training to Aboriginal students within the Mid North Coast Correction Centre, and contribute to the educational planning and provision for Aboriginal inmates at the new minimum security Department of Corrective Services facility planned for Tabulam in north-eastern NSW ➤ delivering targeted, specifically customised and flexibly delivered training for both Aboriginal and non-Aboriginal health workers in the rural/remote and metropolitan Aboriginal health sector of NSW to build foundation skills, achieve national qualifications and create learning pathways. The project is being undertaken in consultation with the Aboriginal Health and Medical Research Council

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| | <ul style="list-style-type: none">• improve outcomes for students with a disability through:<ul style="list-style-type: none">➤ working with the NSW Department of Ageing, Disabilities and Home Care (DADHC) to provide effective pathways for young people with disabilities who are seeking employment, particularly in relation to the new DADHC Transition to Work program➤ flexible delivery strategies and technological innovation. For example, TAFE NSW - North Coast Institute will provide student support through its network of Learner Support Centres, one-to-one tuition and laptop computing equipment➤ teaching and customer service strategies for staff managing students with a disability. For example, a partnership of TAFE NSW - Northern Sydney, Hunter, Sydney and Western Sydney Institutes will establish a practitioner network for teachers of students with 'hidden disabilities'➤ ongoing promotion of apprenticeships and traineeships to HSC VET students with disabilities through the DETNAC pilot• provide quality careers advice and counseling to women wishing to return to work. This will ensure best fit of women's experience, skills, and aspirations with industry requirements (particularly industries experiencing skills shortages). |
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STATE AND TERRITORY BI-LATERAL AGREEMENTS

3. 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	
<p>State/Territory Priorities: This section provides the opportunity for the State/Territory to indicate its priorities for vocational and technical education</p>	<p>A high priority for NSW is to maintain a high quality vocational education and training system that is capable of increasing the workforce capacity and economic performance of our state. Our network of training providers will continue to play a key role in driving the productivity and competitiveness of our industries and contributing to the economic and social development of our communities.</p> <p>Over the next four years NSW will deal with the challenges for businesses seeking to build and retain a skilled workforce, for individuals looking for employment in an increasingly fragmented labour market, and for vocational education and training providers anticipating and responding to industry requirements for skilled labour. <i>(Full details are in Bilateral Funding Agreement)</i></p>
<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 NSW Department of Education and Training and the Australian Government Department of Education, Science and Training (DEST) will work cooperatively through the appropriate mechanisms and channels through which national and state instrumentalities and stakeholders communicate. It would be expected that significant communications or discussions with NSW agencies or stakeholders would be notified to the NSW Department of Education and Training prior to the event, and coordinated through that Department.</p> <p>The NSW Department of Education and Training and the Australian Government Department of Education, Science and Training and stakeholders in the training system are encouraged to work collaboratively to strengthen the national system as it operates in NSW. In general, communication would occur between like organisations. NSW supports open communication between the national Industry Skills Councils and their NSW counterparts. Formal communication between DEST and NSW about New Apprenticeship Centres occurs through the DEST NSW Office.</p> <p>NSW will continue to work cooperatively with the Australian Government to advance the economic prosperity of Australia. NSW and the Australian Government will work together to progress the work of COAG. <i>(See Attachment A – Addressing Skills Shortage Through a National Approach to Apprenticeships, Training and Skills Recognition – Action Plan)</i></p>
<p>Strategic National Initiatives: (i) The State/Territory's participation in the Commonwealth-State</p>	<p>Skills shortages have emerged as a very real and growing threat to the economic productivity of enterprises, industries and communities in NSW. The State faces shortages of skilled workers, particularly in traditional trades, in the health and community services industries and in financial and business services. As a matter of priority,</p>

<p>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>vocational education and training will focus on working in partnership with these and other industries to identify new ways of meeting current and future skills needs.</p> <p>NSW will meet the increased demand for apprentice and trainee places to reduce skill shortages, to provide a skilled workforce for NSW and assist the State to maintain its competitive edge.</p> <p>NSW and the Australian Government will work together to consider ways that State and Territory skills shortage initiatives that are consistent with the work of COAG, might be progressed to provide national benefit. Where appropriate such work may be proposed for funding through Strategic National Initiatives.</p> <p>The Australian Government and NSW agree to provide funds for the Joint Indigenous Funding Pool in NSW.</p> <p>Providers will tender competitively through the open and transparent process of the Approved Providers List Contract for the NSW Training Market. Information about the Approved Provider List Contract is publicly available at https://www.det.nsw.edu.au/trainingmarket/ and includes information on tender requirements and guidelines, and reporting requirements. NSW agrees to work with the Australian Government on the implementation of this initiative. A representative of the Australian Government will be invited to be involved in planning implementation of the Joint Indigenous Funding Pool program of delivery. <i>(Full details are in Bilateral Funding Agreement)</i></p>
<p>National Targets: Each State/Territory will meet its share of the national targets set out in the <i>2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce</i>. In meetings its share, the State/Territory will specify the base year (either 2003 or 2004) from which all its targets will be achieved.</p>	<p>NSW 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, NSW will use 2003 as the base year. <i>(Full details are in Bilateral Funding Agreement)</i></p>
<p>Performance Measures: The State/Territory will demonstrate continuous improvement in employer and student satisfaction over the</p>	<p>NSW will:</p> <p>(i) improve the level of employer satisfaction with VET from 82% (2001 figure) to 85% by 2008, within the range of the confidence intervals for NSW</p> <p>(ii) maintain the level of student satisfaction of graduates with the overall quality of training at 86%, within the</p>

life of this Agreement	range of the confidence intervals for NSW (Full details are in Bilateral Funding Agreement)
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MEETING STATUTORY REQUIREMENTS

4. 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:

Requirement	NSW Planning
<p>Maximising choice for employers and new apprentices by complying with user choice policy, including</p> <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>In NSW, employers and apprentices and trainees have for some years had full user choice of public and private registered training organisations to provide their apprenticeship or traineeship training. In 2005, there are 354 registered training organisations, a third interstate-registered, which are approved to deliver training to apprentices and trainees under user choice arrangements.</p> <p>Administrative and payment arrangements for apprenticeships and traineeships support genuine competition. Examples include an annual open tender process and demand-driven funding of training delivery.</p> <p>NSW will:</p> <ul style="list-style-type: none"> continue to improve competition wherever possible. The number of apprenticeship areas available under user choice will be progressively increased (see 1e). <p>User choice clients in NSW can negotiate their specific training needs through development of a customised training plan with their selected training provider. This can include selecting content and sequencing of Units of Competency, and the timing, location and mode of training delivery. A summary training plan is lodged with the training contract and a full training plan, which more closely reflects the client's choices, is required to be developed by the training provider within a set period and a copy provided to the employer.</p> <p>User choice is well promoted in NSW. The NSW Training Market website has a search engine which allows the user to search for all relevant registered training organisations by apprenticeship or traineeship.</p>

Requirement	NSW Planning
<p>c) Participation in the establishment of a national unit price band for each apprenticeship or traineeship in the New Apprenticeships 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>A Fact Finder facility is included on the website to help clients find out more about individual registered training organisations approved to deliver training to apprentices and trainees. It provides information on enrolments, delivery sites and modes of training delivery to help consumers select the most appropriate provider for their needs.</p> <p>A new Skilling NSW web portal has been implemented to present a comprehensive entry point for all aspects of NSW vocational education and training.</p> <p>A new, integrated Customer Management system has been introduced for the NSW training market which provides higher level information to assist clients to make more informed choices of training provider and training delivery options.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • introduce further performance indicators to improve client information about individual training providers • continue to enhance Customer Management services in response to client feedback and identified needs. <p>In 2004, NSW introduced price bands for overall apprenticeship and traineeship training delivery. NSW is participating in the establishment of a national unit price band for individual qualifications.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • cooperatively work within national forums to negotiate appropriate price levels. <p>The NSW Board of Vocational Education and Training (BVET) was established in 1994. A key function of the BVET Board is to consult industry and employer groups in the development of vocational education and training policies for the state including apprenticeships and traineeships and advise the Minister on the policies.</p> <p>In 2003, the Board carried out a review of traineeship system in NSW and recommended to the Minister policy options to strengthen the quality of the traineeship system and its capacity to meet targeted skill needs in NSW.</p>

Requirement	NSW Planning
<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>The Board has recently commissioned a project on promotion of apprenticeships and traineeships in NSW which focuses on a promotional strategy to harness the excellence of the NSW Training Awards, to promote VET in NSW and the further involvement of VET students and industry through the Awards.</p> <p>Decisions on what qualifications should attract user choice funding are also informed by state and national industry training advisory bodies.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • continue close consultation with the NSW State Training Authority, the Board of Vocational Education and Training, concerning which apprenticeships and traineeships are to be eligible for user choice funding. The Board itself is advised by the NSW Industry Skills Forum, which includes the chief executive officers of major employer organisations • continue to seek advice of NSW Industry Training Advisory Bodies, which include representatives of employer organisations, regarding which qualifications should be included under user choice. <p>All 660 traineeships are available under User Choice in NSW. 14 apprenticeships which cover high demand areas and skills shortage trades are available under User Choice in areas identified as having strong, sustainable markets.</p> <p>Currently User Choice in NSW accounts for 83% of all new entrant trainee and apprentice commencements and over half of the apprenticeship commencements.</p> <p>In terms of new vocations, in 2004 NSW increased the number of traineeship qualifications available through user choice by 5%. Two new apprenticeships, Electricity Supply Industry – cable joining (powerline), and Electricity Supply Industry – rail traction (powerline), for delivery anywhere in NSW, have been included under User Choice from 2005.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • increase the User Choice budget by at least 5% a year over the life of the agreement • continue to approve new traineeship qualifications as they become available through national Training Package development and in response to industry need and demand. Additional apprenticeship trade areas will also be progressively included under user choice

Requirement	NSW Planning
<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 (Part 2, Division 2, Section 11, Clause 1-2)</p>	<ul style="list-style-type: none"> • implement specific strategies to increase traineeship and apprenticeship commencements in skill shortage areas and other areas of strategic skill need. <p>NSW will:</p> <ul style="list-style-type: none"> • cooperatively work within national forums to develop an appropriate and effective national contract template.
<p>Workplace Reforms</p> <p>a) Giving 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>b) Ensuring TAFE institutions introduce more flexible employment arrangements by offering Australian workplace agreements to staff where possible, or other individual agreements where this is not possible</p> <p>c) Supporting stronger leadership and authority for directors of TAFE Institutions, including in relation to recruitment and remuneration of employees</p>	<p>By 31 July 2006, NSW will undertake planning and consultations to have in place policies that will give TAFE institutes greater flexibility and capacity to address local industry and community needs, including the flexibility to allocate resources in accordance with local priorities.</p> <p>From 1 January 2007, TAFE Institutes will have in place a range of strategies, consultative mechanisms and processes that enable them to respond more flexibly to local industry and community needs.</p> <p>By 1 July 2006, NSW will ensure that workplace policies and arrangements require AWAs or individual agreements to be made available to all TAFE Institute permanent full-time and part-time teaching, executive and administrative staff</p> <p>From 1 July 2006, all new permanent full-time and part-time teaching, executive and administrative staff employed after 1 July 2006 will be offered the choice of an AWA or individual agreement,</p> <p>From 1 July 2006, AWAs or individual agreements will be made available upon request to all permanent full-time and part-time teaching, executive and administrative staff.</p> <p>By 31 July 2006, NSW will have in place policies that will give TAFE directors greater leadership and authority, including responsibility for human resource management such as staff selection, appraisal, remuneration and professional development.</p>

Requirement	NSW Planning
<p>d) Implementing fair and transparent performance management scheme in TAFE institutions that rewards high performance (including through performance pay) and manages underperformance</p> <p>e) Providing capacity for TAFE institutions to retain revenue and generate increased revenue through partnerships with industry and sponsorship arrangements</p> <p>f) Providing capacity for TAFE institutions to develop entrepreneurial and commercially oriented business plans</p> <p>g) Ensuring 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 institutes must neither encourage nor discourage trade union membership. (Part 2, Division 2 Section 12, Clause 1-4)</p>	<p>TAFE NSW has Service Delivery strategies and Performance Agreements with Institute Directors, supported by a very strong Quality Assurance system.</p> <p>TAFE NSW is committed to a robust performance management system to ensure that teacher's performance is appraised by annual review.</p> <p>By 31 July 2006, TAFE NSW will review and strengthen its performance management system to incorporate the standards required to determine satisfactory performance for a teacher.</p> <p>Planning and consultation on the teacher performance management system will be undertaken by 31 December 2006 to enable implementation from 1 January 2007.</p> <p>By 31 July 2006, NSW will implement policies and strategies to enable TAFE Institutes to generate and retain revenue to increase financial independence, including through industry partnerships and sponsorship arrangements, and through entrepreneurial undertakings with local enterprises and communities.</p> <p>By 31 July 2006, NSW will review and strengthen policies and strategies in relation to TAFE Institutes' entrepreneurial and commercially oriented business plans.</p> <p>By 31 July 2006, TAFE NSW will review and strengthen its strategies to ensure that TAFE institutes workplace agreements and workplace policies and practices are consistent with freedom of association principles in the <i>Workplace Relations Act 1996</i>.</p>
<p>Implement training that is based on competence rather than length of</p>	<p>Accelerated adult apprenticeships are available in two engineering trades – mechanical and fabrication. Credit towards these apprenticeships is given for the apprentice's previous experience in the industry, as</p>

Requirement	NSW Planning
<p>b. Contributing to the achievement of a consistent national system of occupational licensing requirements (Part 2, Division 2 Section 13)</p>	<ul style="list-style-type: none"> • continue to work with other jurisdictions in addressing this barrier, through the Council of Australian Government (COAG) process • work with employer organisations and Unions NSW to encourage them to develop options in their awards for apprenticeship progress to be based on competencies achieved. <p>NSW has supported the moves to improve alignment of VET qualifications with licensing and to improve mutual recognition of trade licenses between the States and Territories.</p> <p>The Licensing Forum successfully hosted by NSW in May 2004 contributed to a better understanding of the roles and operations of VET and the industry regulators.</p> <p>NSW is participating on the Commonwealth-State working group proposed by the Prime Minister to assist in developing and implementing cooperative approaches to overcome the current licensing impediments.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • continue to work with other jurisdictions in a national licensing system.
<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 (Part 2, Division 2 Section 14)</p>	<p>By 1 January 2007 TAFE NSW will have in place a third party access policy which makes its publicly funded premises available to other training providers on a commercial basis for purposes that do not conflict with TAFE NSW's vocational education and training purposes.</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</p>	<p>NSW will:</p> <ul style="list-style-type: none"> • 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.

Requirement	NSW Planning
<p>purposes (Part 2, Division 2 Section 15)</p>	
<p>Role of State Training Authorities Ensure the maintenance of a State Training Authority that:</p> <p>a. Participates in the preparation of the annual VET Plan; and</p> <p>b. Provides advice to the State Minister with responsibility for VET, including decisions about eligibility for user choice funding</p> <p>(Part 2, Division 2 Section 16)</p>	<p>a. Participates in the preparation of the annual VET Plan</p> <p>Since its establishment in 1994 the Board of Vocational Education and Training (BVET) has been involved in the preparation of State Training Profiles and Annual VET Plans.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • ensure that annual VET Plans continue to be developed under the auspices of BVET. <p>b. Provides advice to the State Minister with responsibility for VET, including decisions about eligibility to user choice funding</p> <p>BVET's charter includes providing advice to the Minister and overseeing policy and planning initiatives in the training system. Some of the examples of the Board's activities and recent achievements are:</p> <ul style="list-style-type: none"> • development of the strategic plan for VET 2005-2007 in consultation with employers, unions and community to derive strategic directions for addressing the critical issues of skills shortages, building workforce capabilities and to ensure sustainability of businesses and partnerships • conducting regional visits and consultation programs to determine the skill and VET needs of the rural and regional communities • initiating a project on Vocational Education for Compulsory Years of Schooling to develop and strengthen VET opportunities for Indigenous young people • addressing critical issues, demonstrating new and innovative ways in VET and evaluating VET policies related to apprenticeships and traineeships through a research, demonstration and evaluation program • recommending to the Minister the allocation resources for priorities in the state.

Requirement	NSW Planning
	<p>NSW will:</p> <ul style="list-style-type: none"> • ensure that BVET continues its role of providing advice to the Minister in accordance with the BVET Act 1994 in the following: <ul style="list-style-type: none"> ➤ state vocational and education training policies in the context of State and national priorities and objectives ➤ allocation of resources, including funding, to achieve optimal effectiveness and efficiency in the State's vocational education and training system ➤ improving performance of the State vocational education and training system ➤ providing advice to the Minister on User Choice.
<p>Advice about vocational education and training</p> <p>1. 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 (Part 2, Division 2 Section 17)</p>	<p>TAFE NSW has extensive strategies and mechanisms to ensure the views of students, especially disadvantaged and isolated students, are considered. For instance, currently each TAFE Institute has an infrastructure of equity staff who provide a range of services and programs for disadvantaged students. Across the State this includes 115 specialist Teacher/Consultants for students with a disability, 52 Outreach Coordinators, 15 Institute Multicultural Education Coordinators and 16 Women Strategy Officers.</p> <p>NSW will</p> <ul style="list-style-type: none"> • continue with or adopt a range of measures in TAFE NSW to ensure all students views are considered in planning delivery. These measures include: <ul style="list-style-type: none"> ➤ Institute Advisory Council membership including a student representative, a member representing Aboriginal communities, as well as community representatives from different backgrounds (such as immigrant and refugee communities) and geographical locations ➤ promoting and strengthening relationships with schools, community groups and youth inter-agency networks to ensure that program planning and delivery strategies for unemployed clients, people from non-English speaking backgrounds and 15 to 19 year-old school leavers meet the key needs of these groups ➤ ensuring teaching sections participate in relevant community forums, networks and activities to maintain first hand knowledge of the changing needs of disadvantaged students and to promote

Requirement	NSW Planning
	<p>non-core programs. For example, Northern Sydney Institute will liaise with organisations such as Mission Australia, Planet X, Phoenix House, Northern Sydney Child and Adolescent Mental Health Service, local council youth services, Radio Skid Row and Manly Drug Education Counselling Centre</p> <ul style="list-style-type: none"> ➤ strengthening community contacts to ensure that Outreach programs are specifically targeted to meet local customer needs ➤ conducting student satisfaction surveys and implementing continuous improvement plans based on survey results ➤ undertaking consultations to ensure that curriculum embed equity principles and respond to needs of equity groups ➤ using technology to improve feedback mechanisms. For example, OTEN will introduce SMS and mobile learning strategies to seek client contributions to delivery.
<p>Overseas students a. Ensure that payments received are not used for providing VET to overseas students (Part 2, Division 2 Section 18)</p>	<p>TAFE NSW has set overseas student fees above full cost recovery and accounts for them separately in the TAFE NSW ledger.</p> <p>In signing the Adult and Community Education (ACE) Funding Agreement, providers must:</p> <ul style="list-style-type: none"> • include a statement that eligible clients are Australian citizens or permanent residents of Australia • comply with Board of Adult and Community Education Monitoring and Statistical Data Collection processes, which provide evidence of a student’s place of residence. <p>The BACE Monitoring and Statistical Data Collection processes provide evidence of compliance.</p> <p>NSW will:</p> <ul style="list-style-type: none"> ➤ continue implementing measures to ensure that payments received are not used for providing VET to overseas students.

Requirement	NSW Planning
Recreational pursuits a. Ensure that payments received are not used for providing education or training for private recreational pursuits or hobbies (Part 2, Division 2 Section 19)	<p>TAFE NSW does not offer hobby or private recreational programs.</p> <p>From 2005, ACE providers have been advised via their Funding Agreement that all ACE funds must be used for vocational education and training. A letter accompanying the ACE provider Funding Agreement states '<i>...funds which were previously allocated for general and non-accredited ACE are now allocated for vocational education and training</i>'. The BACE Monitoring and Statistical Data Collection processes provide evidence of compliance.</p> <p>NSW will:</p> <ul style="list-style-type: none"> • maintain the current course profile offered in TAFE NSW and arrangements made with ACE providers.

OTHER REQUIREMENTS

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

Requirement	NSW Planning
Infrastructure	NA
Activity	NA
Additional funding	NA
Other	<i>Include here details of any other areas the State/Territory has negotiated, such as strategies to support innovation in training.</i>
Use of AVETMISS	NSW includes an agreed use of AVETMISS.

INFRASTRUCTURE PLAN

6. States and Territories will include their Infrastructure Plans in their VET Plans.

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.

NSW STRATEGIC FRAMEWORK FOR IMPROVING OUTCOMES FOR VET IN SCHOOLS 2005-2008 (2006 Plan)

PREAMBLE

This strategic framework sets out planned activity by the NSW school sectors for the expenditure in of VET in Schools funding allocated to NSW in 2005-2008 as part of the Strategic National Initiatives for VET. Specifically, this iteration of the strategic framework refers to planned expenditure for funding of \$6.660 million allocated to NSW in 2006. The framework addresses the *Principles and Guidelines for Improving Outcomes for Vocational Education and Training (VET) in Schools 2005-2008* and builds on previous NSW strategic frameworks for VET in Schools 1998-2000, 2001, 2002-2004, and 2005-2006 and achievements during 1997-2005. It has been developed by the NSW Schools Consortium whose member agencies are the Association of Independent Schools (AIS), the Catholic Education Commission (CEC), the NSW Department of Education and Training (DET) and the Office of the NSW Board of Studies (OBOS). The strategic framework is the basis of agreements signed between school authorities and the State Training Authority in NSW.

CORE PURPOSE, OUTCOMES AND PRIORITY AREAS FOR ACTION

VET in Schools funds allocated to the NSW school sectors will be used to contribute to the expansion of the number of young people undertaking vocational education and training programs in their senior secondary years in NSW and the breadth and depth of VET in Schools offered (through the VET in Schools and School-Based New Apprenticeship pathways).

NSW school authorities will address the agreed principles and outcomes for VET in Schools by

- continuing to deliver high quality VET in Schools courses which
 - comply with the National Training Framework
 - are based on Training Packages (or on national industry competency standards or accredited training where no relevant training package qualification exists)
 - contribute both to AQF VET qualifications and the NSW Higher School Certificate
 - articulate to further training and employment and provide pathways to higher education
 - provide high quality outcomes for students
- ensuring compliance with the Australian Quality Training Framework
- collecting and reporting VET in Schools data that is compliant with AVETMISS
- working towards sustainability, as far as possible, of program delivery and the further integration of VET in Schools programs into the resourcing, operations and culture of the school systems and schools
- promoting the further recognition of HSC VET courses in the selection of students for university entrance

Priority will be given to at least a mix of the areas for action identified by Ministers

- the establishment of VET in Schools by schools not previously involved in the delivery of VET in schools
- expanding the range and spread of VET in Schools courses offered across industry sectors by schools already involved in the delivery of VET in Schools
- the establishment of VET in Schools courses in new industry areas and in industry areas currently not well subscribed in VET in Schools
- increasing participation in VET in Schools by particular student groups that are difficult to reach and/or service, for example, improving access for students in rural and remote areas and for educationally disadvantaged students including Indigenous students and students with a disability
- developing strategies to maintain quality standards in VET in Schools including professional development
- increasing participation in School-based New Apprenticeships or other trades related vocational courses which respond to skills shortages
- addressing areas of skills shortage.

PROGRAM AREAS

The core purpose, outcomes and priority areas will be addressed within and across the seven program areas set out in the strategic framework. These program areas are

1. Infrastructure support to expand opportunities for students
2. Provision of resources and educational materials to support delivery, assessment and workplace learning
3. Development of curriculum frameworks and VET programs based on identified industry training areas in the NSW VET Plan
4. Expansion of partnerships with industry, industrial organisations, business, TAFE NSW and other training providers
5. Provision of VET teacher training and professional development
6. Delivery of expanded opportunities for students including traineeships in schools
7. Reporting mechanisms.

Planned allocations to each program area for 2006 will be included in the framework once the level of funding for each sector is advised by the Commonwealth.

Program Area	Strategies	Outcomes and indicators
<p>1. Infrastructure support to expand opportunities for students.</p>	<p>1.1 Information support Continue to provide local and central advisory support and information to students, teachers, parents, employers and other community members involved in the delivery and/or coordination of VET in Schools and school based traineeships</p> <p>1.2 Local support 1.2.1 Continue to support VET in Schools committees and other cross sectoral and individual sector committees to establish strong links with local industries and communities 1.2.2 Facilitate workplace learning and employment opportunities for students undertaking VET</p> <p>1.3 Policy and planning support 1.3.1 Continue to implement processes to facilitate the consistent application of the principles of the National Training Framework in schools. 1.3.2 Continue to support cross sectoral participation in curriculum development activities 1.3.3 Continue to support cross sectoral initiatives to ensure consistency in delivery of VET in Schools programs 1.3.4 Implement quality assurance mechanisms required of RTOs under the Australian Quality Training Framework</p>	<ul style="list-style-type: none"> • Stakeholders – students, parents, teachers, employers – receive appropriate information about VET in Schools and school based traineeship opportunities • Schools and other stakeholders provided with relevant information to assist students to make appropriate subject choices to maximise VET participation and articulation opportunities • Maintenance of local delivery and coordination networks which include schools, industry, TAFE NSW and other providers • Increase in the number of VET programs for students, particularly in areas of skills shortages • Development and implementation of quality strategies to ensure recognition, consistent with AQTF principles • RTOs have strategies in place to ensure quality in training and assessment

Program Area	Strategies	Outcomes and indicators
<p>2. Provision of resources and educational materials to support delivery, assessment and workplace learning.</p>	<p>2.1 Resources Continue to</p> <p>2.1.1 update and distribute to schools and TAFE colleges information packages which support the delivery of VET in Schools, eg <i>Industry Curriculum Framework Information Package, Part-time Traineeships in NSW Schools, Workplace Learning Handbook, TAFE-delivered VET HSC Courses for Schools, Private Provider Guidelines</i>, and other sector-specific information</p> <p>2.1.2 integrate these resources, where appropriate, into the quality assurance processes for AQTF compliance</p> <p>2.1.3 continue to distribute relevant education materials for students and teachers to facilitate equity in access to VET in Schools and traineeships</p> <p>2.1.4 update and deliver information explaining and promoting VET in Schools and school based part-time traineeships, utilising both print and electronic based resources</p> <p>2.1.5 update and distribute resources to schools to facilitate understanding of, and compliance with AQTF requirements</p> <p>2.2 Course-specific materials Provide</p> <p>2.2.1 ongoing support for the delivery of VET programs in a range of industry areas</p> <p>2.2.2 ready electronic access to HSC syllabuses and support documents based on training packages</p> <p>2.2.3 other teaching, learning and assessment materials including training package materials to support teachers, employers and students undertaking VET in the HSC and school based traineeships (eg GoVET website, VETASSESS, HSC Online)</p>	<ul style="list-style-type: none"> • increase in the availability and accessibility of quality resource materials which support VET in the HSC and school based traineeships to inform <ul style="list-style-type: none"> • students • parents • teachers • employers • Industry specific teaching, learning and assessment materials based on or complementing training packages

Program Area	Strategies	Outcomes and indicators
<p>3. Development of curriculum frameworks and VET programs based on identified industry training areas in the NSW VET Plan.</p>	<p>3.1 OBOS continues to support implementation of industry curriculum frameworks based on training packages and accredited non-framework VET courses, through presentations, consultation and advice relating to</p> <ul style="list-style-type: none"> • VET syllabus and course design • work placement requirements • articulation arrangements • credentialing, records management and reporting <p>3.2 BOS refines and improves current industry curriculum frameworks in response to systems advice and issues arising from implementation</p> <p>3.3 Industry curriculum frameworks are updated and rewritten to accommodate training package revisions, including enhancements and major revisions</p> <p>3.4 School sectors and BOS work cooperatively to improve recognition by universities of new and existing HSC VET courses</p> <p>3.5 The feasibility of new curriculum frameworks in industry areas of skill shortage is explored</p> <p>3.6 Options for vocational education in Years 9 & 10 that lead to improved engagement and retention and support progression to VET in Years 11 and 12 without limiting students options are explored</p>	<ul style="list-style-type: none"> • Provision of a range of AQF VET courses within the HSC • Industry curriculum frameworks reviewed and refined in response to issues arising from implementation • Industry curriculum frameworks revised to reflect revised training package requirements • Availability of revised industry curriculum frameworks for implementation from 2006 • HSC VET courses recognised for university entrance in the same way as other HSC courses • Feasibility studies conducted in areas of skills shortage

Program Area	Strategies	Outcomes and indicators
<p>4. Expansion of partnerships with industry, industrial organisations, business, TAFE NSW and other training providers</p>	<p>School authorities, including OBOS, in association with industry, industrial organisations and other training providers continue to</p> <p>4.1 Consolidate and expand long-term partnership arrangements with large employers in the implementation of VET in Schools programs and school-based traineeships available to senior school students in NSW</p> <p>4.2 Work collaboratively with industries and training providers to develop information strategies that promote a range of post-school patterns of work, education and training for students</p> <p>4.3 Support mechanisms at local level to facilitate strategic planning of collaborative training delivery</p> <p>4.4 Work collaboratively with industry and the community at the local level to ensure maximum access to workplace learning opportunities and with work placement coordination agencies to ensure consistent, productive mechanisms for the coordination of placements</p> <p>4.5 Support student and teacher participation in WorldSkills</p> <p>4.6 Expand industry partnerships in areas of skills shortage</p>	<ul style="list-style-type: none"> • Enhanced industry engagement with VET in Schools and school based traineeships delivered by schools, TAFE NSW or other RTOs • Complementary provision and shared delivery between schools, TAFE NSW and other providers • Increased workplace learning opportunities • Efficient and equitable allocation of workplace coordination funding • Enhanced student outcomes and industry recognition • Enhanced quality and consistency of assessment practices • Enhanced communication with industry in relation to skills needs

Program Area	Strategies	Outcomes and indicators
<p>5. Provision of VET teacher training and professional development</p>	<p>5.1 Implement VET teacher training programs which include</p> <ul style="list-style-type: none"> • assessment of competencies • workplace learning • industry-specific training and training packages • industry placements • work and workplace change • the NTF and AQTF • workplace trainer/assessor qualifications • industry specific qualifications • VET data entry and national reporting requirements <p>5.2 Develop and implement professional development for teachers to deliver courses in new curriculum framework areas and in accordance with AQTF compliance requirements (eg Certificate IV in Training and Assessment, industry currency) updating training programs where necessary</p> <p>5.3 Deliver training using flexible and online delivery and support schools in establishing appropriate infrastructure for online and mixed mode delivery to students</p> <p>5.4 Support programs which will enable teachers to prepare students to meet the OHS requirements of industry</p> <p>5.5 Support programs which will enable teachers to prepare students to meet the requirements of the HSC</p> <p>5.6 Develop processes to obtain higher level AQF VET qualifications for teachers that support their VETIS delivery</p>	<ul style="list-style-type: none"> • Teachers have access to current information regarding the range of VET options for NSW school students • School system/sector RTOs meet AQTF standards and VETAB policy regarding trainer and assessor qualifications • VET programs delivered by schools expanded • Increase in the number of trained personnel accredited to deliver and assess VET in Schools programs • Increased use of flexible delivery in training and professional development programs and in flexible delivery to students • Students have access to an expanded range of delivery options • Schools have access to information about current accountability and VET reporting processes • Students participate in appropriate work placement • VET teachers able to prepare students for both HSC and AQF VET qualification requirements

Program Area	Strategies	Outcomes and indicators
<p>6. Support for delivery of expanded opportunities for students including traineeships in schools</p>	<p>6.1 Ongoing management of the delivery of accredited VET programs for school students consistent with AQF and AQTF requirements and the NSW Strategic VET Plan</p> <p>6.2 Develop instruments and resources to support RTOs in meeting compliance requirements</p> <p>6.3 Ongoing provision of support and advice for schools, employers and the community regarding part-time arrangements for traineeships involving school students</p> <p>6.4 Provide mechanisms to support the access of students from equity groups to VET programs including students in rural and remote areas and for educationally disadvantaged students including Indigenous students and students with a disability</p> <p>6.5 Develop and implement flexible modes of delivery of training opportunities especially to young people in rural and remote areas</p> <p>6.6 Support the development of innovative practice for VET delivery in schools</p> <p>6.7 Provide opportunities for students to achieve higher level AQF VET qualifications</p> <p>6.8 Undertake development work to identify VET programs for students at risk of dropping out of education and training</p> <p>6.9 Support for VET teachers in adopting efficient work practices</p> <p>6.10 Schools sectors and BOS work cooperatively to enhance VET in Schools curriculum and delivery to improve students' knowledge, skills and understandings</p> <p>6.11 Encourage participation by schools not previously providing VET</p> <p>6.12 Encourage schools to broaden their VET curriculum offerings</p>	<ul style="list-style-type: none"> • Increased school student numbers from all school sectors taking accredited VET in Schools programs • Increased numbers of school students achieving AQF VET qualifications • Increased opportunities for students to undertake school based traineeships • VET in Schools programs/courses provide multiple pathways into traineeships, apprenticeships, further education and training and higher education • Increased numbers of students from equity groups participating in VET programs/courses • Programs that meet the needs of the full range of students expanded <ul style="list-style-type: none"> ▪ Increase in the number of courses delivered by flexible means Flexible modes of delivery established and participation by students in rural and remote areas increased • Expanded use of extension courses to provide higher AQF outcomes

Program Area	Strategies	Outcomes and indicators
7. Reporting mechanisms	<p>7.1 OBOS continues to maintain, operate and update VET data management systems (including eBOS VET Credentialing System) and procedures to collect, credential, report and store student participation and achievement in VET industry curriculum framework and non-framework courses consistent with agreed MCEETYA and AVETMIS standards</p> <p>7.2 OBOS enhances VET data management systems and procedures as agreed by and with sectors</p> <p>7.3 Refine and implement principles, protocols and systems for retrieval and communication of HSC VET data between OBOS, school sectors and other authorities</p> <p>7.4 School sectors, independently and in conjunction with OBOS, collect, monitor, and analyse student participation outcomes and destination data including for school based trainees</p> <p>7.5 School authorities, in conjunction with OBOS, investigate issues around the quality of VET data for credentialing and reporting and implement enhanced processes and training and development to support increased data quality, particularly for national reporting</p> <p>7.6 School sectors collect monitor and report AQTF compliance data</p>	<ul style="list-style-type: none"> • Student achievement is effectively recorded, credentialed and archived consistent with the AQF and AQTF • A single source of AVETMISS compliant data in relation to the delivery of VET in Schools programs delivered by schools and TAFE NSW and school based traineeships is collated and reported accurately • Provision of enhanced access to VET data by schools, RTOs and sectors, whilst maintaining privacy obligations

The Council of Australian Governments (COAG) has reached agreement on a package of measures designed to underpin a new genuinely national approach to apprenticeships, training and skills recognition and alleviate skill shortages currently evident in some parts of the economy.

NSW will work with the Australian Government to achieve the following outcomes of the 17th meeting of the COAG, 10 February 2006, Canberra. While governments have agreed to tackle some of the obstacles within the system of government, industry also has a critical role to play in creating solutions.

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	<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

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
Australia	<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 		30 June 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 ▪ Migrants anywhere in Australia will be able to work under short term provisional licensing in the 		By 1 July 2007	By 31 December 2008 By 31 December 2008
			By 1 July 2007	
			By 1 July	

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
	six priority occupations pending final assessment processes		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; ○ electrotechnology; and ○ commercial cookery 	By 31 December 2006 By 31 December 2006		
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 	By 30 June 2006		

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
	<ul style="list-style-type: none"> qualification Where there is industry demand, national training qualifications will include identified skills clusters 			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		
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		

