

Part One: The Year in Review



2009-2010
Report to the Department of Education
Employment and Workplace Relations

Part One: The Year in Review

Provide a context for the work undertaken throughout the reporting period. This could include but is not to be limited to:

- Description or summary of major issues or events which have impacted upon your industries for example government agendas, the economic climate etc.
- Describe the impact these issues had on your whole industry or specific sectors.
- What were the implications of these events for the achievement of your strategic objectives and the work planned to be undertaken in your Annual Business Plan. Consider the opportunities created as well as the impediments created by the issues or events.

Government Agendas

Australia to 2050: future challenges

In February 2010, the Government released the Intergenerational Report 2010 which provided an analysis of the challenges that Australia will face over the next forty years.

To address these issues, the Government has increased its focus on higher skills and increasing apprenticeship numbers.

Preventative Health: Australia: the healthiest country by 2020

The National Preventative Health Strategy was released on 30 June 2009. The Taskforce set four key targets; by 2020 Australia will:

- Halt and reverse the rise in overweight and obesity.
- Reduce the prevalence of daily smoking among adult Australians aged 18+ from 17.4% in 2007 to 10% or lower.
- Reduce the proportion of Australians who drink at short-term risky/high-risk levels to 14%, and the proportion of Australians who drink at long-term risky/high-risk levels to 7%.
- Contribute to the 'Close the Gap' target for Indigenous people, reducing the life expectancy gap between Indigenous and non-Indigenous people.

In particular, strategies to tackle obesity involve the sport and recreation sectors significantly. The strategy will drive initiatives of physical activity and healthy eating in everyday life in workplaces, schools and communities. Federal, state and territory governments will develop and implement a comprehensive, sustained social marketing strategy to increase healthy eating, physical activity and reduce sedentary behaviour.

Skill and support will be strengthened for primary healthcare and public health workforce to support people in making healthy choices by improving access to services that provide physical activity, weight loss and healthy nutritional advice and support.

Low-income communities will be supported to improve their levels of physical activity and healthy eating by funding, implementing and promoting multi-component community-based programs and effective and relevant strategies and programs to address specific issues experienced by people in low-income communities.

Engaging communities and schools:

- Local governments set and drive policies and programs, taking national policies to the local level and designing programs that are relevant to community need. These programs engage people in the community and disseminate information to build health literacy in the community.
- Sporting clubs and the recreation sector can provide opportunities for adults and children in the community to participate in sport and recreation. Gyms, exercise classes, walking and cycling groups can provide opportunities for physical activity and weight loss.
- Planners design environments that create healthy towns and other localities, ensuring play spaces for children, cycle paths linking home with work and schools, and road infrastructure that encourages public transport.
- Schools, childcare and out-of-school care promote a strong focus on fundamental movement skills and ensure that adequate time is made available for sport and recreation within school time and that primary school teachers have the skills and confidence to teach physical education and sport to motivate and inspire children to engage in physical activity.

Long Term Tourism Strategy

On 30 October 2009, the Tourism Ministers' Council (TMC) endorsed the National Long-Term Tourism Strategy (the Strategy), incorporating recommendations from the Jackson Report covering tourism priorities such as: addressing regulatory impediments, skills and labour shortages, investment, infrastructure, planning and indigenous tourism, climate change implications, research and marketing.

The Strategy establishes the framework and principles to ensure that the tourism industry is a competitive and sustainable industry in the future. The principles respond to the key structural issues that confront the tourism industry that will continue to impede industry growth if not addressed.

Service Skills Australia is a member of the Labour and Skills Working Group which is one of the suite of working groups implementing the national long term tourism strategy. This working group reports to TMC (via ASCOT) and is working with SSA to implement the Tourism and Hospitality Workforce Development Strategy.

Outcomes of this work assist SSA by:

- Providing feedback and input into the industry training package
- Growing and extending stakeholder networks to influence the development of the industry's workforce and support development of the tourism and hospitality workforce.

Independent Sport Panel - Future of Sport in Australia (Crawford Report)

The Future of Sport in Australia (the "Crawford Report") is a thorough investigation into the future role and nature of organized physical activity in Australia. The report identifies a range of pressures on the nation's sporting system and infrastructure and rightly asserts a bold, new vision for sport.

Throughout the report, the Independent Sport Panel identify a range of issues and make a series of recommendations that have significant implications for the skills and labour of the sport and recreation industry.

During the development of the Sport and Recreation Workforce Development Scoping Report (detailed in Part 2 of this report), Service Skills Australia met with the Sport Panel. During that meeting, SSA and its industry representatives highlighted the crucial links between the outcomes of the Crawford deliberations and the development of the workforce. Involvement and input into the Crawford review (amongst other work) resulted in the production of the Sport and Recreation Industry Workforce Development Strategy: *Getting on Track for Change*.

Australian Workforce Futures

Service Skills Australia (SSA) supports the release of the *Australian Workforce Futures* Strategy as a significant landmark approach to workforce development.

Australian Workforce Futures pulls together much of the emergent thinking on workforce development and planning, and sets out a number of recommendations to be responded to if the education system is going to support national productivity targets. Moving forward, it will be worthwhile ensuring that a robust discussion on productivity (and what this means for workforce development infrastructures) is discussed. More particularly, a discussion on “productivity” as it relates to different sectors and regions should be considered.

SSA strongly believes that given this, the nature of productivity and how it translates to the sectors, needs to be further explored. If workforce development interventions are going to succeed, the education system needs to be informed about which aspects of productivity are being addressed. Industry has a role to research and advise government on the exact nature of productivity improvements and where workforce development can support these improvements. SSA believes that the start of this process is the change in paradigm from training to workforce development, and by encouraging and leading the skilling system to link training outcomes to improvements in enterprises. However, more work needs to be done in order to understand how this applies to specific sectors as well as at the regional level.

SSA has commenced this thinking already by asking Monash University’s Centre for the Economics of Education and Training (CEET) to consider the nature of productivity as it relates to the service industries (further detailed in Part 2 of this report).

Over the past two years, Service Skills Australia has undertaken work that we believe can significantly contribute to supporting a number of the recommendations outlined in *Australian Workforce Futures*. We have offered our services to Skills Australia and the Australian Government to support the implementation of the *Australian Workforce Futures* recommendations.

Green Skills

In October 2009, Deputy Prime Minister Julia Gillard announced that all training packages will incorporate the principles and competencies of sustainability by the end of 2010. In response to this announcement an initial analysis was undertaken of our Training Packages to identify where Green Skills are already included. What became evident in this initial analysis is that each industry area is unique and the issue of

sustainability needs to be addressed in the way that is most appropriate to the industry sector. This information is available on the SSA website.

In addition to this we have engaged a consultant to undertake an in-depth analysis of the current Training Packages to identify where sustainability is addressed, where it can be strengthened and where there is a need for it to be included. The final report will be available in late March 2010 and will assist in determining the work plan for the continuous improvement of each training package.

Increased flexibility within Training Packages

At its last meeting of 2009, the National Quality Council (NQC) approved a range of measures that will respond to requests from industry, employers and learners for more choice and greater flexibility.

The major changes are:

- One third or more of the total units required to gain a VET qualification will be electives
- The choice of elective units can be broadened to allow one sixth of total units be included from other qualifications in a Training Package, other Training Packages and accredited courses
- Licensed and trade occupations will be exempt from these measures.
- All units will be called either core or elective. Recommended combinations of electives for particular specializations will be presented as groups.

Service Skills Australia has undertaken an analysis of each qualification to identify and respond to any gaps that need to be addressed through the continuous improvement process.

Other trends impacting the service industries

Growing population

Australia's estimated resident population of 22 million in June 2009 is projected to increase to between 30.9–42.5 million by 2056, and to between 33.7–62.2 million by 2101.

This population growth will lead to increased demand for workers in the service industries. Staff efficiency and productivity gains will be required in some sectors to service the growing number of customers and changing nature of their needs.

A further result of the growing and ageing Australian population is the rise in the number of deaths. From 134,800 deaths in 2006–07, deaths are projected to more than double by 2056, and reach around 411,400 in 2101. The impact of this in the funeral industry is seen in the recruitment of overseas workers as a result of the lack of qualified embalmers in Australia and the need to meet ongoing demand. In terms of recruitment strategies, this is obviously a partial, short-term solution.

Ageing population

Population ageing is a global trend, with a substantial shift in the age structure towards older ages. The median age of Australia's population (36.8 mid 2007) is projected to increase to between 38.7–40.7 in 2026 and to between 41.9–45.2 in 2056.

Australia's population aged 15–64, which encompasses much of the working-age population, is projected to decline from 67% in 2004, to between 57–59% in 2051xxvii. As labour force growth is forecast to be slower than population growth, the participation rate decreases.

This is a significant issue for the many sectors in the service industry that have traditionally looked to younger labour to fulfil their workforce needs. The accommodation and food service industry has a relatively young workforce, with 43.9% of workers aged 15–24, compared to 17.7% for all Australian industries. Hence, in 2008, the median age of workers in accommodation and food services was 27, compared with the median age for all industries of 37. A similar picture exists in the retail industry: 73% of the workforce is aged less than 44. This reflects a high proportion of youth employment, with many working part-time while in full-time education.

As a result of projected population growth and current workforce participation rates, the service industries will have to increase their share of total national employment to meet labour demand forecasts. However, as many companies are struggling already in the short-term to find appropriate employees to sustain their business, long-term strategies often do not exist. Having said this, SSA applauds the forward-looking Indigenous training initiatives being undertaken by leading tourism and hospitality industry stakeholders, who are investing in training and workforce development.

Sustainability

Given the high level of customer contact, the service industries are in a strong position to build awareness of sustainability issues. The issue is about contextualising existing skills and changing behaviour. When a customer sees sustainable practice in a hotel, local food promoted in their favourite café, and sustainable products used at a hairdresser, it promotes sustainable practice, engages customers and helps to change existing mindsets – of both customers and the workforce.

Green skills are driven by consumer demand. Companies are being urged to become more environmentally friendly because customers are looking for companies that incorporate sustainable practice and provide green products and services.

Furthermore, so-called 'green collar' skills are not only covering areas like trade skills (such as green plumbing, construction of energy efficient buildings, renewable energy and low input gardening) but also business leadership, entrepreneurialism and project management.

For many employers in the service industries, green skills have always been a part of best practice activity. For others, sustainable business practice can be promoted to existing and potential customers and used to increase productivity and save energy and money. Waste management and energy conservation are effective strategies to reduce costs and impact a business's bottom line. Making the transition to a sustainable and more resource-efficient economy will require innovation across all industry sectors.

Health agenda

The community recreation, fitness, outdoor recreation and sport sectors contribute to maintaining and improving the health of the community, which radiates out to the rest of the economy by reducing health care costs, enhancing workforce productivity and increasing the amount of available labour. In addition, the sport and recreation industry, underpinned by the VET system, assists in fostering intangible benefits like social

inclusion, psychological wellbeing and stress reduction, for occupations such as sport coaches, program coordinators, sports umpires and fitness instructors.

Community pharmacies play an increasingly significant role in the health agenda as primary health providers. Industry feedback reports a growing number of people choosing to consult with a pharmacist initially, rather than making an appointment with a doctor. This puts further emphasis on the need for vocational education and training of pharmacy assistants.

Feedback to SSA reported a growing consumer awareness of vitamin and herbal supplements, and highlighted the role of television media in influencing consumer trends. A news story about a particular treatment, supplement or drug often leads to increased customer enquiries about the reported issues. In terms of demographics, baby boomers appear particularly interested in complementary or alternative medicines and health care products.

The Economy

Feedback to SSA showed a diverse picture of the impact of the global financial crisis (GFC) to the service industries. Supported by cuts to interest rates and cash handouts from the Australian government, shoppers were spending 6% more at shops in winter 2009 than before the crisis. While this helped to avoid the worst, the service industries continued to face a difficult environment as interest rates rose during 2010.

To counteract this, many companies are focusing on upgrading their facilities and providing high quality customer service to keep existing customers loyal and attract new customers. Vocational education and training in this customer service, as well as in dealing with conflict resolution, is vital for ongoing business profit.

As a result of the GFC, some businesses indicated that they are very conscious of expenditure, reducing it wherever possible through such measures as delaying capital works, cutting back on conferences and training for existing workers, and not taking on additional trainees. The GFC has highlighted the need for managers to have a greater knowledge and understanding of financial matters, including business planning, with managers expected to maintain outputs on smaller budgets.

Feedback to SSA indicated that the GFC provided the opportunity for some businesses to restructure operations and make better use of frontline employees rather than terminate staff.

It is important to consider that the variable responses to the GFC are also based on adjustments within a market. For example, there is a change in the way that the tourism industry distributes its products, and in the way consumers purchase them. The use of online booking tools is increasing drastically, and there is a significant change in the way that consumers use travel agents; many people don't use them at all and go directly to the source or use aggregators, others simply use travel agents for very specific purposes like family travel or luxury travel. These changes were occurring before the GFC and will continue.

Downturns in the market created by these changes have been confused with the affects of the GFC, but there are often more nuanced reasons for downward trends.

Business trends

During consultation with SSA, representatives from the retail and wholesale industry were asked to identify the major business trends and changes they expect to take place over the next five to ten years. The trends identified included a wider range of products, changing service delivery, incorporating franchising elements into department stores, self-service checkouts; the promotion of career pathways, the changed perception of retail jobs as a real profession', and increased computer literacy.

Franchising in Australia represents a dynamic small business sector with total sales turnover of approximately AUD130 billion a year. It comprises enterprising entrepreneurs as franchisors and franchisees and suppliers to the sector, employing approximately 600,000 Australians. The majority of franchising continues to take place in retail trade which accounts for 28% of franchisors and 17% of franchise units. Accommodation and food service (including fast food) franchises represent 16% of franchisors and 23% of franchise units.

The current economic climate and ever-evolving new products and services demand well-trained employees. Buyers continue to play a key role in the success of any business. Retail buyers are responsible for developing product assortments using market trend analysis information as well as managing sales and margins, hence having a major impact on the success of the business.

The major technological trend identified by the retail industry during consultation was the development of radio frequency identification (RFID) technology, which has the potential to bring about major changes. RFID tags are seen as a potential replacement for barcodes, having a number of important advantages over the older barcode technology. The development of RFID technology may eventually lead to the replacement of cashier staff with an automated system that requires no barcode scanning. RFID technology is already finding application in the management of supply chain inventory (e.g. containers). While it is hugely challenging and costly for businesses to implement, RFID could potentially improve customer experience by making checkout faster and freeing staff to handle other aspects of the business, like customer enquiries.

Another major identified trend in the retail industry is the growth in online retail, which will lead to expenditure shifts and savings on such things as use of space for retail outlets. There may be a reduction in staffing, but good web-based customer service is viewed as critical in terms of responsiveness and handling customer queries and complaints.

The importance of increased computer competency was also raised by the floristry industry, which noted increased online requirements to allow instant answers to customer queries and orders, constant website updates and regular special offers. Another noted trend is the decreasing market share for florists. By expanding their products to include gift lines, florists are attempting to reverse this trend.

From a labour and skills perspective, lifestyle transitions provide a point of reference for understanding market impacts. Individuals' purchasing habits are a case in point. For instance, industry reports an increase in online and just in time purchasing of products. Distribution of messages and advertising of tourism destinations are increasingly promoted informally through social networking and instant communication vehicles, such as Facebook and Twitter. Those involved in wholesaling and the distribution of tourism products may find themselves facing redundancy if they do not adapt to more flexible and modern business models or seek leverage from these consumer trends.

Part 2: ISC Progress report against KPIs and activities outlined in the Annual Business Plan

KPI 1: The development of a culture within the service industries which promotes and enhances the skills development of its workforce	
Business Plan Activity	Achievements/Progress/Issues/Barriers
<p>Promote enterprise skills and workforce development: Tourism, Hospitality and Events Workforce Development Strategy</p> <p>The Tourism and Hospitality Workforce Development Strategy's objective is to articulate the key workforce development needs of industry. Its goal is to act as both a rallying point for industry and as a clear set of statement to government on the needs of the industry and its priorities.</p> <p>The scope of the work is based on achieving 5 goals through 4 interrelated priority areas.</p> <p>The goals are:</p> <p>GOAL 1 There are enough people to do the work required, to the standard required, to consistently deliver a world-class visitor experience.</p> <p>GOAL 2 The people who work in the tourism and hospitality industry have appropriate skills and the personal attributes to deliver a quality experience. There are education and training systems in place to recognise and deliver the skills and knowledge required to resource the tourism and hospitality industry.</p> <p>GOAL 3 People with experience and expertise are</p>	<p>Since handover of the document from industry, SSA has undertaken:</p> <ul style="list-style-type: none"> • A set of national consultations with industry on the Strategy to identify priorities for implementation. • Production of a consultation report from industry engagement which was used as the basis for government advocacy on the strategy. This report identified the priority areas for industry at a national and jurisdictional level. • Undertaken to advocate these priorities across State and Federal Government. In doing so SSA received support for the document including the agreement that Tourism Ministers work with SSA to implement the strategy. This recommendation (no 10) was made in Minister Ferguson's release of the National Long Term Tourism Strategy in 2010. <p>SSA is now part of the Labour and Skills Working Group which is one of the working groups that will implement the National Long Term Tourism Strategy.</p> <p>The implementation of the strategy, and its maintenance and monitoring are ongoing. Whilst the Tourism and Hospitality Strategy is an ongoing piece of work, the various aspects of the work that underpin it have been completed or are in progress.</p> <ul style="list-style-type: none"> • The first part – the industry engagement to identify priorities and government engagement was completed at the end of 2009 after 7 months of consultation and engagement. • The second part is currently underway – and is the work that SSA is undertaking with industry and tourism ministers to implement the strategy. <p>One key challenge raised by the strategy document is the challenge posed by bringing together multiple functional areas in government across state and federal jurisdictions with industry on the key priority areas. To that extent, in order to gain acceptance of the</p>

<p>retained within the tourism and hospitality sector because they have opportunities to grow and build satisfying careers.</p> <p>GOAL 4 Businesses in the tourism and hospitality sector have the right information, management systems and processes in place to maximise the contribution of their people.</p> <p>GOAL 5 The tourism and hospitality industry has the structures and mechanisms in place to address its future workforce and skill needs on an ongoing basis. The four connected priorities (and their underpinning focus areas) are:</p> <p>A Highly Skilled Workforce Focus Area 1 Creating a more responsive training and learning system Focus Area 2 Better recognition of learning and skills Focus Area 3 Accelerated pathways Focus Area 4 Focus on management and business skills</p> <p>Expanding the traditional workforce Focus Area 1 People currently not in workforce & welfare to work targeted groups Focus Area 2 Engaging Indigenous workers Focus Area 3 Managing the generational change: Young people and existing and mature age workers Focus Area 4 Using overseas workers</p> <p>Access to quality workplaces Focus Area 1 Improved attraction and recruitment</p>	<p>document in the first instance, SSA needed to ensure that tourism, industry, training/education portfolios were all met with to discuss the document in all states and territories and at the federal level. Managing and monitoring the implementation of the document and its strategy could be considered equivalent to managing an industry's training package in that the outcomes and intent of the goals require constant evaluation and engagement to ensure that they are consistently understood and addressed. From the point of view of ISC budgets and resources, the engagement and rollout of the strategy were not planned for when the budget for 2008-2009 financial year was forecast. SSA was asked by industry to take over the running of the document in early 2009 when the budget for the year had been planned. To that extent, the allocation of effort overdraw on expenditure planned for hospitality and tourism workforce development activity and the cost centre for that area showed an overspend which the ISC believed justified given the importance of the issues and the document. In the future, and on the basis of experience with this work, SSA will budget more accurately for this more strategic engagement project work.</p> <p>A number of key National Findings and Conclusions were drawn from forums with industry, with areas of broad concern including:</p> <ul style="list-style-type: none"> • A lack of appropriate industry focus of the VET system and of some training organisations. • Training conduct which may mislead and potentially disillusion tourism and hospitality students. • A lack of industry confidence in the training system. • The need to train and educate employers about the VET system. • The need to improve the tourism and hospitality industry's engagement with, and trust in, the VET system through industry ownership of the assessment method. <p>Through the correlation of the "Top 5" issues of concern identified within each Forum, six key areas requiring attention become apparent:</p> <ol style="list-style-type: none"> 1. The training assessment process, with appropriate resourcing, should be transferred away from training organisations, to the ownership of the industry. 2. The relative employment demand of the tourism and hospitality industry must be recognised through better funding of training places. 3. A concerted multi-stakeholder approach to promotion of the tourism and hospitality industry should be implemented. 4. Industry knowledge of the availability and value of training must be improved.
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<p>Focus Area 2 Enhanced retention strategies Focus Area 3 Flexible work practices and employment arrangements Focus Area 4 Improving industry image and the provision of career pathways</p> <p>Better workforce planning Focus Area 1 Better information and analyses of data at a regional level Focus Area 2 Destination management planning and labour force mapping to assist workforce planning Focus Area 3 Provide high quality workforce information, tools and services</p>	<p>5. Training outcomes and relevance should be improved through flexible and innovative delivery. 6. RTOs must be more responsive and accountable to industry, and training and assessment must reflect workplace realities.</p> <p>Of greatest challenge (and an ongoing issue) is that often these goals do not correlate with state government objectives. There is concern from industry that unless the issues raised by industry are continuously advocated then the message will be lost. This is a challenge as the message needs to go across multiple portfolios – industry and education/training. The implementation of the strategy via the National Long Term Tourism Strategy is demonstrating the challenge of having industry portfolios and ministers with an education/workforce agenda. To the extent that they can, the effect that industry portfolio’s can have on an education agenda will always be limited by the fact that they do not control expenditure/budget in this area. However, they often do play a powerful influencing role and this has been one of the great benefits of the strategy – to learn how to engage intergovernmental colleagues in a cross-departmental conversation about workforce for a specific sector.</p> <p>Looking forward, the strategic work that ISC’s engage in should be reflected upon by DEEWR. There is merit in the ISC (as a bi-partite representative objective vehicle) undertaking a strategic role in workforce development and planning and, producing a set of documents that provide strategic guidance on priorities for industry, beyond the Environmental Scan. To this extent, the strategy for Tourism and Hospitality sits in partnership with the sector scan and is not bound by the same government guidelines. Furthermore, it also sits alongside industry’s training package and implementation advice. (For instance, the strategy is quoted in the SIT07 Training Package User Guide.) The benefits in such an approach lie in industry ownership and identification of the document. The emerging global view of a sector specific approach to workforce planning and development policy is present in this approach and its success is being reflected upon by other sectors. (For instance the sport and recreation industry have considered this approach and in response to this, SSA has worked with industry to develop their own specific strategy – a change plan called “Getting on track for change”.)</p> <p>What is a challenge in this sort of work, is the tangible return to industry and the ISC as a whole. To that extent, the galvanising effect of the strategy has benefit in that industry “find their voice” in the strategic space of workforce development. Moreover, it provides a focus for engagement, reflection and discussion across government portfolio’s on the</p>
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	<p>issues raised in the document. Tangible returns (such as increased funding etc) are more difficult to achieve in a practical sense in so far as an ISC (at the Federal Level) is able to effectively influence state education expenditure as it does in any other aspect of its work. The ongoing advocacy on the priorities of the industry and monitoring of that advocacies success needs to be a constant activity of ISC staff and industry as a whole. One of the issues that we had to manage during this process (and it is becoming of more increased importance) was industry “consultation fatigue” – the issue whereby industry have been consulted too much and are not engaging in the process. To this extent, SSA mitigated risks by a) ensuring that those individuals that we did engage with could speak for industry and b) that we built from information and analysis that was already within the ISC, rather than try to recreate it.</p>
<p>Promote enterprise skills and workforce development: Sport and Recreation Workforce Development</p> <p>The 2009 Sports and Recreation Environmental Scan recommended that ‘All sectors of the sport, fitness, outdoor and community recreation work together to develop a workforce development strategy’, and that ‘Service Skills Australia works with industry to strengthen workforce development activity and drive improvements in training quality and flexibility’.</p> <p>The Sports & Recreation IAC commissioned SSA to produce a Workforce Development Strategy for their industries.</p>	<p>After 18 months of consultation across Australia with the diverse industry of the Sport, Fitness and Recreation Industry, Service Skills Australia developed a change plan for industry entitled “Getting on Track for Change” in June 2010. This document was developed in response to the great wave of policy and infrastructure change sweeping through the industry. The change plan identifies focus areas that industry need to address in their workforce if the vision for the future of the industry is to be achieved – governance skills in industry boards and greater support and recognition of volunteer worker skills.</p> <ul style="list-style-type: none"> • After nationwide consultation in early 2009, a scoping paper was produced, which was signed off by the IAC in September 2009 • The S&R WDS Scoping Paper was distributed in hard copy to state and federal Ministers for Sport and for Education/Skills, members of SCORS and to CEOs and Chairs of National Peak Bodies and Associations. Each copy was accompanied by a letter seeking a meeting to discuss the paper • It was also distributed in soft copy to chairs and CEOs of state sporting organizations and other industry stakeholders for comment and published (with a feedback questionnaire) on the SSA website • Meetings have been held with state sport and education offices, national peak bodies for sport and other interested stakeholders – see list in section 2 below • An article was placed in Australasian Leisure Management magazine http://www.ausleisure.com.au/default.asp?PageID=&ReleaseID=1706&Display=True <p>Conversations with government focused on the links that S&R has with a range of</p>

	<p>initiatives, including preventative health, social exclusion and productivity, and how a well-functioning S&R workforce can contribute to achieving the aims of those initiatives.</p> <p>Conversations with peak bodies looked for agreement on key issues, a commitment to supporting the emerging strategy, and access to the right people for consultation on implementation.</p> <p>Leadership, governance and volunteers were the key issues discussed. A need for “career” pathways for paid and non-paid workers was often raised as vital. Professionalising the industry’s approach to skills and labour issues is recognised as a priority.</p> <p>Minister Merlino (VIC) indicated that he would escalate the workforce development elements of Crawford at the next Ministerial Committee meeting, to be held in June 2010.</p> <ul style="list-style-type: none">• “Getting on Track for Change: A Workforce Development Strategy for the Sport & Recreation Industry” was written, based on the above consultations and signed off by the IAC in July, and will be published shortly. Action Plans are being drawn up for the implementation of the strategy. <p>The main areas of work will be:</p> <ul style="list-style-type: none">• Industry needs to think more strategically about influencing the future direction of the sector and supporting better distribution of services across the country.• Better leadership, long-term thinking and planning to support better attraction and retention of labour (whether paid or unpaid). A key priority is the development of the capacity and capability of the sector’s boards and directors.• To support the emerging evolution of the industry, leaders who have the capacity to be change agents will be critical. <p>The skills and capabilities of sport and recreation organisations will need to be supported and developed in order to:</p> <ul style="list-style-type: none">• ensure the effective growth of participation at a grassroots level and high performance pathways• address (in its entirety) the diverse range of groups that are targeted in the new policy framework provided by <i>Australian Sport</i> (including Indigenous Australians)
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	<p>and people with disabilities) as well as manage their organisations to meet new KPIs, and</p> <ul style="list-style-type: none"> • address and engage in the goals set by the NPHS as a way of contributing significantly to the development of healthy Australian communities. <p>The project will result in a workforce development strategy that will lead to people working across the industry being appropriately skilled and able, through the application of their expertise, to contribute to the growth and development of a sustainable, productive and profitable sport and recreation industry.</p> <p>The intention is that the strategy will cover the next three to five years and focus effort on seven main areas of improvement (“priority areas”):</p> <ul style="list-style-type: none"> • Leadership • Providing a quality working environment for our people • Undertaking better workforce planning • Providing equity of opportunity in VET for paid and non-paid (volunteer) workers • Creating stronger links between providers and industry • Addressing skills shortages • Promoting the value of effective training. <p>Expected outcomes by the end of the timeframe will be included in the strategy. A separate implementation plan will outline specific actions that will need to occur to achieve those outcomes. The first implementation plan will cover just over a calendar year, with annual implementation plans following through the life of the strategy.</p>
<p>Service Industries Recognition of Prior Learning</p>	<p>See information under ‘Discuss Display Do’ project.</p>
<p>Stakeholder Engagement – Information (Broad communication activities, non-project based)</p>	<p>Visits to the Service Skills Australia website continue to be strong, with around 12,000 unique visitors each month. This is demonstrative of the quality and value of the information provided to our stakeholders through our website. Following the Communications Survey undertaken in 2008-2009, SSA has worked during 2009-2010 to develop a new, improved website, incorporating an improved feedback mechanism for training package projects as well as research and workforce development, based on</p>

	<p>feedback from stakeholders. The new website will be launched on the 2 July 2010.</p> <p>We have continued to develop and distribute media releases and articles to spread information about the work of the Skills Council, which have been featured in magazines such as Campus Review, Australian Beauty Therapist, Australian Leisure Management, Contact Pharmacy Assistants Magazine as well as the Sydney Morning Herald.</p> <p>We have participated and sponsored events to promote SSA, and disseminate information about our projects including:</p> <ul style="list-style-type: none"> • Sponsorship ACPET Conference, August 2009 • Service Skills Australia sponsored two awards at Verve (iTAB) SpArt Awards Outstanding Vocational Student - Sports & Recreation and Outstanding Trainee/Apprentice of the Year - Sport & Recreation, June 2009 • Sponsor at the NSW Sports Federation Awards (through NSW ITAB) • Sponsor at the National Outdoor Education Conference January 10-13 • Presenting at the Career Development Association of Australia Conference April 7 - 9 2010 • Sponsor at the Sydney Institute Awards • Exhibition at WA Training Forum • Sponsorship of Indigenous Forces at Work Conference
<p>Stakeholder Engagement</p> <ul style="list-style-type: none"> • Schedule of targeted stakeholder meetings and interviews • Schedule of industry forums think-tanks and on to one meetings • RTO Professional Development activities • Membership of external committees • Schedule of targeted stakeholder meetings and interviews • Maintenance of IACs • Maintenance of Network • Conduction formal negotiations to 	<p>Service Skills Australia has engaged in a large number of individual discussions and meetings with industry. These include meetings designed to advise and assist industry stakeholders on elements of the vocational education and training system and training packages, and to engage and gain input from industry around the work of the skills council.</p> <p>Service Skills Australia held regular, scheduled meetings with its Board and Industry Advisory Committee during 2009-2010.</p> <p>SSA also held meetings with its network members on 24 September 2009 (teleconference), 9 November 2009 (Canberra) and 3 March 2010 (Sydney in conjunction with SSA conference).</p> <p>In addition to the engagement undertaken specific to project work SSA has undertaken a</p>

<p>harmonise industry registration/accreditation schemes with training packages</p>	<p>range of other scheduled meetings and presentations to update stakeholders about the work of the organisation including:</p> <ul style="list-style-type: none"> • Presentation to industry about the role of industry in confirming assessment practices and methods for an RTO (the Edge Academy, 18 August 2009) • Meeting with the new CEO of Australian Retailers Association (17 July 2009) • Meeting with the Australian Sports Commission (12 August 2009) • Meeting with YMCA Australia (13 August 2009) • Meeting with Fitness Australia (14 August 2009) • Meeting with National Retailers Association (21 August 2009) • Meeting with Australian Federation of Travel Agents (29 September 2009) • Meeting with Bunnings HR (20 October 2010) • Meeting with NSW Board of Studies (18 March 2010) • Meeting with TAFE Strategy Branch (24 March 2010)
<p>Advise and influence government and other stakeholders on industry issues</p> <ul style="list-style-type: none"> • Engaging with government to strengthen and streamline international recognition and benchmarking arrangements • Advocate for the expansion of support materials QA/noting process to include industry input and validation of content • Advocate on behalf of our stakeholders on workforce development issues • Provide information and support to government initiatives and research projects related to industry skills development • Provide responses to issues papers • Provide advice and input into policy development • Participate in cross-ISC activities • Participate in external steering committees, advisory groups etc that 	<p>During 2009-2010 we provided the following submissions to government enquiries:</p> <ul style="list-style-type: none"> • Service Skills Australia Submission to Skills for Sustainability, October 2009 • VET Training Products in the 21st Century: SSA Response to the Consultation Paper, March 2009 • Service Skills Australia Submission to the Inquiry into the Welfare of International Students • Service Skills Australia response to Australian Workforce Futures, March 2010 <p>We have also participated in:</p> <ul style="list-style-type: none"> • AQF Consultation Workshop (6 October 2009) • TVET Forum, VET Products for the 21st Century (16 October 2009) • Pearson VET Networking Event (26 October 2009) • ERTOA Strategic Planning Meeting (5 November 2009) • Modelling the Future - A Tertiary Sector Round Table (16 November 2009) • NQC Planning Session (4 February 2010) • ISC Workshop – VET Products for the 21st Century (1 February 2010) • DEEWR National Regulator Consultation (15 March 2010) • Regular ISC Forum meetings • Skills and Labour Working Group – Tourism and Hospitality • Strengthening the AQTF Workshop (6 May 2010)

<p>contribute the ongoing positioning and advocacy of the service industries workforce development needs</p>	
<p>2010 SSA Conference</p> <p>The Service Skills Australia 2010 conference was held from 1-2 March 2010 at the Sydney Convention and Exhibition Centre, Darling Harbour.</p>	<p>The conference was attended by over 200 registered delegates over the two days, the majority of whom were from registered training organisations, and the rest representing industry associations, government, industry training advisory boards, unions and employers.</p> <p>To obtain feedback from the conference delegates and measure the success of the conference, Service Skills Australia undertook an online survey to which it received 75 responses.</p> <p>61.6% of respondents were representatives of registered training organisations, 16.4% from industry associations, 11% were employers, group training or AAC, 11% government and 16.4% other including ITABS, consultants and publishers.</p> <p>Overall almost half of respondents said the conference fulfilled their reason for attending (48.6%) and over one-third (38.6%) said the conference partly fulfilled their reason for attending.</p> <p>Encouragingly, 94.2% of respondents said they would consider attending the conference again.</p> <ul style="list-style-type: none"> • <i>“High quality presentations from keynote speakers - topics highly relevant for VET and not only Service Skills industry specific. Information and analysis from keynote speakers relevant to all other industry sectors”.</i> • <i>“Good conference, good networking opportunities”</i> • <i>“The conference was really good. There were ample networking opportunities and the speakers presentations were very informative and interesting”.</i> • <i>“Well organised. Really enjoyed the speakers I heard. Wished I had caught all of them”.</i> • <i>“Provided us a good orientation to some of the bigger issues for the sector”.</i> • <i>“I thought the conference was very well organised and informative”</i> • <i>“Didn't understand the link between some of the speakers and the information VET people need. Could have had better linkages”.</i>

- *“Enjoyed the Conference, very worth-while to attend and would recommend to colleagues next year”*
- *“Well organised and delivered. I wish more employers would engage with the event. I loved the awards at the dinner. Keep that going. Overall well done!”*
- *“It would be good to see greater representation from employers and students both in the presentations and as attendees. Perhaps each RTO should bring one along as a guest”.*
- *“Overall it was a good conference, networking was good, these conferences are sometimes hit & miss and you won't find everything will suit but still worth attending”.*
- *“More variety in workshops- should be an opp (sic) to explore workforce development options, training tips, industry needs etc”*
- *“Overall it was good and worth attending but some sessions were a bit light-on and there could have been more industry/employer input”.*
- *“Found the information from keynote speakers backed up with research and data analysis highly relevant for VET practitioners and managers. Found the thought provoking themes interesting and learned some insights to improve practices for engagement with industry”*

Implications for future planning

There appears to be an on-going struggle regarding the target audience for the conference. Following the 2008 Conference, Service Skills Australia made a concerted effort to target more sessions to be both relevant to industry and registered training organisations. SSA engaged a reference group consisting of industry representatives to provide industry input into the program. It was, however, sometimes difficult to get input from this group due to pressures on their time.

From the feedback received in 2010, this still seems to create some tension. There is some support for the conference bringing together industry and registered training organisations; however there is also support for retaining the conference and targeting it to registered training organisations.

Despite the efforts made by SSA to attract industry to the conference it does not seem to be the right forum to bring registered training organisations and industry together. There are many reasons why this may be the case, e.g. timing, industry do not see the need,

	believe they will be represented by the industry associations and so on.
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KPI 2: Policies, programs and services that support industry needs and priorities in relation to skills and workforce development	
Actions/Activities	Achievements/Progress/Issues/Barriers
<p>The New Deal (continued from 2008-2009) In response to growing concern from industry about Australia's VET system, Service Skills Australia undertook a series of research and scoping activities in 2009 under the project The New Deal to respond to a range of issues in the quality implementation of training packages.</p> <p>The New Deal covers a series of connected research and scoping activities that Service Skills Australia that undertook during 2009 in response to a range of issues in the implementation of training packages. These include:</p> <ul style="list-style-type: none"> • Project 1 – ISC Role in Quality Training and Assessment • Project 2 – Workforce development for service industries VET practitioners • Project 3 – ISC 'Tick of approval' products and support materials 	<p>SSA finalised reports from each of the three projects during 2009. All reports were distributed widely to stakeholders and available on the SSA website.</p> <p>Consultation feedback from key stakeholders during the scoping activities has been captured within the reports. A list of those stakeholders has been included as appendices within the reports, available on the SSA website.</p> <p>During the scoping activities there was also great interest in the projects expressed from stakeholders not directly involved in the consultations. In particular the 2nd New Deal project report has been referenced in recent VET research and policy documents and has been well regarded by prominent VET researchers.</p> <p>The greatest challenge for these projects has been with difficulties in getting participants to participate in consultations due to unavailability/ busy schedules. Many industry representatives were contacted for consultation across all New Deal projects and followed-up but many have been unavailable to participate. The researchers found this disappointing, however, in order to engage with state networks, we allowed the researchers to be flexible with their time to allow meetings/teleconferences to occur at a time that is convenient with the stakeholders.</p> <p>Another major challenge has been allowing flexibility to project objectives and methodology as project develops, particularly based on findings coming from the consultations. This was particularly evident for the third project. The scoping activities ran close to timelines however slight delays were often due to the effort of ensuring that the key stakeholders were properly consulted.</p> <p>Following on from the finalisation of the New Deal project at the end of 2009, Service Skills Australia commenced a process of implementing the recommendations from the three reports under the working title of "Quality implementation framework" with its products branded as "Right Way".</p>

	<p>A consultant was engaged to develop the business model and a product development model for the Quality Implementation Framework based on a voluntary 'certified' program that recognises three specific areas:</p> <ul style="list-style-type: none"> • facilities of the RTO providing appropriate context to deliver training to develop skills • trainers and assessors who work with the service industries being engaged in appropriate professional development to develop both pedagogical and industry skills. • learning materials of a quality standard to support effective learning. <p>The business model includes a range of services underpinning the framework such as the resources audit, professional development programs, technical consulting and professional networks. State agencies (ITABS) will be considered to assist with roll out of these services.</p> <p>The policy and procedure documentation underpinning rollout of the Right Way programs has been drafted and industry specific materials have been also drafted for beauty, fitness and hospitality industry. Currently, these include: facilities checklists, trainer and assessor professional development processes and resource checklists.</p> <p>The beauty industry polices will be validated with industry and rolled out upon endorsement of the new training package with the fitness sector and hospitality industry processes shortly to commence validation.</p> <p>Shortly, SSA will commence similar development for floristry and sport and recreation sectors. Importantly, development of all product will occur in consultation with industry and in keeping with the priorities of each sector.</p> <p>During this business development phase, SSA will also determine some measures of success to ensure the program has real quality outcomes.</p>
<p>Pink Slip</p>	<p>The Pink Slip Evaluation process evolved in late 2008 following the identification of a need to ensure high quality outcomes for learners undertaking hospitality qualifications from the SIT07 Tourism, Hospitality and Events Training Package. The</p>

	<p>evaluation process has been developed by Service Skills Australia (SSA) based on an initial concept proposed by VETAB to engage industry in assisting VETAB to determine a training provider's capacity to deliver training and assessment which meets the requirements of the training package.</p> <p>Under the Pink Slip Evaluation process, Service Skills Australia engages industry experts that have specific experience to assess the technical aspects of a provider's application to deliver training. This process has enabled direct industry input when determining the adequacy of a provider's facilities and equipment, which VETAB can then use to determine student capacity.</p> <p>With a significant number of the evaluations required to transition to the SIT07 Tourism, Hospitality and Events Training Package undertaken in early 2009, the period from 1 July 2009 until 30 June 2010 was an opportunity for SSA to identify areas for improvement to further streamline the process. This information will inform the development of the quality implementation framework.</p>
<p>User Guides</p>	<p>Service Skills Australia developed a series of Training Package User Guides to help registered training organisations (RTOs) effectively implement SSA training packages, and deliver training that meets industry's needs.</p> <p>The User Guides are a free resource for RTOs which aim to improve the quality of training and assessment.</p> <p>The focus is to clearly set out industry views and expectations about how training and assessment should occur. This resource will help ensure good practice in skills and knowledge development.</p> <p>During 2009-2010 we have continued to promote the User Guides via our website. User Guides are also distributed through training conferences and with purchases of our training packages.</p>
<p>National PPP Trials</p>	<p>Full analysis of this project was provided to DEEWR in the final project report January 2010.</p>

	Copy attached at Appendix A.
<p>Enterprise Based PPP</p> <p>Following the success of national trials conducted in 2008 for the Enterprise-Based Productivity Places Program, in November 2009 Minister Gillard announced \$25 million of new funding. This was to fund full qualifications in the range Certificate III to Advanced Diploma. This funding was aimed at small and medium businesses across Australia who, depending on size, would receive up to 90% funding for these qualifications, with training scheduled to have commenced by December 2010 and completed no later than January 2014.</p> <p>ISCs were assigned a brokerage role, working with businesses and associations to prepare applications for consideration by DEEWR. First round applications closed on 27 January 2010.</p>	<p>SSA submitted 90 applications supporting 2500 learners valued in excess of \$8m. DEEWR received applications in total supporting 25,000 learners valued in excess of \$80m.</p> <p>Fifty eight SSA applications were approved, valued at \$3,333,708 and representing 1020 learners. Applications supporting small businesses (defined as employing fewer than 100 staff) received 96% of funding approved (982 of the 1020 approved places). Two medium enterprises supporting 38 learners were approved. It should be noted DEEWR approved qualifications not listed on the schedule of Priority Occupations Listing including Certificate 3 and 4 in Funeral Services and Certificate 4 – Embalming.</p> <p>In response to demand for places, DEEWR released a further \$15m in a second round of funding in May with Service Skills approved for an additional 186 places, valued at \$597,028. Of the additional 186 learners, 156 are employed by small enterprises. Learners now total 1206, supported by commonwealth funding of \$3,930,736 and employer contributions of \$578,448.</p> <p>Funded training places include 525 - Tourism and Hospitality; 456 – WRAPS and 177 Sport and Recreation plus 48 across sectors.</p> <p>All timelines have been met or exceeded. This includes lodgement of first and second round applications, and distribution of contracts with participating entities (enterprises, associations and registered training organisations). Currently in excess of 15% of learners have been approved to commence.</p> <p>The remaining challenges centre on return of all contracts, approval of learners and commencement of training prior to December 2010. Dedicated project resources and appropriate monitoring should ensure these challenges are met.</p> <p>The most significant feedback received from enterprises and industry associations has been the flexibility the program offers employers, including:</p> <ul style="list-style-type: none"> - emphasis on small business

	<ul style="list-style-type: none"> - eligibility of cohorts generally excluded from public funding including business owners, self employed, casuals, part time staff and employees with existing qualifications, - access to a broad range of qualifications including those not listed on the Priority Occupations and Qualifications list - engagement with a broader selection of registered training organisations - engagement with one ISC for dealings across funding, courses, training package review and strategic positioning of the industry sector <ul style="list-style-type: none"> - a whole of sector approach, - one funding model and one funding point for simplified interstate and national delivery, - flexibility around project commencement (December 2010) to project completion (to Jan 2014) and - provision of a fair commercial rate for delivery of training and assessment services. <p>SSA would consider the conduct of this project a success to date. Whilst the timing for expressions of interest and applications was not ideal for our industries, providing a dedicated resource to promote and prepare applications proved satisfactory.</p> <p>Three aspects of the project are to be noted:</p> <ul style="list-style-type: none"> A) SSA stamped its 'value-add' from the outset of the project. Internal customer service benchmarks included responding to all enquires within 24 hours, and 'speaking' to the majority of parties who expressed interest. The former was achieved to in excess of 98% during the period from expressions of interest to application. The latter was achieved with all enterprise and association proponents and all bar five registered training organisations. B) Planning – emphasis as communicated on the web, email and telephone centred upon the opportunity to position the industry sectors in a manner that reflected the intent of the funding. Emphasis was clearly placed on submissions from the small employer cohort with the opportunity to attract funding for those disenfranchised and to minimise use of funds to train
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	<p>learners who would otherwise be eligible under existing program eligibility</p> <p>C) Marketing – by actively pursuing these discrete targets within the EBPPP guidelines, and targeting associations and training organisations who have greater contact with the small employer cohort, not only was an SSA branding exercise conducted but our cost of sale was reduced. This resulted in a broader range of EOIs and applications being received from sources not previously actively engaged with SSA.</p> <p>Through this exercise, a substantial body of data will be available to Service Skills as to the nature of learners accessing the training (owners, self employed, casuals etc); prevalence of existing qualifications; impact of Recognition of Prior Learning; the amount of assessment and training provided to achieve the qualification; completion data; prevalence of work-based Language and Literacy issues; average cost of delivery; and return on investment including enterprise, sector and regional capacity building. This quantitative and qualitative data will be used to make recommendations regarding policy and funding decisions of government.</p> <p>Contract management of 65 projects involving multiple employer entities and training organisations combined with 3 invoicing points for each of the 1206 learners has required additional development of the dbase. This will be an ongoing exercise until completion of the initial report runs and evolving DEEWR data needs.</p> <p>Issues encountered included:</p> <ul style="list-style-type: none"> - Timing of Round 1 applications: Expressions of interest opened late November 2009 with applications closing 27th January, 2010. The Christmas / New Year season was a particularly difficult time in which to engage industry and required constant engagement with interested parties due to seasonal industry commitments - Delay from Round 1 lodgement to receipt of DEEWR contract and subsequent drafting of ISC contracts: approved projects, particularly those from small employers, grew frustrated awaiting a contract from SSA. This resulted in a number of withdrawals of employers and /or withdrawal of nominated learners. - Complexity of the DEEWR – ISC contract required building internal systems and capacity to administer and monitor the projects - DEEWR contract required SSA to perform functions not dissimilar to state
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	<p>regulatory bodies, requiring vigilance to protect the public expenditure whilst maintaining a level of engagement to avoid perception as a purely monitoring entity with little or no value-add</p> <ul style="list-style-type: none">- DEEWR data requirements could have been addressed earlier to ensure compliance with AVETMISS and to minimise duplication for RTOs
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KPI 3: Quality skills outcomes throughout the service industries	
Actions/Activities	Achievements/Progress/Issues/Barriers
<p>Sport and Recreation Training Package</p> <p>At the request of Department of Education, Employment and Workplace Relations (DEEWR) (formally the Department of Education, Science and Training), in conjunction with Service Skills Australia (SSA)'s continuous improvement plan, and after extensive consultation with relevant industry bodies and stakeholders, it was decided that the 4 current training packages would undergo a full review.</p> <ul style="list-style-type: none"> • SRC04 Community Recreation Training Package • SRF04 Fitness Training Package • SRO03 Outdoor Recreation Training Package • SRS03 Sport Training Package <p>This training package has been streamlined into one (1) single Training Package which will serve as a definitive reference point for all those wishing to undertake training and seek a career within the sport and recreation industry.</p> <p>Through consultation during both phase one (1) and phase two (2) of the SIS10 Sport, Fitness and Recreation Training Package Review, job profiles and industry needs were identified and confirmed through consultation workshops and validation workshops over a period of two (2) years. This ensured that all current and future workforce needs were identified and included within the SIS10 Sport, Fitness and</p>	<p>All final draft qualifications and units across the SIS10 Sport, Fitness and Recreation Training Package have been signed off by relevant stakeholders, and are going through internal and external quality assurance process.</p> <p>The review has now been completed and the SIS10 Sport, Fitness and Recreation Training Package in the QA editing process prior to submission for endorsement in October 2010.</p> <p>All qualification structures have been updated based on the new flexibility packaging rules set out by DEEWR.</p> <p>The Sport and Recreation Training Package Review will allow for the achievement of quality skills outcomes for Sport and Recreation industries, through broad consultation with the industries, along with consultation with RTOs to ensure that the job outcomes are met once training has been completed.</p> <p>The current review of the Sport and Recreation qualifications has been going through a broad structural change; with the qualifications moving from a curriculum based model to a competency based model, allowing graduates to be more work ready upon graduation.</p> <p>Through comprehensive consultation with the relevant industries, Service Skills Australia has been able to identify relevant the job roles that exist within the Sport and Recreation industries and workplaces. This has allowed Service Skills Australia to update Qualifications and Units of Competency with the necessary content and to allow learners to the gain necessary competency, skills and knowledge to obtain work in the roles in which they wish to work.</p> <p>To date, 25 letters of support have been received from:</p> <ol style="list-style-type: none"> 1. Above and Below Adventure Company, John Norman 2. AFL SportsReady, Carly Quinlan 3. Aquatic & Recreation Institute, Peter Wilson

<p>Recreation Training Package.</p>	<ol style="list-style-type: none"> 4. Austswim, Susan Sturt 5. Australian Rugby League Development, Luke Ellis 6. Australian Canoeing, Ian Dewey 7. Australian Volleyball Federation, Sport Development Manager 8. Basketball Australia, Michael Haynes 9. Dietitians Association of Australia, Claire Hewat 10. Equestrian Australia, Nathan Holman 11. Fitness Australia, Craig Knox 12. Horse Safety Australia, Nina Arnott 13. Kinect Australia, Lyn Duguid 14. Netball Australia, Carol Byers 15. NSW Sports Federation, Debbie Kemp 16. PADI Asia Pacific, Mike Holme 17. Royal Life Saving Society of Australia, Justin Scarr 18. Service Skills SA, Graham Oades 19. Sports Medicine Australia, Nello Marino 20. QLD Fitness, Sport & Rec Skills Alliance, Stewart Cooke 21. Squash Australia, Jeffrey Wollstein 22. Surf Life Saving NSW, Pamela Simon 23. Swinburne University Sport & Recreation, Amanda Smith 24. Tenpin Bowling Australia, June Voukolos 25. Yachting Australia, Chris Kameen
<p>Beauty Training Package</p>	<p>This project involved undertaking the technical consultation, drafting and validating of the Beauty Training Package under continuous improvement (Phase 2). Activities and outcomes include training package reference group meetings, engaging in technical consultation, development of draft training package for validation, conducting validation workshops, development of draft quality implementation guide and final version of the Beauty Training Package.</p> <p>The aim of this project is to ensure that the beauty industry has current workplace competency standards and qualifications that accurately reflect the range of job roles in the industry. Thus providing the beauty industry opportunities for skilling workers through the national training framework.</p> <p>Technical Development and Consultation</p>

	<p>Service Skills Australia completed drafting of the seven draft qualifications for the proposed beauty training package in June 2009. The first draft qualifications joined the 48 first draft competency standards for stakeholder feedback and were available from June to 14 August 2009. Stakeholders provided feedback through a variety of mechanisms:</p> <ul style="list-style-type: none"> • Workshops • Online feedback register • Phone • Post <p>Service Skills Australia held a series of national workshop in July 2009 in each capital city. The workshops were aimed at exploring the first drafts, the rationale for proposed changes and encouraged stakeholders to take away this information for further evaluation of the first drafts. There were over 170 participants in attendance at seven workshops, with stakeholders including industry, registered training organisations and government department representatives.</p> <p>The project team also met with a number of stakeholders individually to discuss the drafts. Of note are meetings that were held with the national radiation health standard writers and regulators regarding the area of intense pulsed light and laser therapies for cosmetic purposes.</p> <p>Service Skills Australia collated, analysed and, with the guidance of the Beauty Training Package Reference Group (TPRG), integrated feedback that was provided by stakeholders to produce the second draft qualifications and units. The second draft qualifications and units were made available for stakeholder feedback for a period 6 weeks from mid-October until the closing date, the 27th November 2009. Service Skills Australia spoke at a number of RTO and industry network meetings. The majority of feedback received during this time was minor and technical in nature, which assisted in the finalising of the units.</p> <p>Addressing policy directives</p> <p>In late 2009 two policy directives were announced and Service Skills Australia were required to address them prior to the submission of the SIB10 Beauty Training Package.</p> <p><i>Skills for Sustainability</i></p> <p>Service Skills Australia engaged an external consultant to undertake a gap analysis on the status of skills for sustainability in our training packages. The analysis concluded that the SIB10 Beauty Training Package sufficiently covered skills for</p>
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sustainability, and also noted two areas for improvement. Both of these recommendations were addressed in developing the final draft.

A mapping table of how the SIB10 Beauty Training Package addresses skills for sustainability is available on the Service Skills Australia website or upon request.

Flexibility Directive

Services Skills Australia evaluated and ensured that all revised qualifications met the requirements of the flexibility policy update. Where minor changes were required, the Beauty TPRG provided guidance on how best to proceed.

Quality Assurance and the Endorsement Process

Following on from the finalising of the training package components to incorporate the policy directives above, Service Skills Australia commenced the quality assurance process for the proposed SIB10 Beauty Training Package. This involved engaging external quality assurance panel members to undertake the editing, equity and holistic quality reports. During this project the project team opted to undertake the majority of this process following on from the finalisation of the draft training package components, resulting in the process taking a significantly longer period of time than initially anticipated.

The final draft SIB10 Beauty Training Package, case for endorsement and relevant submission documents were circulated to the state training authorities for feedback and sign off in May 2010 with feedback received and addressed in June 2010.

The SIB10 Beauty Training Package is anticipated for endorsement in August 2010, later than the previously anticipated endorsement date. This project has identified areas for improvement in future projects by streamlining process.

Lessons learned

During this project the project team opted to undertake some processes in a linear form, resulting in the anticipated endorsement date being four months later than previously anticipated. For future continuous improvement projects, the project teams may look to streamline processes by integrating them from the beginning. For example, integrating the editing process from the first draft to enable technical writers to improve the quality of the product as each draft version is updated.

<p>Floristry Training Package</p>	<p>This project involved undertaking the technical consultation, drafting and validating of the Floristry Training Package under continuous improvement (Phase 2). Activities and outcomes include training package reference group meetings, engaging in technical consultation, development of draft training package for validation, conducting validation workshops, development of draft quality implementation guide and final version of the Floristry Training Package.</p> <p>The aim of this project is to ensure that the floristry industry has current workplace competency standards and qualifications that accurately reflect the range of job roles in the industry. Thus providing the beauty industry opportunities for skilling workers through the national training framework.</p> <p>Service Skills Australia completed the first round of consultation on the draft units in March and April 2009. Stakeholders provided feedback through a variety of mechanisms:</p> <ul style="list-style-type: none"> • Workshops • Online feedback register • Phone • Post <p>In updating the second draft units based on stakeholder feedback, Service Skills Australia also developed two new units:</p> <ul style="list-style-type: none"> • <i>Recognise flower and plant material</i> • <i>Display and merchandise floristry products</i> <p>The first draft unit <i>Receive, store and care for floristry stock and merchandise</i> was broken down into:</p> <ul style="list-style-type: none"> • <i>Receive and store for floristry stock</i> • <i>Prepare and care for floristry stock.</i> <p>The Floristry Training Package Reference Group met on the 24th August and supported the changes proposed. At this meeting the TPRG also supported the proposed qualifications structure of:</p> <ul style="list-style-type: none"> • Certificate II in Floristry Operations • Certificate III in Floristry • Certificate IV in Floristry Business Management
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- Diploma of Floristry Design

Service Skills Australia made the first draft qualifications and second draft units available on the Service Skills Australia website for feedback for a period of seven weeks from late August until 16 October, 2009. Stakeholders were notified that the revised drafts were available for comment via email and the SSA monthly e-news. The project team gave presentations outlining the drafts were made to RTO networks and participants were encouraged to provide feedback.

Unfortunately minimal feedback was received during this period, with the majority of feedback received from RTOs. In an effort to ensure that industry feedback was received, the project team met with approximately 40 industry stakeholders across the country in November 2009. This engagement took place in small groups and on an individual basis. The purpose of these meetings was to gather information on the expectations of the “post trade” job roles within industry.

This information, in conjunction with the other feedback received, informed the second draft qualifications and third draft units. In incorporating this feedback, the “post trade” qualifications have been strengthened with the revised Certificate IV in Floristry and Diploma of Floristry Design being support by the Floristry Training Package Reference Group (TPRG) in the January 2010 meeting. Feedback from this stage has also produced three new units addressing the skills to maintain tools and equipment, coordinate floristry products for a special occasion and construct floral designs.

A revised set of drafts was once again available for stakeholder feedback for a period of six weeks in February and March 2010. These revised drafts included the second draft qualifications and third draft units of competency. A Floristry Training Package Reference Group meeting will be held in April to discussion the feedback and next steps.

At the Floristry Training Package Reference Group meeting held in April 2010 the Floristry TPRG signing off on the SFL10 Floristry Training Package to proceed to the quality assurance phase. The Floristry TPRG determined that the issues still outstanding from the NSW Professional Florists Association (PFA) perspective will be noted in the case for endorsement as a report by exception. Service Skills Australia will continue to work with the NSW PFA to resolve these issues through

implementation activities and advice.

The project team are currently working through the quality assurance process to ensure that the final SFL10 Floristry Training Package meets the quality assurance principles. It is anticipated that the SFL10 Floristry Training Package will be submitted to the National Quality Council for endorsement in September 2010.

Addressing policy directives

In late 2009 two policy directives were announced and Service Skills Australia were required to address them prior to the submission of the SFL10 Floristry Training Package.

Skills for Sustainability

In October 2009, the then Deputy Prime Minister Julia Gillard has called for all training packages to incorporate the principles and competencies of sustainability by the end 2010. Industry Skills Councils are required to use the definition of the National Green Skills Agreement. *“Skills for sustainability, also known as green skills, are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and community.”*

Service Skills Australia engaged an external consultant to undertake a gap analysis on the status of skills for sustainability in our training packages. The analysis concluded that the proposed SFL10 Floristry Training Package sufficiently covered skills for sustainability.

A mapping table of how the SFL10 Floristry Training Package addresses skills for sustainability is available on the Service Skills Australia website or upon request.

Flexibility Directive

In December 2009, the National Quality Council announced the first policy update to commence the implementation of the recommendations made in the VET Products for the 21st Century Report. This policy relates to ensuring that all qualifications allow for the flexible delivery by register training organisations to meet industry requirements.

Services Skills Australia evaluated and ensured that all revised qualifications met the requirements of the flexibility policy update. Where minor changes were

	<p>required, the Floristry TPRG provided guidance on how best to proceed. As guided by industry feedback, Service Skills Australia will put forward a case forward that the Certificate III in Floristry qualification is exempt from this policy as it falls within definition of a trade.</p> <p>Quality Assurance and the Endorsement Process Following on from the finalising of the training package components to incorporate the policy directives above, Service Skills Australia commenced the quality assurance process for the proposed SFL10 Floristry Training Package. This involved engaging external quality assurance panel members to undertake the editing, equity and holistic quality reports. During this project the project team opted to undertake the majority of this process following on from the finalisation of the draft training package components, resulting in the process taking a significantly longer period of time than initially anticipated.</p> <p>The final draft SIB10 Beauty Training Package, case for endorsement and relevant submission documents is anticipated to be circulated to the state training authorities for feedback and sign off in September 2010 with submission to the National Quality Council in late September 2010.</p> <p>The SFL10 Floristry Training Package is anticipated for endorsement in September 2010, later than the previously anticipated endorsement date. This project has identified areas for improvement in future projects by streamlining process.</p> <p>Lessons learnt During this project the project team opted to undertake some processes in a linear form, resulting in the anticipated endorsement date being four months later than previously anticipated. For future continuous improvement projects, the project teams may look to streamline processes by integrating them from the beginning. For example, integrating the editing process from the first draft to enable technical writers to improve the quality of the product as each draft version is updated.</p>
<p>Tourism, Hospitality and Events Training Package The SIT07 Tourism, Hospitality and Events training</p>	<p>SIT07 Version 2, released in December 2009, introduced a new competency area for the tourism sector and also updated existing components to reflect current legislative requirements and best practice in the hospitality sector.</p>

<p>package is being reviewed in consultation with industry. The review process is asking in particular if the skills listed in the current qualifications are up to date, relevant and useable and also addresses the sustainability and flexibility government policies. The project is also going to produce some easy-to-use assessment tools for the most common units of competency.</p>	<p>This submission contained two parts: Part one proposed the introduction and endorsement of the Holiday Parks and Resorts competency area—a result of the findings from industry consultation and the review of the THC04 Caravan Industry Training Package. Part two consisted of two projects which sought endorsement of the continuous improvement of the SIT07 Tourism, Hospitality and Events Training Package. These projects include the review and re-structure of wine knowledge units and the review of the way that inert gas safety is covered in several units of competency. In March 2010, SSA submitted Version 2.1 to allow editorial changes to be made to the summary of units of competency table and qualification rules lists in Volume 1 to ensure consistency in content across all tables. In June 2010, Version 2.2 was released with changes to two qualifications in order to meet the flexibility requirements.</p> <p>A full review of the hospitality qualifications, in particular looking at the packaging rules to make the qualifications easier to understand and use.</p> <p>A review of the tourism qualifications to better identify the job outcomes and skills needed. Of particular focus is the Certificate III in Tourism (Retail Travel Sales) highlighted by concerns from the Industry peak body.</p> <p>Produce a set of assessment guides and tools for (initially) the highest use units of competency.</p> <p>The review project for the next release under continuous improvement is tracking on time for an end of 2010 submission and while there were some delays in the tourism forum held in July 2010, this should not impact the final completion date.</p>
<p>Retail Services Training Package</p>	<p>The Retail Services Training Package was endorsed in 1997 and was reviewed in 2002 and 2007 and is currently under continuous improvement. As part of the scoping stage of the continuous improvement process, a discussion paper was released in March 2010 to seek feedback on the current Training Package and areas for improvement. This discussion paper was developed to take into account additional recent and relevant external developments, and sought specific input regarding skills development in the following areas:</p>

	<ul style="list-style-type: none"> • Customer Service • Technology • Sustainability “Green Skills” • Management • Buyers • Area Managers • Merchandising <p>The forward planning has been a significant factor in the process to date; this has allowed personal visits to work sites to be conducted in a well balance strategic manner.</p> <p>The measured success of the project to date is the willingness of the identified retailers involvement in the first phase of the project. This has given the project leaders very valuable information to make an informed decision on the fabric of the 1st draft to take out to consultation.</p> <p>The next phase will be taking the framework out to industry for comment, because this will be conducted on a larger scale the challenge will be to ensure that relevant feedback is received from a significant cross sector of the industry and not just a few from a limited industry area/sector. However this will be achieved by implementing a number of strategies to gain stakeholder feedback and not just rely on the consultation process. This will include using established networks, state and territory Industry Advisory Boards and Industry Associations..</p>
<p>Community Pharmacy Continuous Improvement</p> <p>This project will involve undertaking the scoping, technical consultation, drafting and validating of the community pharmacy components undergoing continuous improvement. The community pharmacy qualifications and competency standards will be separated from the current SIR07 Retail Services Training Package and will form its own SIP11 Community Pharmacy Training Package. Activities and outcomes include IAC meetings, engaging in</p>	<p>The continuous improvement of the community pharmacy qualifications and competency standards aims to ensure that the current and future skills needs of the community pharmacy industry are accurately reflected in the national training framework.</p> <p>The continuous improvement of the community pharmacy qualifications commenced in March 2010 with the release of a discussion paper for stakeholder comment. This discussion paper explored industry wide issues such as communication and customer service, new issues such as the role of health care services and sustainability; as well as identifying the changing roles with in the community pharmacy industry. The project team met with industry stakeholders to</p>

<p>technical consultation, development of draft training package for validation, conducting validation workshops, development of draft quality implementation guide and final version of the Community Pharmacy Training Package</p>	<p>gather feedback on these areas.</p> <p>A workshop was held on Monday 22 March 2010 in Adelaide and attended by over 20 industry and RTO representatives, including members of the Pharmacy Guild of Australia, Pharmaceutical Society of Australia, National Pharmacies and local pharmacists. Feedback provided at this workshop and other meetings, along with that provided online, formed the basis of a recommended actions report.</p> <p>The recommended actions report includes technical recommendations, identifying areas of growth through new units and/or imported units and qualifications pathways. It will guide the technical development of the training package components. The project team will work with a group of content specialists to further explore the implications of the recommended actions report and assist in the development of new content as appropriate.</p> <p>It is anticipated that draft units of competency and qualifications will be available in September 2010 for consultation with stakeholders.</p> <p>The continuous improvement of the community pharmacy qualifications and competency standards is anticipated to be complete for submission by December 2010.</p>
<p>Hairdressing Training Package</p> <p>The purpose of this project is to review the current WRH06 Hairdressing Training Package, scoping the gaps within the current package, and improve with amendments.</p> <p>The main project phases of this project consist of:</p> <ul style="list-style-type: none"> • Scoping stage • Development and refining stage • National consultation on draft components • Validation with stakeholders • Finalisation for submission to NQC 	<p>To date, the following phases have been completed:</p> <p><i>Scoping stage</i></p> <p>As part of the scoping stage of the continuous improvement process, a discussion paper was released and widely circulated in November 2009 seeking feedback on the current training package and areas for improvement.</p> <p>Responses to the discussion paper were collected from November 2009 to mid February 2010 from a range of stakeholder groups including industry practitioners, industry associations, RTOs, teacher networks and state industry training advisory boards through:</p> <ul style="list-style-type: none"> • interviews held with industry, industry associations and RTO representatives, particularly those recommended by the state/territory training authorities.

- feedback forms received by email, fax and mail
- forums such as teacher/educator network meetings held in various states.

An analysis of the consultation list showed that the advice received on the training package appeared to be balanced and indicative of the stakeholder group with industry representing 53% (including industry practitioners 35%, industry associations 9%, state industry training advisory bodies 5% and union representatives 4%), RTOs representing 37% (RTO representatives 33% and RTO networks 5%) and government, 11% of the feedback.

From the consultation and feedback, the Recommended Action report was developed and contained a summary of the feedback and findings gathered through the scoping stage. It was approved by the Hairdressing Project Reference Committee on 16 March. The report includes 16 recommended actions to be undertaken toward the improvement of the training package.

Development and refining stage

During the development and refining stage, all existing hairdressing specific units were revised for

- generic technical improvements
- the integration of sustainability where relevant, and
- updates to the context and resources required for assessment.

Hairdressing specific units of competency were grouped into the following functional areas:

- Basin Services (BAS)
- Chemical Reformation (CRS)
- Client Services (CCS)
- Colour and Lightening (CLS)
- Haircutting (HCS)
- Hair Design (HDS)
- Hair Science (includes Trichology)
- Industry (IND)
- Technical Leadership (TLS)
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Eighteen new units were developed based on the skills gaps identified during the

	<p>scoping stage aligning against the Certificate II to Vocational Graduate Certificate levels.</p> <p>The following qualifications are proposed for the SIH10 Hairdressing Training Package:</p> <ul style="list-style-type: none"> • SIH20110 Certificate II in Hairdressing • SIH30110 Certificate III in Hairdressing • SIH40110 Certificate IV in Hairdressing • SIB50210 Diploma of Salon Management SIH70110 Vocational Graduate Certificate in Hairdressing Creative Leadership <p>Qualification structures for the Certificates II to IV have revised. Based on further industry consultations, higher level qualifications will include new proposed Vocational Graduate Certificate in Hairdressing Creative Leadership and the imported SIB50210 Diploma of Salon Management from the updated Beauty Training Package to replace the current Diploma of Hairdressing Salon Management.</p> <p>Most of the stakeholder feedback has been positive at this stage, however as with most training package reviews, much of the feedback during the scoping staging was related to implementation issues and not the training package. For this project, issues not related to the training package included:</p> <p>Stakeholders concerns about the quality of training,</p> <ul style="list-style-type: none"> • Time duration of qualifications/units of competency and the impact this has on delivery practice <p>Stakeholders not correctly understanding purpose of the training package, with feedback and queries around:</p> <ul style="list-style-type: none"> • The delivery sequence of programs • The need for a men's hairdressing qualification when packaging rules allow for one <p>The following relate to both concerns about the quality of training and stakeholders' understanding of the limitation of the training package:</p> <ul style="list-style-type: none"> • The training package should impose that salon owners need to complete
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the diploma/cert IV

- The need for the training package to impose an external assessment to improve quality outcomes

The feedback from the Recommendation Action Report which was been received during further consultation and presentations at RTO network meetings was very positive.

Both industry and RTOs believe that the recommendations will benefit the needs of industry and other stakeholders. In particular, stakeholders were most positive about:

- the restructuring of the Certificate IV and proposed higher qualifications in providing more pathways for the industry.
- Certificate II being able to be expressed as a preparatory qualification
- the tightening of assessment guidelines.

There was support for importing the newly developed Diploma of Salon Management from the Beauty Training Package and developing groups of skills sets for session styling that include skills in makeup, styling and basic photography.

The major concern from both industry and RTOs is about entry requirements. They believe that not providing adequate entry restrictions will further jeopardise the integrity of the qualifications. Both industry and RTOs believe that the higher level qualifications are being exploited by some RTOs, particularly in the delivery to international students. There have been antidotes about RTOs readily providing recognition for the Certificate IV based on inadequate evidence.

As expected, during this consultation stage, RTOs concerns are still around nominal hours, and having adequate hours to deliver the new skills and knowledge of the proposed new units.

During the scoping stage many RTO representatives commented on what they considered short timelines to respond to the paper, however most of the formal responses were from RTOs, therefore, the timelines didn't appear to be a major concern to most. The review is ongoing agenda item with each of teacher networks in QLD, NSW and Victoria as there is an understanding that they will be included in each of the project stages.

	<p>Some of the industry colleagues responded that they were happy to talk provide feedback but not as a formal written response, therefore it is best to use an interview approach with industry when collecting feedback.</p> <p>The relationships with state industry training advisory bodies need to be managed particularly when consulting in their state. The networks were given three months notice regarding support to conduct workshops in their state.</p> <p>There is still a lack of understanding of the purpose of a Training Package, RTOs responsibility to program design and state implementation requirements. Part of the consultation process is about educating stakeholders about training packages in relation to other components of the VET system.</p>
<p>Funeral Training Package</p> <p>The 2009 Work Plan of the National Quality Council gave priority to developing flexible and responsive training products that include embedding sustainability in all training packages.</p> <p>The purpose of this project is to ensure that the flexibility and sustainability National Quality Council directives are addressed within the SIF08 Funeral Services Training Package.</p> <p>As this package is currently being implemented, the intention will be to minimise any major changes that are not specifically related to the project’s primary aims.</p> <p>It is envisaged that the revised training package will require an ISC Upgrade due to changes to the qualifications and units of competency not affecting their outcomes.</p>	<p><i>Packaging Flexibility</i></p> <p>An analysis of the SIF08 Funerals Service Training Package suggests that this package does not meet all the flexibility rules, in particular:</p> <ul style="list-style-type: none"> • The elective choice for the Certificate IV in Embalming and Diploma of Mortuary Management do not consist of one third or more of total units required to gain a qualification. <p>Although at present there are no specific licenses for embalmers practicing in Australia, there is high risk for those not properly qualified in this area. Following consultations held at the Australian Institute of Embalmers conference on 19 June 2010, it was decided that a case for an exception for the Certificate IV will be submitted to the NQC due to the potential risk resulting from the greater flexible packaging rules.</p> <ul style="list-style-type: none"> • The choice of elective units for all qualifications except the Certificate IV in Embalming will need to be broadened to allow the importation of units from other Training Packages and accredited courses. <p><i>Sustainability</i></p> <p>The Sustainability Stocktake and Gap Analysis Report that was developed and submitted to the National Quality Council by SSA suggests that “the Funeral Services Training Package already contains a small number of units with a</p>

	<p>potentially large environmental impact as they involve work with a direct impact on the environment. As such, these units already encompass environmental considerations such as adherence to the Environmental Protection Act; waste disposal; water tables and water quality protection; non-compacted soil; the clearing of work area; and the disposal or recycling of materials according to a project environmental management plan”.</p> <p>It suggests that “the SIF08 Funeral Services Training Package at present does not consistently embed sustainability skills and values through units or qualification outcomes. For the most part, further information in range statements, for example in workplace practices and procedures, will help to lift this coverage. However specific skill gaps in developing, implementing and monitoring sustainable work practices will require access to additional elements and units”.</p> <p>The deliverables for this project will include:</p> <ul style="list-style-type: none"> • Updated qualification packaging rules for the SIF08 Funeral Services Training Package that meets the flexibility rules according to the Training Packages Developers Handbook, • A case for an exception for the Certificate IV in Embalming due to the potentially high risk that the flexibility rules will present • Updated units of competencies that addresses sustainability ‘green skills’ gaps as identified in Sustainability Stocktake and Gap Analysis Report, and in consultation with industry • Revised training package ready for ISC upgrade <p>As the project is still in its initial stages, there has been very little feedback from stakeholders, with the exception of the participants of the Australian Institute of Embalmers who contributed to the case for an exception for the Certificate IV in Embalming due to the potentially high risk that the flexibility rules will present.</p>
<p>International Recognition</p>	<p>In addition to strong linkages with industry domestically, SSA undertakes work to facilitate stronger relationships with similar bodies overseas. As the migration and movement of labour and skills across international boundaries increases, this work is also of increasing importance. Across all our sectors we regularly liaise with similar advisory mechanisms in South Africa, United Kingdom, New Zealand and Canada. The work is both enriching for the ISC in that it provides input and knowledge to develop our current work, and also keeps us informed of</p>

	<p>international developments in the area of skill benchmarking and workforce development.</p> <p>SSA represents Australia as a founding member of the International Professional Standards Network (ipn). Other founding member countries are South Africa, New Zealand and Canada. The ipn aspire to identify international industry benchmarking through the recognition of qualified and experienced individuals in our industries. At the April 2010 Annual General Meeting of the ipn in Hong Kong, the memorandum of understanding and benchmarking for the hairdressing certification was signed by participating countries. Through the ipn, individuals who are able to demonstrate training and experience in their industry are able to apply for certification that will be recognised in other member countries. Also at the April 2010 meeting, the ipn commenced the benchmarking of the beauty industry. A keen interest from additional countries to also become involved in this benchmarking was evident with additional countries represented at the Hong Kong meeting.</p>
<p>Training Package Quality Assurance</p>	<p>This internal organisational activity aims to develop and implement processes and supporting documentation underpinning the quality assurance system that Service Skills Australia (SSA) has developed to ensure that its Training Packages meet internal and external quality requirements.</p> <p>The TPS aims to guide SSA's Training Package development and quality assurance teams through the planning, development and endorsement process in order to:</p> <ul style="list-style-type: none"> • develop effective work activity plans to support SSA's continuous improvement plans and current DEEWR requirements • provide quick and easy access to supporting documentation • inform the planning, development and endorsement processes • feed SSA's environmental scan. <p>This project supports the achievement of quality skills outcomes throughout the service industries by ensuring QA procedures are followed throughout Training package development and endorsement processes.</p> <p>Achievements</p>

	<ul style="list-style-type: none">- Professional development sessions (1st June Writer workshop)- Policy and procedures document developed- Implementation and monitoring procedures- SSA Training Package Style Guide developed
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KPI 4: Quality workforce development information and industry intelligence on skills and labour issues informs decision-making (by governments, industry, VET system and SSA)

Actions/Activities	Achievements/Progress/Issues/Barriers
<p>Environmental Scan</p>	<p>The Environmental Scan for 2010, along with six sector-specific scans, was submitted to DEEWR on 26 February 2010, in line with the stipulated deadlines. The scans were then officially launched at the SSA Conference at the Darling Harbour Exhibition Centre on 1 March 2010.</p> <p>As of 30 March 2010, the following number of scans had been downloaded from our website:</p> <p>Tourism, Hospitality and Events: 869 Main Scan: 814 Sport, Fitness, Outdoor and Community Recreation: 358 Hair and Beauty: 390 Wholesale, Retail and Floristry: 242 Funeral Services: 187 Community Pharmacy: 82</p> <p>(Figures not available from April-June due to swap over to new website, but anticipated they continued to rise proportionately).</p> <p>Hardcopy numbers distributed:</p> <p>Main scan: 309 Community Pharmacy: 51 Funeral Services: 40 Hair and Beauty: 87 Retail, Wholesale, Floristry: 115 Tourism and Hospitality: 159 Sport and Recreation: 128</p> <p>In addition, the Funeral Services scan was quoted in The Sun Herald on Sunday 28 March in an article entitled 'A dying art in need of preservation – industry calls</p>

	<p>for more embalmers’.</p> <p>Feedback from stakeholders included:</p> <ul style="list-style-type: none"> • “Well done on this significant piece of work” – Justin Scarr, CEO, Royal Life Saving Society Australia • “Congratulations on the e-scan. It’s a very well developed piece of work” – Genevieve Wearne, CEO, Verve – Knowledge and Skills. • “We have just received and read the <Environmental Scan> and just wanted to let you know that this is a fantastic document with extremely relevant and interesting information. We are sure that to compile such a document would have been a huge task and wish to congratulate your team on such a great effort. We are a hairdressing salon in Tasmania and find that Tasmania is often forgotten about in a lot of statistics or benchmark collections. This is an extremely useful tool for us” – 26 April 2010 <p>We have not received feedback from Skills Australia or DEEWR on the Environmental Scan 2010.</p> <p>The success of this project can be attributed to the careful management of timelines at the planning stage. The project plan included a strict timetable that allowed time for extensive industry consultation, liaison with Industry Advisory Committees (IACs), adherence to DEEWR guidelines, and writing, editing and designing the final versions of the environmental scans.</p> <p>The project plan for the 2011 Environmental Scans will therefore follow a similar pathway. The main difference will be that draft copies of the documents will be presented to the SSA board and IACs earlier in the process, to allow them time to submit more feedback. One of the issues in 2010 was that the final versions were completed too close to the deadline for submission, which resulted in some stakeholders missing out on the opportunity to give feedback.</p>
<p>Conduct targeted research into skills development and industry issues : Research into workforce development issues and requirements of volunteer labour</p>	<p>In July 2009, SSA produced the issues paper “Volunteering in the Service Industries” which raised and discussed the topic of workforce development for volunteers within the context of the service industries. Feedback on this initial</p>

	<p>document was collated and fed into the draft report “Workforce Development for Volunteers in the Service Industries”. Following another feedback loop, the final report (of the same name) was distributed in early 2010 to members of the Sport and Recreation IAC as well as the “Discuss Display Do” Project Steering Committee.</p> <p>During this period (October 2009), SSA also conducted a workshop that explored the needs of the volunteering service sector as well as how Service Skills Australia can support these needs. A subsequent report on the workshop was produced soon afterwards.</p> <p>Through establishing strong networks and partnerships with other organisational bodies involved with and dedicated to volunteerism, SSA aims to develop greater understanding of this pertinent issue by producing research papers and workshops that further explore the idiosyncrasies of the volunteer cohort and unravel the relationship between volunteerism and productivity.</p>
<p>Issues Paper: Completion Rates and Evaluation Frameworks</p> <p>In 2009, SSA produced a paper that proposed the development of nationally consistent performance measures to evaluate the outcomes of vocational education and training (VET). ‘Evaluation Frameworks for VET – Issues on Completion Rates’ was produced in response to belief within the service industries that the use of completion rates as a measure of success of industry training has unfairly disadvantaged them. The issues paper considered two interlinked key issues. Firstly, the need to establish a more effective strategic evaluation framework for VET, and secondly to examine the collection of uniform completion rate data on all enrolments in VET courses and to capture the reasons for non-completion.</p> <p>SSA has engaged JMA Analytics to work closely with</p>	<p>The project was instigated in response to industry concerns and the end product will be a report which proposes a new framework for capturing accurate data on completions and non-completions. Better information on these rates will enable a more accurate measure of the success of industry training.</p> <p>Although still in its early stages, the project has received widespread support from stakeholders and an enthusiastic response from the RTOs eager to participate. JMA Analytics has produced a literature review, report on stakeholder feedback on the subject of completions, and a review of the current system for collecting data on completions and non-completions – AVETMISS. SSA and JMA Analytics have also successfully engaged with three RTOs, who are enthusiastic to participate in this study.</p> <p>On 5 May 2010, John Mitchell delivered a literature review on the topic of student non-completions and the collection of data relating to non-completion rates. Throughout May, John Mitchell also conducted face-to-face and telephone interviews with 10 stakeholders nominated by SSA.</p> <p>JMA Analytics has also delivered further detailed progress reports. On 4 June,</p>

<p>three nominated RTOs (one private, one public and one enterprise RTO) and NCVET with the purpose of collecting data over a 12 month period and to provide an outcome report addressing the recommendations of the issues paper.</p>	<p>John Mitchell provided two papers: 'A review of issues with current AVETMISS and VET statistics' and 'A report on NCVET consultations'. On 10 June, SSA also received a report he produced based on his stakeholder interviews. "VET stakeholder views about completions' is an extensive document that includes quotes relating to the key issues and supports the need for an investigation into completion rates to be undertaken.</p> <p>SSA has also identified and approached 3 RTOs (Gordon TAFE, Yum! Restaurants and Integrity Business College), who have agreed to participate in the project. John Mitchell and John Ward visited the RTOs on 5/6 July 2010 to discuss the project in person and finalise arrangements for the data collection approach and the commencement of trials.</p> <p>John Mitchell has also tabled a recommendation that the project be positioned as a positive, constructive research project which understands all the factors impacting on the measurement of completions and non-completions and presents a positive case for the VET system to improve its measurement systems.</p> <p>This is an ongoing project, with the final deliverables not due until March 2011. Further information on the lessons learned will be available upon completion of the project. To date, the project is running according to plan and all deliverables have been met.</p>
<p>Issues Paper: Sustainability Skills for the Service Industries</p>	<p>Service Skills Australia (SSA) is committed to ensuring that sustainable work practices are appropriately included in all training packages. By the time the Minister for Education, Employment and Workplace Relations called for all training packages to incorporate the principles and competencies of sustainability, SSA had already achieved substantial inclusion into our existing training packages. A more detailed breakdown of where these inclusions occur and how they will be further incorporated is available via the SSA website (http://www.serviceskills.com.au/sustainability-skills) titled Sustainability Skills Stocktake and Gap Analysis Report March 2010.</p>
<p>Issues Paper: International Education</p>	<p>SSA submitted a response to the Senate Inquiry into the Welfare of International Students in 2009.</p>

<p>Conduct targeted research into skills development and industry issues: Employee Survey</p> <p>Based on SSA's survey of employer's view regarding training and workforce development, in 2008, SSA is currently running a workers survey. The outcome of this survey will inform SSA and stakeholders on the:</p> <ul style="list-style-type: none"> • views of employees regarding informal in-house and external training, • factors that prevent staff from engaging in training or further training and • differences in employer and employee views on training outcomes (compared with last year's survey). 	<p>The survey closed 30 September 2009 in which 1715 responses were received from all sectors of the service industry.</p> <p>Predominately 700 workers from the hospitality sector responded to the survey, 316 from retail, 264 from sport, fitness and recreation, 183 hairdressing and beauty, 103 tourism and events, 48 community pharmacy, 45 funeral services and 56 other.</p> <p>Over 4,400 emails and 24,200 hard copies were circulated to the service industries in the months May - September 2009 to promote the survey.</p> <p>Of the media releases articles were included in SSA e-newsletter from June until September 09 and a direct link was on SSA's website to the survey. In addition, articles were included in several e-newsletters / websites including:</p> <ul style="list-style-type: none"> • Fast Facts - Australian Training News, 29 May • Service Industries Training Advisory Council's (SITAC) e-Newsletter, 13 July • WORKFORCE, Food Tourism and Hospitality Skills Council, 13 July <p>During the survey period, several survey questions were changed based on stakeholder feedback. The main lesson is to avoid VET jargon and make all questions easily understandable.</p> <p>Results provide positive feedback for training packages: 89% of respondents stated that their qualifications / certificates provided skills useful to current and future employment.</p>
<p>Conduct targeted research into skills development and industry issues: Labour and skills forecasting for the service industries</p> <p>SSA has engaged the Centre for Economics, Education and Training (CEET) to undertake a research project that will forecast the labour and skill needs for the service industries for the next five years and examine the nature and measure of productivity in these industries.</p>	<p>The outcome will be a detailed report that is based on a clear understanding of the fundamental aspects of service industries work and appreciates the emerging workforce development agenda. The report will act as a basis for SSA's own Environmental Scan work for the next five years and will have the capability to be built on over time and be responsive to the economic and social changes that will occur over that time. The information on the productivity of the service industries will also aid the process of promoting the contribution these industries make to the Australian economy.</p>

	<p>A further deliverable will be an Executive Summary to provide the basis of media releases, webpage copy and marketing material.</p> <p>The early deliverables of the project have been met, with the research framework, methodology, data analysis techniques, brief approval and draft reports being handed to SSA within the set timeframes.</p> <p>Chandra Shah and Michael Long (CEET) presented their initial findings to the SSA Board on 11 May 2010. Further to this meeting, CEET have delivered further chapters for the report in line with the set deliverables. SSA are now in possession of a draft report, containing an introduction and chapters on Qualification trends in Australia 2001-2008; Forecasts of employment, 2010-2025; Forecasts of employment, 2010-2025; Forecasts of persons not in employment, 2010-2025; and Required numbers with qualifications, 2010-2025. SSA is presently awaiting delivery of the report's concluding remarks.</p> <p>As part of this project, SSA has also received from CEET a report entitled 'Productivity in the service industries'. Draft versions of both papers are currently being reviewed by the project team, as well as SSA's senior management team. Feedback will be given to CEET once this process is complete.</p> <p>The report will be finalised once this feedback has been incorporated. A communication strategy has been agreed to ensure that the final product is distributed to SSA's stakeholders and the wider community via the SSA website and e-newsletter.</p>
<p>Issues Paper: VET in Schools In response to industry concerns about 'hollow' qualifications and lack of appropriate response and action from School Boards of Studies, SSA created a cross sectoral industry steering committee who agreed that a national consultation should be undertaken.</p> <p>The main consultation aim is to create a clear industry position on how to maximise the career pathway and employment outcomes from VET in Schools (VETiS) programs relating to the services industries.</p>	<p>The SSA VETiS project aims to provide clear guidance and resources to maximise the career pathways and employment outcomes for youth from VETiS programs relating to the services industries.</p> <p>Essentially this will be done by:</p> <ul style="list-style-type: none"> • Developing and prosecuting a clear industry position on VETiS that is national and bi-partite. • Developing and distributing materials and resources that support the position to practitioners and policy makers. <p>An initial literature search and review highlighted the variety of interpretations of the term VETiS; each state or territory system locates VET in a different curricular</p>

<p>Service Skills Australia subsequently contracted Service Skills South Australia (a state based Industry Skills Board) to undertake the VET in Schools Project national consultation.</p>	<p>context. The major concern is the inconsistency between VETiS, both within a jurisdiction as well as across Australia. Currently there are no common standards around approval, regulation, resourcing, administration, delivery and monitoring of VETiS.</p> <p>Consultations occurred across the country over a period of four months to gather critical information on industry position and best practice example of VETiS. The consultation process involves face-to-face consultations in each state with industry peak bodies, enterprises, Boards of Studies and State Training Authorities. It is to utilise the SSA Industry Advisory Committees for Enterprise representation and the Industry Training Advisory Board network in each state to facilitate effective state based consultations.</p> <p>There was relative consensus throughout the consultation around the required actions for Service Skills Australia. Based on the findings and analysis of the information gathered, the recommendation flow is to:</p> <ol style="list-style-type: none"> 1. Adopt the integrated VETiS framework strategy 2. Commit dedicated VETiS resources to achieve the framework strategy 3. Finetune the framework through a second focussed consultation process 4. Strengthen the SSA VETiS policy 5. Set in place VETiS Continuous Improvement mechanisms for all SSA training packages 6. Develop and test the first wave framework requirements and resources <p>This will then lead to a strong position from which Service Skills Australia can:</p> <ol style="list-style-type: none"> 7. Prosecute the integrated framework outcomes to critical policy makers to create policy change 8. Manage the ongoing Continuous Improvement, resulting in a 'second wave' of resources and updated industry pathway requirements 9. Implement monitoring mechanisms linked to VET changes to test and improve outcomes 10. Encourage good, and challenge poor VETiS practice utilising the framework and resources <p>The results of this work have been compiled into a report which will be presented to the project reference group for endorsement of the recommendations.</p>
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Activities completed with funding outside DEEWR contract	
Actions/Activities	Achievements/Progress/Issues/Barriers
<p>Ready for Retail This project will develop, pilot, evaluate and promote a model for identifying the skill requirements of businesses operating within the retail industry together with the delivery of training and assessment (using an Australian Apprenticeship Pathway or other delivery model) to meet business skill requirements</p> <p>To help support RTOs assess competence in the workplace, professional development workshops and supporting material will be developed and conducted for RTOs scoped to deliver from SIRO7. These workshops and materials will focus on how to incorporate the workforce development tool into RTO operations and best practice techniques for workplace based delivery of training and assessment and the use of digital media in the collection of workplace based evidence to support assessment.</p> <p>Finally a register of RTOs capable of providing workplace based training and assessment will be developed and promoted to the retail industry for the provision of training and assessment services.</p>	<p>Achievements in this financial year include:</p> <ul style="list-style-type: none"> – Successfully developed a RTO register as part of the deliverables of the project – Successful delivery of pilot workshop to RTOs in Sydney on 9 June 2010 including the development of an information kit for RTOs on utilising digital technologies and digital media in obtaining evidence for assessment in retail qualifications from the SIRO7 training package. This resource is now available on SSA's website. – The next version of the Retail Ready tool is available for sign off by the project committee prior to pilot trialling. – A project committee meeting was held on 14 October 2009. Minutes have been sent out to all committee members and actions from the meeting are currently being undertaken. – The second progress report has been submitted to DEEWR and approved. <p>First Impressions Resources has produced a report from a feasibility pilot of the online tool with a number of existing clients. Feedback received will be incorporated into the development of the online tool.</p> <ul style="list-style-type: none"> • DEEWR has approved a contract extension till 31 December 2010. This will allow sufficient time to promote, trial and evaluate the Retail Ready tool • The project team is currently ensuring all written marketing and promotional material is ready for endorsement for the next project committee meeting to roll out once the tool is live • The project is currently on budget. <p><i>Issues, lessons and corrective actions</i></p> <ul style="list-style-type: none"> – During the proposal stage, undertake more industry consultation and more thought and process rationalisation to ensure all facets of the project proposal will fall into place

	<p>– During the development stage, ensure you leave plenty of time in the action plan for reviews by project committee and revisions to the tool itself</p> <p>June 2010: Within weeks of the pilot launch, SSA was alerted that the project name ‘Retail Ready’ was trademarked by MYOB by our partners The Work Lab, and therefore unable to use this title in any branding. This required the whole project and tool to be rebranded. In future, ensure a quick search of the ipaustralia.gov.au database to ensure that project titles are not trademarked</p> <p>Depending on pilot success, there is an opportunity to widen the scope of this tool to include all SSA training packages – specifically roles/industries that require a similar set of skills [e.g. hospitality]</p>
<p>Higher Education and VET Pathways</p> <p>The project will establish a model for how VET and higher education can work together to benefit the retail industry, and show what needs to happen in order for this model to be transferable to other industries and institutions.</p> <p>This project will aim to develop a model where VET learning, work experience and higher education learning combine together to produce an opportunity that benefits the retail worker and the industry.</p> <p>The retail industry has identified that the retention of quality employees is an issue. In addition, promoting retail as a worthwhile career and profession is a strategy that many employers believe is crucial in retaining quality skilled labour. This qualification has been identified as a way to address both issues.</p> <p>The Project’s deliverables are to:</p> <ol style="list-style-type: none"> 1. Develop a new qualification that combines Certificates III and IV in Retail with a Bachelor of Business. The qualification 	<ul style="list-style-type: none"> • Work and Finance Plan approved by DEEWR (Milestone 1 of project) • Employer engagement carried out (see stakeholder engagement list) • Higher Education engagement carried out (see stakeholder engagement list) • Vocational Training Order drafted and ready for submission to NSW DET • Analysis and Framework Report submitted to DEEWR on 23 December 2009 (Milestone 3 of project) • Draft Curriculum Framework developed. Approved by project steering committee on 19 January 2010 (Milestone 2 of project) • UWS College submitted its application to VETAB to amend the scope of its registration to include the Cert II, Cert III in Retail and Cert IV in Retail Management (1 March) • Engagement with existing UWS Bachelor of Business students, potential students, Year 12 students and careers advisors commenced • UWS Senate Executive Committee “endorse[d] the introduction of the new course 2748 Bachelor of Business and Commerce (Retail Management) to commence in Term 2 2010 at the Parramatta campus “ on behalf of Academic Senate (26 March) • Ideas Workshops, to draw lessons learnt from education partners, held in May . <p>VTO approval was originally planned to take place before the end of 2009. Unexpected barriers were identified in relations to the VTO which have now been</p>

<p>will include industry engagement through students undertaking workplace training and employment whilst enrolled in the course.</p> <p>As part of this we will:</p> <ul style="list-style-type: none"> (a) gain academic approval from the university participating in the Project for the implementation and piloting of the new qualification in 2010; (b) identify and engage with key employers and gain their commitment to employ students studying the new qualification in 2010; (c) develop and obtain approval for a Vocational Training Order in New South Wales for a combined Certificate III/IV in Retail; (d) develop support materials for the delivery of the new qualification. <p>2. Pilot the new qualification with students at a university in 2010.</p> <p>3. Engage and communicate with stakeholders in higher education with the view to national implementation of the model.</p> <p>As part of this we will:</p> <ul style="list-style-type: none"> (a) develop support materials to assist with the wider integration of VET and higher education nationally; and (b) provide recommendations to government on improvements to policy settings to enable greater integration between higher 	<p>overcome.</p> <p>The original start date of second semester 2010 had to be put back to first semester 2011 due to a range of issues from insufficient numbers, to VTO and extension to scope of registration for the RTO not being finalised. SSA have learnt from this (see “lessons learnt”) and have put a strategy in place to ensure that students and employers are in place for 2011. DEEWR have accepted this delay and varied the contract accordingly.</p> <p><i>Lessons learned, corrective actions</i></p> <p>Many important lessons were learned during the process of developing this model. It quickly became clear that in order to successfully integrate employment-based VET with higher education, there are some threshold issues that must first be addressed, and certain foundations that must be in place, so important it would not be worth going on to address the challenges of implementation without first having these in place.</p> <p><i>A clear vision and a group committed to selling it</i></p> <p>This model represents a new and different way of educating people for the retail sector. To be successful, it requires full support and commitment from all parties—the university, the RTO and employers. To gain this support, there needs to be a clear vision of what the program involves, why it has been developed and its potential benefits. There also needs to be a core group of people committed to communicating and selling the vision and gaining the essential support from all parties.</p> <p>In this case, SSA did a lot of work to promote the program. There were also some key people in the University who worked to gain support from university staff that were critical to the program’s success, including members of the Academic Board and people working in admissions.</p> <p>Because there were three very different organisations involved in developing the program, it was sometimes difficult to find the right people to talk to and —get them on board.</p> <p>Having a group to sell the idea which comprises representatives from each of the different organisations or sectors, helps to overcome these cultural and</p>
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<p>education and VET.</p>	<p>communication barriers.</p> <p><i>Demand from employers and students</i> While the integrated model met with some enthusiasm from employers and students who were consulted in the initial stages of the project, the program will not commence in mid-2010 as initially planned, as at this point there is insufficient commitment from employers to support their staff, and insufficient students to create a viable cohort. This is not because of any problems with the model, but appears to reflect public perceptions of careers in the retail industry, as well as a hesitation by employers to commit to the first roll-out of the program.</p> <p>In this instance, consultations were held with students in the initial stages of this project, and those involved were enthusiastic about a program that combined University studies with work and work-based learning. Despite this enthusiasm, students have been reluctant to commit to the retail program. We suspect this is because of lack of awareness of career opportunities and negative perceptions of working in the retail industry.</p> <p>Retail employers have a key role to play in making student work experiences more positive so they have a better perception of the industry and a greater commitment to the career opportunities it offers. There is also a clear need to provide better information about work in the industry, career paths available as well as promoting this particular program.</p> <p>Not only was there lack of interest from students, but employers were also not prepared to commit to the program, despite indicating support for the program concept and understanding how it could benefit their organisation.</p> <p>There are several interconnected reasons for this lack of commitment. In the retail industry, perhaps more than in some others, training issues tend to be seen as second- or third-level priorities compared with other business concerns.</p> <p>Retail employers also have varied approaches to developing the management skills of staff. Some prefer to take in university graduates and train them themselves. Others have internal development programs which they believe give them some competitive advantage—and some have established their own RTO to achieve this.</p>
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	<p><i>An incentive for the university</i> The success of this, and in fact any VET-university collaboration, hinges on the university having a strong incentive to be involved and regarding the arrangement as being in its own strategic or tactical interest. This may seem obvious, but it has been ignored in most work on this subject.</p> <p>Usually this means more than ensuring that collaboration fits with the philosophy and strategic focus of the institution.</p> <p><i>High level commitment</i> Research has demonstrated that high level commitment and leadership from both the VET and higher education institution is absolutely critical to success and to overcoming the inevitable hurdles along the way. There needs to be commitment at the faculty level and then also from staff directly involved in developing and implementing collaborative arrangements.</p> <p><i>Alignment with relevant policy and regulatory frameworks</i> This program crossed two different systems, each with their own policy and regulatory frameworks and requirements. In this case, the program required approval not only through the University's processes but also from the NSW Government. This proved particularly complex. A Vocational Training Order (VTO) needed to be granted for this program by the NSW Government before it could be funded. In this case it was SSA that was making the request for the VTO. The Government requires that requests be made by the relevant industry training advisory body. Unfortunately the NSW Retail ITAB was not supportive of the program and did not support the request for a VTO. This became a significant barrier and almost derailed the whole project. Fortunately, the issue was resolved.</p> <p>While the need to obtain a Vocational Training Orders is unique to NSW, the problem this caused highlights the value of investigating upfront any policy and regulatory issues that will need to be addressed in order to pursue an integrated approach. This will avoid any unexpected barriers which have the potential to block progress.</p> <p><i>Building the foundation</i></p>
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	<p>After the threshold issues have been addressed there are still some other foundation issues which also need to be addressed before proceeding to the implementation phase.</p> <p><i>Funding for development and implementation</i> Accessing funding for a course that integrates VET and higher education, both of which are funded separately, can quickly become complicated.</p> <p>In the end, because the University and the College are integrated and they would be receiving funding from more than one source for the same course, the funding was given on the proviso that the College sign a declaration promising that any money they received for the traineeship would only be spent on vocational training.</p> <p><i>Leaders to drive and oversee implementation</i> It was important to the success of this project to have leaders drive and oversee development of the program and it will be important to have leaders to drive and oversee its ongoing implementation. Although there was strong commitment to the project at the outset, progress was slow in the early stages. This changed significantly when two people were appointed to drive the project—one who took care of the nuts and bolts and another who managed issues at a strategic level.</p> <p>Having someone attending to the technical aspects of the project was significant. In the words of one interviewee:</p> <p>Even once the program is up and running, the issues are likely to continue. For example, there will need to be people to work with employers to address issues that arise in the workplace.</p> <p><i>Healthy working relationships</i> This project could not have happened without a healthy working relationship between the education partners that was built on mutual respect, trust and commitment. This can be difficult to establish given that they are attempting to marry two fundamentally different approaches to learning—competency-based assessment in the VET sector and merit-based assessment in the higher education sector.</p> <p>These differences often result in a level of mistrust between the sectors and it is</p>
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	<p>not uncommon to find in both the VET and university sector evidence of negative attitudes and perceptions regarding cross-sectoral collaboration.</p> <p>The differences in language and terminology used in each sector also required some effort to understand and work through. Throughout this project we have been struck by the way in which the same words mean different things in the two sectors—and sometimes, different words meaning the same thing.</p> <p><i>Implementation</i> Staff of UWS and UWS College have worked very closely to develop an integrated program that:</p> <ul style="list-style-type: none"> • meets both work-based learning and academic course requirements; • provides adequate support for literacy and numeracy; • has built in exit points so that students who do not complete the full degree can still gain qualifications; • provides an opportunity for suitable students to participate in the University’s Advanced Business Leadership program; and • accommodates the differences in timetabling between UWS (which works in semesters) and UWS College (which works in trimesters), and the demands of work in the retail sector over the busy Christmas season. <p>Despite the achievements, there were, and continue to be, many challenges. As one of the program designers pointed out, the development process requires creative people who can find solutions to technical problems.</p>
<p>NSW Sport and Recreation Industry Training Advisory Body</p>	<p>Service Skills Australia is responsible for performing the role of the Industry Training Advisory Body for the NSW Sport and Recreation industry. This project incorporates two funding sources:</p> <ul style="list-style-type: none"> - The NSW Department of Education and Training Industry Advisory Services funding agreement and - The NSW Department of Sport and Recreation Sports Development Program. <p>This project supports each of SSA’s four KPIs by conducting activities at a state level that support the implementation of the National Training System and</p>

	<p>encourages employers to engage with the Sport and Recreation Training Packages.</p> <p>For the NSW Department of Sport and Recreation the key objectives are providing advice to the NSW sport and recreation industry on:</p> <ul style="list-style-type: none"> - Navigating the Vocational Education and Training sector; - Using Training Packages; - Finding training; and - Recognition of Prior Learning. <p>The NSW Government acknowledges Industry Training Advisory Bodies (ITABs) as the primary source of industry advice and contact on the training and skill needs of industry in NSW. Funding is provided to these bodies for independent advice and assistance on core services under the New South Wales Industry Training Advisory Arrangements.</p> <p>For the NSW Government the key responsibilities of this project are to provide advice on:</p> <ul style="list-style-type: none"> - Industry skill needs and priorities for funded training under the NSW Training Market; - Promotion of training to industry and implementation of brokerage (information and referral) services to assist in the take-up of funded training for the NSW Productivity Places Program; - NSW apprenticeship and training arrangements including school based arrangements and the establishment of vocational training orders (VTOs); - Vocational education and training in schools; - Development, review and implementation of training packages; and - Accreditation and registration processes for Registered Training Organisations in NSW. <p>During the 2009-2010 financial year, the NSW Department of Education and Training reviewed the ITAB structures in NSW and aligned them to the National Industry Skills Council's industry groupings. Service Skills Australia was invited to tender for the Industry Training Advisory Arrangements for Sport and Recreation, Tourism and Hospitality, and Wholesale, Retail and Personal Services industries for the period 2010-2013. Service Skills Australia was successfully awarded the contract. The Performance and Funding Agreement is for the period 2010-2013 and is effective from the 1 April 2010. The funding period under the first stage of the agreement is for 15 months from 1 April 2010 to 30 June 2011.</p>
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Service Skills Australia, from 30 April 2010, is required to provide advice to the NSW Government on the Sport and Recreation, Tourism and Hospitality, and Wholesale, Retail and Personal Services Industries as per the Funding and Performance Agreement 2010-2013.

Achievements

The following provides an update on achievements to date:

- Due to the review of the NSW ITAB arrangements the NSW DET advised SSA of the extension of the 2008-2009 Performance and Funding Agreement for Industry Training Advisory for a period of six months – from 1 July to 31 December 2009. SSA was then advised of an extension of the extension of the 2008-2009 Performance and Funding Agreement (PFA) till the 31 March 2010. SSA then received a variation to the extension of the PFA till the 30 April 2010, pending an announcement of the new ITAB arrangements.
- Service Skills Australia was awarded the NSW Industry Training Advisory Arrangements for the Sport and Recreation, Tourism and Hospitality, Wholesale, Retail and Personal Services industries for the period 2010-2013.
- Service Skills NSW, acting under the auspice of Service Skills Australia, will perform the ITAB role. An Executive Officer for the Service Skills NSW ITAB was appointed.
- Establishment of the NSW Tourism and Hospitality Industry Committee and inaugural meeting held 22 June 2010.
- Establishment of the NSW Wholesale, Retail and Personal Services (WRAPS) Industry Committee and the inaugural meeting held 27 May 2010.
- Conduct of NSW SRISC Meetings (4 September 2009, 6 November 2009, 5 March 2010 and 18 June 2010)
- Service Skills Australia was appointed, by the NSW Board of Studies, onto the Sport and Recreation Industry Advisory Group (IAG). The purpose of the IAG is to validate proposed Vocational Education and Training (VET) Content Endorsed Course (CEC) requirements within the Higher School Certificate, including the allocation of HSC indicative hours and appropriate work placement requirements. In June/July 2009 the IAG for Sport and Recreation will convene to consider a VET CEC for Sport and Recreation for implementation from 2010.
- Commencement of the Pathways to Participation Project. In partnership with the NSW Department of Education and Training, funded through their Skills Enhancement Program, Service Skills Australia have developed a project aimed at increasing the uptake of the National Training System (NTS) by the NSW Sport

	<p>Industry, through the alignment of the National Coaching Accreditation Scheme/ National Officiating Accreditation Scheme (NCAS/NOAS) to the NTS. Project is due to be completed in December 2010.</p> <ul style="list-style-type: none"> - Service Skills Australia attended a NSW DET consultation on the NSW Skill Priorities 2011-2012 for the NSW Training Market including the Productivity Places Program. Subsequent to the consultation, Service Skills Australia provided NSW DET on 14 May 2010, with the NSW Skills Priorities List 2011 and 2012 Proforma which outlined priority qualifications for training for the PPP in 2011 and 2012 - Service Skills Australia participated in the NSW PPP Brokerage Arrangements Guidelines Meeting held on the 1st September 2009. SSA will act as the broker for the Sport and Recreation Industry in NSW for the Productivity Places Program. - Service Skills Australia were invited by the Outdoor Recreation Industry Council of NSW (ORIC) to participate on the Steering Committee for Adventure Activity Standards (AAS) for the Outdoor Recreation Community in NSW. The AAS Steering Committee meetings were held on the following dates: <ul style="list-style-type: none"> 3rd July 2009 17th July 2009 13th August 2009 27th August 2009 10th September 2009 24th September 2009 15th October 2009 18th November 2009 26th November 2009 <p>SSA contribution to and membership of a range of NSW Government and Industry committees including:</p> <ol style="list-style-type: none"> 1. the NSW Industry Skills Council; 2. the NSW Sports Federation; and 3. the NSW DET ITAB Consultative Group. <p>Service Skills Australia exhibited at the Career Advisers Conference on the 27th and 28th November 2009, to showcase and to promote careers in the Sport and Recreation Industry in NSW, through uptake of the National Training System</p>
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<p>Recognition for Volunteers in the Service Industries: Discuss, Display, Do</p> <p>Discuss, Display, Do is a project that aims to develop and pilot a Recognition of Prior Learning Model suitable to the needs of volunteers and Volunteer Utilising Organisations.</p> <p>The model is being piloted with the Federation of Parents and Citizen’s Association of NSW with funding provided by the Australian Government Department of Employment, Education and Workplace Relations and the NSW Department of Education and Training.</p> <p>The project has linkages to priorities in the Sport and Recreation and other related Service Industry sectors that have been articulated by industry during SSA’s conduct of the 2009 environmental scan. These linkages are in the specific areas of:</p> <ul style="list-style-type: none"> • A more responsive training system, including RPL; and • Addressing the skilled worker requirements (including skill shortages in some areas) of the industries. <p>The project aims to train up to 86 volunteers to conduct assessments and establish an assessor network, thence to assess and provide qualifications for up to 100 unemployed volunteers.</p> <p>Project Aims:</p> <ul style="list-style-type: none"> • Develop robust processes to recognise volunteers’ and existing workers’ skills and improve their career progression opportunities into the retail and hospitality industries by increasing and/or recognising their skill base. • Encourage greater employer or Volunteer 	<p><i>Achievements</i></p> <p>Conduct of an initial workshop by Social Ventures Australia October 2009 canvassing the needs of volunteers within the service industries including identification of themes and barriers to volunteers engaging with the national training system.</p> <p>Develop an RPL model – the RPL tool was commissioned and continues to be piloted with participants engaged as Team Leaders, Regional Assessors and Assessor Advocates. The tool will be reviewed upon completion of the assessor network, and then used by assessors on the unemployed volunteer cohort.</p> <p>In the process of establishing an assessor network that has the ability to extend state wide, options to leverage this capability are being explored. Possibilities include establishing an RTO and providing assessment services under auspice to other volunteer, for profit and not for profit organisations.</p> <p>As to why individuals chose to participate, the overwhelming response is that DDD was the first tangible recognition for the effort P&C volunteers invest. DDD provides the means, method and opportunity for volunteers to be involved. For some, participation has become a catalyst to engage in other endeavours within P&C. The notion of contributing to something that is greater than its individual parts has resulted in some organizational changes within P&C.</p> <p>In response to a growing demand of volunteers wanting to be assessed, NSW DET was approached and approved funding for assessment of an additional 50 volunteers currently in employment to complement the initial 100 unemployed volunteers. The proposal is to establish a grass roots (community based) response to drive the uptake of qualifications by engaging Apprenticeship Centres. Having undertaken the RPL exercise, it is proposed Apprenticeship Centre staff ‘accompany’ those volunteers to their places of employment where the volunteer becomes the advocate or champion for learning in their workplace and the Apprenticeship Centre staff explore opportunities to up-skill within the business.</p> <p>Multiple forums / teleconferences with volunteer utilising organisations focussing on the application of the RPL model to other volunteer environments as well as linkages to the labour market and uptake of qualifications will commence in July.</p>
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<p>Utilising Organisation (VUO) engagement with the National Training System.</p> <ul style="list-style-type: none"> • Make training more relevant to the needs of VUOs and employers. • Develop capacity within VUOs to attract and retain skilled volunteers, and increase or recognise their skill base and knowledge of available pathways to paid employment. • Expand the existing pool of skilled workers available to retail, hospitality, sport and recreation and other industries • Improve communication between all stakeholders operating in the National Training System by forging partnerships between employers, VUOs, volunteers, RTOs, Australian Apprenticeship Centres, Job Services Australia providers, Local Employment Coordinators and employees. 	<p>Selected forums will target dedicated groups and themes including:</p> <p>Three 'RTO' forums addressing:</p> <ul style="list-style-type: none"> • Utilising the approach with candidates • Documentation and audit requirements <p>Five 'Sport and Recreation' forums (Qld, NSW x 2, VIC, SA) identifying opportunities for greater engagement of volunteers within the National Training System.</p> <p>Two forums targeting 'Job Service Australia' providers addressing the needs of volunteers seeking access to the labour market.</p> <p>Additional commitments have been received by two EBPPP projects to host forums addressing volunteer needs within the tourism (Heathcote Regional Tourism Council, Victoria) and indigenous retail sector (NT) with additional forums to focus on the application of RPL in cultural and linguistically diverse communities.</p> <p>Volunteering Australia confirmed three abstracts submitted by Service Skills to present at their 13th National Conference (27-29th October) were approved. This includes a joint SSA / P&C workshop and presentation on DDD; a second presentation titled: "Not just a volunteer: Embracing concepts and approaches from the paid sector", and the third presentation being the "Pathways to Participation" project presented by NSW Sport and Recreation ITAB.</p> <p><i>Progress</i></p> <p>Delays in executing contracts between SSA and P&C precluded the first Steering Committee meeting being held prior to December 17, 2009. This delay negated the ability of P&C to promote and engage volunteers prior to end of the 2009 school year, subsequently delaying initial promotion until the resumption of the 2010 school year in February. Subsequently, a P&C / SSA management committee was established to meet monthly to maintain focus on the exercise at hand. In addition to the Second Steering Committee meeting of 8th April, five management committee meetings have been conducted between January and July 2010.</p> <p>Stage 1 - building of internal capacity through training and creation of an Assessor Network, is behind schedule. The initial completion date of 21st May proved ambitious given original delays, in addition to the need to review the initial training campaign. The original goal was to provide assessor training across four</p>
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	<p>nominated regions. In addition to time and cost was recognition of the importance of a presenting a consistent message thus requiring availability of key personnel to be available for the road show. For a volunteer organisation, that presented too great a challenge. Delivery reverted to group sessions at P&C Head Office with sessions scheduled for 9-10th April (49 attendees) and a second forum in May that was postponed to 18-19th June (37 nominations). These delays back-ended into P&C mid- year annual conference where term of the current President expires and whom is precluded from re-election.</p> <p>Stage 2 is application of the assessor network modelled against 100 unemployed volunteers across four regions. Like a domino, delays with stage 1 have impacted on the identification and rollout of assessment across the regions. This is expected to be recovered within the original completion dates for the project of October 2010.</p> <p>Stage 3 – conduct of assessments on the additional ‘employed’ volunteer cohort will likely be now conducted simultaneously with the ‘unemployed’ volunteer cohort.</p> <p>Stage 4 – volunteer forums: are scheduled to commence July and complete early September</p> <p><i>Lessons learnt</i> Managing projects in a volunteer organization demands increased flexibility in engagement and support than might otherwise be the case with projects conducted in a ‘for profit’ business environment. Competing demands, pressure on timelines and available back-up resources suggests the project timeframes were overly ambitious. Corrective actions included establishment of an SSA / P&C Management Committee monthly meeting, complementing Steering Committee meetings</p> <p>Three Steering Committee meetings are scheduled across the span of the project. Given the nature, complexity and breathe of the exercise, at least one additional meeting might be considered in future projects together with increased clarity surrounding the role and contribution of committee members.</p> <p>Whilst the strategic potential the project affords SSA has evolved throughout the</p>
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	<p>exercise, the opportunity to explore this earlier and in greater detail should be reviewed.</p> <p>Flexibility is particularly required when partnering an organisation that itself is subject to learnings arising from the exercise. Whilst P&C is a long established not for profit entity with established policies and procedures, the project has challenged the organisation in fundamental areas including chain of command, communication strategies, challenges surrounding ownership of the project and the like. Again the management committee provided a default option to identify and address issues as they arose.</p> <p>The key lesson remains engagement with a volunteer entity. Willingness to participate is not a problem so much as is availability per se. The mantra in P&C is: Family first, Work second, Volunteering -third. Thus managing the project to delivery of training and assessment services needs to be flexible and responsive to the many competing demands in the individual and organizations' life.</p>
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Part Three:
Summary of progress against the KPI



2009-2010
Annual Report to the Department of Education,
Employment and Workplace Relations

Part Three: Summary of progress against the KPI

Summarise the overall progress against the planned work activities contributing to the KPI. Incorporate, where relevant, how factors identified in Part One of this report impacted upon achieving this KPI. The summary should include key areas of success or progress against the KPI as well as any barriers/issues encountered and the strategies which have been implemented or are suggested to address these in future.

KPI 1: The development of a culture within the service industries which promotes and enhances the skills development of its workforce.

Service Skills Australia has made significant effort in this area, particularly through working closely with its industries to develop a co-ordinated approach to workforce development. The challenge with this sort of work is that it is hard to measure the success of efforts in a tangible or quantifiable manner. However, our effort with the tourism and hospitality and sport, fitness and recreation industries have helped the industries to come together and 'find their voice' in workforce development. SSA has effectively used the opportunities available through government agendas to advance these workforce development efforts – such as through the Long Term Tourism Strategy.

To support our project work, Service Skills Australia has maintained up to date information on the SSA website, which is the primary source of information about our projects for our stakeholders. As well as providing information on the work of SSA, it provides careers advice, training implementation advice and general advice about skills and workforce development. The website aims to be a comprehensive source of expert, independent advice for industry, training organisations and employees, students and jobseekers about skills development in the service industries. Over the past financial year we have experienced unique visits of around 12,000 per month. As well as this, we have promoted our work through industry publications, the press and a range of events and conferences, to raise the profile of workforce issues in the service industries.

We have continued to develop and distribute media releases and articles to spread information about the work of the Skills Council, which have been featured in magazines such as Campus Review, Australian Beauty Therapist, Australian Leisure Management, Contact Pharmacy Assistants Magazine as well as the Sydney Morning Herald.

In addition to this, we have participated and sponsored events to promote SSA, and disseminate information about our projects.

Service Skills Australia has also engaged in a large number of individual discussions and meetings with industry. These include meetings designed to advise and assist industry stakeholders on elements of the vocational education and training system and training packages, and to engage and gain input from industry around the work of the skills council.

On a larger scale, The Service Skills Australia 2010 conference was held from 1-2 March 2010 at the Sydney Convention and Exhibition Centre, Darling Harbour. The conference was attended by over 200 registered delegates over the two days, the majority of whom were from registered training organisations, and the rest representing industry associations, government, industry training advisory boards, unions and employers.

Service Skills Australia has continued to facilitate regular meetings with its network members. The meetings have allowed for enhanced communications and flow of information between SSA and its network. The meetings inform SSA and all networks members of the projects occurring in each state and territory and allows for a common

understanding of issues surrounding topics such as workforce development. The fostering and support of this group allows information and feedback to be shared across national, state and territory bodies and enhances the dissemination of information and knowledge of the VET system.

In addition to strong linkages with industry domestically, SSA undertakes work to facilitate stronger relationships with similar bodies overseas. As the migration and movement of labour and skills across international boundaries increases, this work is also of increasing importance. Across all our sectors we regularly liaise with similar advisory mechanisms in South Africa, United Kingdom, New Zealand and Canada. The work is both enriching for the ISC in that it provides input and knowledge to develop our current work, and also keeps us informed of international developments in the area of skill benchmarking and workforce development.

KPI 2: Policies, programs and services that support industry needs and priorities in relation to skills and workforce development

Our Environmental Scans allow us to identify specific industry needs and priorities which we can then respond to through our project work.

In July 2009, SSA produced the issues paper “Volunteering in the Service Industries” which raised and discussed the topic of workforce development for volunteers within the context of the service industries. Feedback on this initial document was collated and fed into the draft report “Workforce Development for Volunteers in the Service Industries”. Following another feedback loop, the final report (of the same name) was distributed in early 2010 to members of the Sport and Recreation IAC as well as the “Discuss Display Do” Project Steering Committee.

During this period (October 2009), SSA also conducted a workshop that explored the needs of the volunteering service sector as well as how Service Skills Australia can support these needs. A subsequent report on the workshop was produced soon afterwards.

Through establishing strong networks and partnerships with other organisational bodies involved with and dedicated to volunteerism, SSA aims to develop greater understanding of this pertinent issue by producing research papers and workshops that further explore the idiosyncrasies of the volunteer cohort and unravel the relationship between volunteerism and productivity.

The environmental scans identified completion rates as a concern for the service industries and called for further research in this area. As a result, SSA has initiated a research project to determine if the current assumptions about the reasons for non-completions are correct and to mount a case for a more consistent and accurate national measurement system. The end product will be a report which proposes a new framework for capturing accurate data on completions and non-completions. Better information on these rates will enable a more accurate measure of the success of industry training. Although still in its early stages, the project has received widespread support from stakeholders and an enthusiastic response from the RTOs eager to participate.

KPI 3: Quality skills outcomes throughout the service industries

All the work that Service Skills Australia undertakes centres on ensuring the relevance and credibility of the industry capability framework – that is the training packages. The Qualifications, Units of Competence and Assessment Guidelines both inform the work

that we do as well as act as the end point for feedback and issues received and dealt with in all our projects. The documents in a training package cannot be developed in isolation from our complete work plan, and we strive to constantly ensure connectivity between the training package continuous improvement activity and the whole of the business. The link between the development of the SSA annual environmental scan and its connectivity to the training package review illustrates this. A clear example of this was the priority placed on the 2009 Scan to improve quality outcomes for training. This led to the New Deal project and will see an expanded set of activities undertaken by the training package team in which industry will have a clear conduit to have implementation issues responded to.

Through 2009-2010, the national training system underwent (and will continue to do so) a great deal of reform. These reform measures also impacted upon the work of Service Skills Australia and in particular, the continuous improvement of training packages. Whilst some of the timelines to respond to this reform were tight, SSA believes that we were able to respond appropriately whilst balancing the needs of our industry stakeholders with government policy mandate. The accommodation of sustainability skills within training packages, and implementation of the recommendations from Training Products for the 21st Century will be ongoing work both in the improvements to the training packages themselves, and in working with industry to see that they are appropriately implemented.

Apart from the successes outlined in part two of this report, Service Skills Australia also took action to build the internal quality assurance capacity of the organization. Continuous improvement to training packages (model 2009) has been underway for some time, yet it is worthwhile noting the ongoing internal activity and change that SSA continues to make to support the consequences emerging from this policy change. Looking into the future, the preparations that we have made will stand us in good stead to respond to the changes resulting from broader VET policy change such as the revised Qualifications Framework and, implementation of the VET Products for the 21st Century (and in particular, streamlining of training packages).

By becoming strongly involved in the rollout of continuous improvement policy for training packages, SSA can ensure that industry's interests are best served. This work will be particularly important with the rollout of recommendations from Training Packages of the 21st Century.

While Training packages may be reasonably well embedded into the national system, the format and structure of these products must continue to develop in line with current policy. Industry believes strongly in the value and outcomes of their packages and the direct links to employment or job outcomes. There is a growing tension developing in relation to the additional requirements such as language, literacy and numeracy, that are seen as essential for inclusion in training packages and qualifications by governments. The ability to develop qualifications that meet the needs of industry and the policy directions of government will remain one of our major challenges in the coming year.

KPI 4: Quality workforce development information and industry intelligence on skills and labour issues informs decision-making (by governments, industry, VET system and SSA)

Through our advocacy work, we build on the research and consultation we have undertaken to reinforce the principles by which Service Skills Australia operates and by which we believe our national vocational education and training system should operate and ensure they are reflected in public policy.

This work often involves Service Skills Australia taking a longer term view of the change and ranges across the following:

- Support and success for the national productivity places program contributed to the rollout of the enterprise based productivity place program (EBPP). Importantly, SSA is taking the view that EBPPP provides an opportunity to target those businesses and employees that typically “miss out” on training (Small to micro, part time and casual workers) and will use the project as an opportunity to demonstrate the return on investment that a targeted brokerage model approach can play in improving productivity
- Australia wide engagement with the development of the sport and recreation workforce development strategy not only aims to bring industry together in a coordinated fashion to prepare that workforce for the changes facing the industry, it also aims to engage with the VET system as a whole to improve the position of the industry to achieve better outcomes (such as more equitable funding to secure suitable training delivery and service)
- Our collaboration in the Labour and Skills Working Group (part of the National Long Term Tourism Strategy) provides SSA and its stakeholders with the opportunity to leverage off existing activity occurring in VET as well as participate in shaping ongoing work to support the Australian Tourism and Hospitality industry. Crucially the outputs of this work will go in to support the review of the industry training package which is scheduled for 2011.
- Research activity is underpinned by a broad set of goals that are made explicit in our annual environmental scan. For instance, the 2009 focus on quality training gave rise to the New Deal project, which at its heart, aimed at finding a place for an ISC to strategically and positively contribute to better training outcomes
- Providing an evidentiary base for our advocacy is important to effect change. SSAs project Discuss Display Do aims to support our ongoing advocacy for better outcomes for RPL for our industries. The end result of this project will provide a basis to continue our advocacy and the opportunity to share this evidence with our colleagues. This approach is also present in work such as:
 - Ready for Retail – which aims to demonstrate the range of ways a training package can be used (that is not just training, but also as the basis of a recruitment tool)
 - Integrating VET and Higher Education– being trialled in retail but applicable across all service sectors. The ability for graduates of higher education programs to move seamlessly into work is the aim of this project. Developing pathways between higher education and VET is occurring at many levels this is one project that is exploring an integration of the learning and application of skills into a combined rather than linear program. This collaborative project will provide an evidence base for the skills council and its stakeholders to further consider what they want from a more connected VET and Higher Ed sector.