

Skills Formation Taskforce Implementation Summary of Achievements as at December 2008

RECOMMENDATION	PROJECT SUMMARY	OUTCOMES	WHAT THIS MEANS
<i>More opportunities to undertake an apprenticeship or traineeship</i>			
<p>2. Expand competitive funding for apprenticeship and traineeship training delivery where it can be shown that industry, apprentices and trainees will receive both higher quality and greater flexibility in training.</p>	<p>The Department undertook a review of user choice arrangements. Recommendations of the review included:</p> <ul style="list-style-type: none"> ▪ opening the apprenticeship and traineeship market to all RTOs; ▪ reviewing the unit pricing for delivery; ▪ developing KPIs for apprenticeships; and ▪ developing risk management strategies to manage the entry and exit of RTOs to and from the market. <p>Initiatives being introduced include:</p> <ul style="list-style-type: none"> ▪ all institutionally funded qualifications that are also established as a traineeship will be eligible for funding in 2009; ▪ the number of Certificate IV and above traineeships has increased; ▪ all apprenticeships that are currently available will be opened up to all RTOs however criteria has been developed which protects TAFEWA infrastructure; and ▪ a rolling process has been introduced that enables RTOs to apply at any time. 	<p>Opening up the apprenticeship market to all RTOs has seen the number of private providers offering apprenticeship training increase from 15 providers to 20 providers.</p> <p>NB: The number of publicly funded providers offering apprenticeship programs did not increase when the market was opened up. 9 TAFEWA colleges and Curtin VTEC offer apprenticeship programs.</p>	<p>Apprentices and their employers now have more choice in the selection of their off-the-job training provider, with both public and private training providers offering apprenticeship training.</p> <p>In 2009, private training providers will offer apprenticeship training in the following industry areas:</p> <ol style="list-style-type: none"> 1. Automotive; 2. Building and Construction; 3. Electrical; 4. Food; 5. Hospitality and Tourism; 6. Light Manufacturing; 7. Metals, Manufacturing and Services; 8. Primary Industry; and 9. Wholesale, Retail and Personal Services.
<p>4. Enhance the sign-up and induction process for apprentices, trainees and employers to:</p> <p>a) adopt closer management by the Apprenticeship and Traineeship Support Network of apprenticeships and traineeships for their duration; and</p> <p>b) educate employers and apprentices and trainees about the flexibility and options available when negotiating a Training Plan Outline.</p>	<p><i>ApprentiCentre</i> was officially launched on 25 October 2007, replacing the Apprenticeship and Traineeship Support Network (ATSN).</p> <p>The increased focus on the apprenticeship and traineeship system has seen a significant growth in the number of apprentices and trainees in training. Over the last 10 years the number of apprentices and trainees in training has increased from 18 412 in November 1998 to 37,599 in November 2008.</p>	<p>The number of apprentices and trainees in training as at November 2008 was 37 599. This represents a 104% increase in the number of apprentices and trainees in training since November 1998.</p> <p>A number of initiatives have already been put in place to streamline the sign up processes including:</p> <ul style="list-style-type: none"> ▪ a new single training contract for apprentices and trainees was introduced in August 2008 providing a simple, streamlined sign up process; ▪ the age an apprentice can sign a training contract without parent/guardian consent, has been changed from 21 to 18 years; and ▪ the Training Plan Outlines is no longer required for sign off. 	<p>Simplified sign-up processes mean that it is now easier for employers to take on apprentices and trainees with a single training contract applicable for both apprentices and trainees.</p> <p>From the age of 18, apprentices can now sign their training contract, without the involvement of their parent or guardian.</p> <p>The removal of the need for the Training Plan Outline before sign up means that the apprenticeship training contract can be processed more quickly.</p>

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More opportunities to undertake an apprenticeship or traineeship (cont)			
<p>12. Promote apprenticeship and traineeship career pathways on an ongoing basis:</p> <ul style="list-style-type: none"> ▪ as an integral part of careers education in early primary school; and ▪ to all parents, teachers and career advisers. <p><i>Also addressed in recommendations 33, 35, and 47.</i></p>	<p>The <i>Get Activ8ed</i> campaign was launched in June 2007 targeting young people and providing information on the career opportunities available across a number of trades, including how to get started on a trade qualification whilst still at school. A <i>Get Activ8ed</i> kit was distributed to every Western Australian high school.</p> <p><i>Get Activ8ed</i> for 2008 has been reviewed and has now been transitioned into the larger ApprentiCentre marketing campaign with new imaging completed. It is now referred to as <i>Training in Schools</i>.</p>	<p>57 school based apprenticeship programs are now available.</p> <p>As at November 2008 there were 1071 students participating in school based apprenticeship and traineeship programs:</p> <ul style="list-style-type: none"> ▪ 632 students in school based traineeships ▪ 319 students in Aboriginal School Based Training ▪ 120 students in school based apprenticeships <p>School Apprenticeship Link (SAL) data indicates that for 2007, 435 metropolitan students and 260 regional students commenced SAL programs. As at September 2008, 472 metropolitan and 305 regional students have commenced in the SAL program.</p>	<p>Young people can now commence an apprenticeship or traineeship whilst still at school.</p> <p>A concerted marketing campaign, <i>Training in Schools</i>, which was directed at school students, has raised awareness of the opportunities available to commence an apprenticeship or traineeship whilst also completing their secondary education.</p>
<p>15. Introduce school-based pathway programs for Indigenous students to lead them through vocational education and training and pre-vocational skills in Years 8 and 9 to employment-based training in Years 10, 11 and 12.</p> <p><i>Also addressed in recommendation 18.</i></p>	<p>Funding has been allocated for a revamped Aboriginal School Based Training (ASBT) program aimed at increasing the participation and completion rates of Indigenous school students. Part of this funding is being allocated to Group Training Organisations (GTOs) to provide increased pastoral care and reduced charge out rates for Indigenous apprentices and trainees hosted by small business.</p> <p>In addition, the Department has increased the level of funding provided to GTOs to employ individuals from under-represented groups such as Indigenous people, mature aged and people with disabilities.</p>	<p>The ASBT program was launched by the Minister for Training on 28 October 2008, with the program set to commence in 2009.</p> <p>A number of GTOs have now been contracted to participate in the ASBT program.</p>	<p>The revised ABST program will provide more opportunities for Aboriginal students to commence an apprenticeship or traineeship whilst still at school.</p> <p>The revised program will provide improved levels of mentoring and support for students, with GTOs being provided with additional funding for this purpose.</p> <p>Under the program</p> <ul style="list-style-type: none"> • Year 10 students will complete a Cert I preparatory program, which includes work experience, to prepare them for the world of work; • Students will undertake a pre-employment assessment to ensure they are work ready; and • Year 11 and 12 students will be given the opportunity to commence a school based or full time apprenticeship or traineeship.

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More opportunities to undertake an apprenticeship or traineeship (cont)			
<p>46. Develop a communication strategy that provides information to apprentices, trainees, their parents and employers at various points throughout the training contract on the mentoring and support services which are available, particularly the role of the Apprenticeship and Traineeship Support Network.</p> <p><i>Also addressed in recommendations 12, 32, 33, 34, 46 and 47.</i></p>	<p>The <i>Get Ahead</i> marketing strategy was developed as the overarching Skills Campaign promotional vehicle. The campaign focused on attracting more people to become apprentices and trainees, and businesses to employ them, using traditional and innovative media.</p>	<p>The first campaign commenced in late October and continued until early December 2007.</p> <p>Phase 2 of the campaign extended from 30 March to 3 May 2008. The campaign ran on television across the State, cinema advertising on metropolitan screens during the school holidays, AM and FM radio in regional areas and press including the <i>West Australian</i>, the <i>Sunday Times</i> and street press.</p>	<p>The <i>Get Ahead</i> marketing campaign has been particularly successful in raising awareness of the career opportunities that apprenticeships and traineeships provide.</p> <p>The key focus of the campaign has been the development of the ApprentiCentre brand. Recent market research indicates that after one year of the campaign 75% of young people are aware of the campaign and 48% know of the ApprentiCentre name.</p>
<p>46. Develop a communication strategy that provides information to apprentices, trainees, their parents and employers at various points throughout the training contract on the mentoring and support services which are available, particularly the role of the Apprenticeship and Traineeship Support Network. (Cont)</p> <p><i>Also addressed in recommendations 12, 32, 33, 34, 46 and 47.</i></p>	<p>A new <i>Ambassador</i> program has been developed under the umbrella of the Skills Campaign. This program features 25 current and former apprentices and trainees who have been nominated to tell their story in web based interviews which feature on the ApprentiCentre website. Advertisements for the <i>Ambassador</i> program encourage people to go to the website to hear from real people about apprenticeships and traineeships.</p>	<p>A post campaign survey has been conducted to evaluate the effectiveness of the campaign. The outcomes of this survey are currently being considered.</p> <p>The main <i>Get Ahead</i> campaign ran again through August 2008. Advertisements appeared on television and were supported by State and street press and regional radio and metropolitan bus interior advertising.</p> <p>The <i>Ambassador</i> program was launched on 18 August 2008 by the Director General. It had a complementary advertising component which featured a small number of the Ambassadors. The advertising campaign included television advertising on Channel 10 and State and street press.</p>	<p>People interested in finding out about apprenticeships or traineeships can now listen to current and former apprentices and trainees about their experiences and what their apprenticeship or traineeship has meant to them. This information is easily accessible on the ApprentiCentre website.</p>

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More opportunities to undertake an apprenticeship or traineeship (cont)			
51. Introduce part-time apprenticeships where there is support from the relevant Industry Working Group.	Following consultation and agreement by relevant industries and unions and appropriate legislative amendments, part time and school-based apprenticeship pathways are now available in a wide range of industries.	As at October 2008 there were 28 part time apprenticeships programs available.	<p>The opportunities to undertake an apprenticeship have been expanded through the introduction of part time and school-based apprenticeships.</p> <p>This will open the door to a trade career for a much broader section of the community (ie; mature aged and women returning to the workforce).</p>
More support for employers, apprentices and trainees			
<p>4. Enhance the sign-up and induction process for apprentices, trainees and employers, to:</p> <ul style="list-style-type: none"> • adopt closer management by the Apprenticeship and Traineeship Support Network of apprenticeships and traineeships for their duration; and • educate employers and apprentices and trainees about the flexibility and options available when negotiating a Training Plan Outline. 	<p><i>ApprentiCentre</i> was officially launched on 25 October 2007, replacing the Apprenticeship and Traineeship Support Network.</p>	<p>An increase in Apprenticeship Officers from 21 to 32 in the metropolitan area with realignment to industry areas ensuring more industry specific and relevant responses.</p> <p>Increase in the support and mentoring services provided to employers, apprentices and trainees.</p> <p>Re-branding of services and products to increase <i>ApprentiCentre's</i> profile with industry including new logos, uniforms for staff, decals on cars and support material.</p> <p>Results from a baseline survey on stakeholder satisfaction with <i>ApprentiCentre</i> services were very positive. 96% of industry groups, 92% of apprentices/trainees and 89% of employers indicated that they were satisfied or very satisfied with <i>ApprentiCentre</i>.</p> <p>The establishment of <i>NewsCentre</i>, a newsletter specifically designed for employers. The first edition was released on 25 October 2007. The newsletter is produced on a quarterly basis.</p>	<p>The establishment of <i>ApprentiCentre</i> has provided employers, apprentices and trainees with access to a central point for all their apprenticeship and traineeship needs. (Note: Australian Apprenticeship Centres still currently manage the initial sign up and payment of incentives).</p> <p>Increased numbers of Apprenticeship Officers have enabled <i>ApprentiCentre</i> to offer better and more industry specific services to employers and greater levels of support to apprentices and trainees.</p> <p>Survey results on stakeholder satisfaction with <i>ApprentiCentre</i> services have been very positive.</p>

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More support for employers, apprentices and trainees			
<p>9. Establish one public point of access – a one-stop shop – for all information relating to apprenticeships and traineeships.</p>	<p>The apprenticeship and traineeship website was redeveloped to create a new <i>ApprentiCentre</i> website. The website provides a one-stop shop for information on apprenticeships and traineeships. It is easy to navigate and provides information and links to all services associated with apprenticeships and traineeships.</p> <p>Jobs Board, launched in March this year, has been a significant enhancement and service for employers and potential apprentices and trainees. It is a free online apprentice and trainee vacancy listing service on the <i>ApprentiCentre</i> website for employers and for prospective apprentices and trainees. Vacancies can be viewed by anyone visiting the site. Employers are able to advertise their apprentice or trainee job vacancies in the one place and in real time. Applicants seeking an apprenticeship or traineeship can create a profile to register their interest, view vacancies and apply directly to employers.</p>	<p>Since the launch in March:</p> <ul style="list-style-type: none"> ▪ 2336 vacancies have been advertised ▪ 1571 job seekers have registered ▪ 445 employer users have registered <p>@ 29 December 2008.</p>	<p>The establishment of <i>ApprentiCentre</i> and the <i>ApprentiCentre</i> website has provided employers, apprentices and trainees with access to a central point for all their apprenticeship and traineeship needs.</p> <p>Finding an apprenticeship and traineeship opportunity is now easier with the new online vacancy listing service, <i>Jobs Board</i>.</p>
<p>32. Develop ongoing marketing and communications campaigns which:</p> <ul style="list-style-type: none"> ▪ provide public recognition for employers who take on apprentices and trainees; and ▪ target potential and lapsed employers of apprentices to encourage them to try the apprenticeship and traineeship system. 	<p>An Employer Recognition Program has been developed providing all 10 500 employers of apprentices and trainees with a Certificate of Appreciation and promotional stickers, supported by advertising, in recognition of their commitment to training the current and future workforce.</p>	<p>A mail out of certificates, decals and <i>NewsCentre</i> to 10 500 employers was completed in the week ending 11 April 2008.</p>	<p>The significant role that employers play in the apprenticeship and traineeship system is now publicly acknowledged.</p> <p>10,500 employers of apprentices and trainees were provided with a Certificate of Appreciation and promotional stickers to acknowledge their key role in training the workforce.</p>

RECOMMENDATION	PROJECT SUMMARY	OUTCOMES	WHAT THIS MEANS
<i>More support for employers, apprentices and trainees (cont)</i>			
<p>45. Consider strategies to assist apprentices and trainees financially, including:</p> <ul style="list-style-type: none"> ▪ concessions on fees and charges; ▪ the development of an Apprentice Card which provides access to a broad range of concessions (for example, public transport, movie tickets); and ▪ completion bonuses. 	<p>The Department entered into a sponsorship agreement with a company to provide apprentices and trainees with a new discount card.</p> <p>The <i>Apprentice Edge</i> card provides access to discounts at a number of leading retailers in Western Australia. The card is available to all apprentices and trainees at no cost.</p>	<p>A direct mail to 36 000 apprentices and trainees was sent in the week commencing 28 April 2008.</p> <p>The response to the <i>Apprentice Edge</i> card has been remarkable with 15 520 apprentices and trainees signing up for the card (as at 19 November 2008).</p>	<p>For the first time, apprentices and trainees now have access to a free discount card, designed specifically for them.</p> <p>The card provides access to discounts from a broad range of suppliers (approx 65 suppliers) and helps apprentices and trainees wages go that little bit further.</p>
<p>50. Provide employers or those trades-persons who are supervising and mentoring apprentices with free access to specific elements of the Certificate IV in Training and Assessment which could be delivered flexibly (for example, online, on site).</p>	<p>A train the trainer program has been developed using a number of units from the Certificate IV in Training and Assessment. The set of units of competency have been specifically selected to help employers and supervisors build and improve training skills so they can provide apprentices with a quality training experience.</p>	<p>The program commenced in January 2008 and is offered free of charge to employers and their staff who are involved in the direct supervision of apprentices in the automotive, building and construction, electrical, hospitality and metals and engineering trade areas.</p> <p>Due to the success of the program it has now been broadened to include employers and supervisors of apprentices and trainees in all industry areas. This change was implemented from June 2008.</p> <p>As of 21 November 2008 there were 390 participants from 101 companies enrolled in the program. Delivered by 22 RTOs (7 TAFE and 22 Privates).</p>	<p>Employers and supervisors of apprentices and trainees can now undertake a program which helps them to improve their training skills. The skills acquired through this training program assist employers and supervisors in effectively passing on their trade/other skills to apprentices and trainees and in assessing apprentice and trainee skill levels/competence.</p> <p>The program has been developed using units from an accredited program (Cert IV in Training and Assessment) and is offered to employers and supervisors free of charge.</p>

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<i>A streamlined and co-ordinated system</i>			
<p>8. Streamline processes to encourage more employers to participate in the apprenticeship and traineeship network.</p> <p><i>Also addressed in recommendations 4.</i></p>	<p>The State Government has allocated funding for systems analysis and development which will reduce red tape and streamline the process for employers to take on apprentices and trainees.</p> <p>A consultant was engaged to review the apprenticeship and traineeship systems and processes and to recommend changes that will reduce 'red tape' and streamline the processes.</p> <p>A systems analyst will be engaged to undertake an analysis of electronic system information databases to improve and identify major processes that can be simplified and reduced with emphasis on reducing duplication. This will include reducing paperwork between State and Commonwealth Government agencies and developing the facility for electronic lodgement of forms.</p>	<p>The review of apprenticeship and traineeship systems and processes has been completed and as a result a range of initiatives are currently being considered by the Apprenticeship and Traineeship Directorate, in order to streamline these processes. Work has commenced on implementing the streamlining of administrative processes.</p> <p>A number of initiatives have already been put in place to streamline processes including:</p> <ul style="list-style-type: none"> ▪ as of August 2008 a new single training contract for apprentices and trainees has been introduced thereby creating a simple, streamlined sign-up process. ▪ the age an apprentice can sign a training contract, ▪ without parent/guardian consent, has been changed from 21 to 18 years ▪ the Training Plan Outline is no longer required for sign off. 	<p>Changes are being made to streamline the administrative processes associated with apprenticeships and traineeships.</p> <p>These changes will make it simpler and more time efficient for employers and apprentices/trainees to complete apprenticeship and traineeship paperwork.</p> <p>The introduction, in August 2008, of a new single training contract means that employers now have the same single form for both apprentices and trainees.</p>
<p>9. Establish one public point of access – a one-stop shop – for all information relating to apprenticeships and traineeships.</p> <p><i>Also addressed in recommendations 47, 11, 12 and 33.</i></p>	<p>The apprenticeship and traineeship website was redeveloped to create a new <i>ApprentiCentre</i> website. The website provides a one-stop shop for information on apprenticeships and traineeships. It is easy to navigate and provides information and links to all services associated with apprenticeships and traineeships.</p>	<p>The website has been redesigned to incorporate a content management system. The newly designed website went live on 31 March 2008.</p>	<p>Employers and prospective apprentices and trainees can now access information easily through the <i>ApprentiCentre</i> website. The site provides information on all aspects of apprenticeships and traineeships including the Jobs Board and links to the Apprentice Edge card.</p> <p>The website has been designed to be consistent with the 'Get Ahead' marketing campaign to further increase awareness and recognition of the <i>ApprentiCentre</i> brand.</p>

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More responsive to industry needs and better quality outcomes			
<p>5. Expand the capacity of the Training Accreditation Council to enable it to conduct sufficient audits of training providers to ensure the Australian Quality Training Framework standards relating to assessment and delivery of employment-based training are being followed and implemented.</p>	<p>The Training Accreditation Council (TAC) will increase its focus on apprenticeship and traineeship delivery; in particular the development of employer and RTO negotiated Training Plan Outlines (TPOs). When planning audit schedules TAC will use a risk assessment approach to determine audit requirements. The risk assessment will be based on whether the:</p> <ul style="list-style-type: none"> ▪ RTO undertakes apprenticeship/traineeship delivery; and ▪ RTO is in receipt of public funds. 	<p>TAC have developed guidelines for auditors in auditing the development of the TPO and have established auditor processes and guidelines in order to undertake these audits</p> <p>TAC is currently working with ApprentiCentre to develop and implement agreed guidelines on apprenticeship/traineeship delivery. The guidelines will provide information to the auditors on the employment based training requirements and will be incorporated into the audit schedule. These audits will be conducted in 2008/09.</p>	<p>TAC has now placed a greater focus on the auditing of apprenticeship and traineeship training delivery and the development of Training Plan Outlines between employers and RTOs.</p> <p>The development of Training Plan Outlines between employers and RTOs provides employers with the opportunity to have a say in regard to the off-the-job training delivery of their apprentice.</p>
<p>29. The State Training Board form a subgroup, comprising of Board and Taskforce members and Department of Education and Training staff, to determine the best model for industry consultation within each industry (recognising the success of the Industry working Groups and the role of Industry Training Advisory Bodies), with a report to the Minister by December 2006.</p>	<p>The State Training Board has undertaken a review of industry training advisory arrangements.</p>	<p>Key outcomes of the reform include:</p> <ul style="list-style-type: none"> ▪ reduction of industry training advisory bodies from 14 to 10; ▪ closer alignment of new advisory bodies with the national Industry Skills councils; and ▪ increased funding to improve capacity and capability. <p>Training Councils have been established and are due to commence operating early in 2009.</p>	<p>Revised industry training advisory arrangements have been implemented for the State Training Board.</p> <p>These Industry Training Councils will commence operating officially in early 2009.</p>
<p>40. The State Training Board and Skills Formation Taskforce pilot and manage innovative on-site learning and assessment strategies and determine whether the new strategies can be delivered more widely.</p>	<p>Funding has been made available across the sector to promote initiatives which improve training assessment. These initiatives include innovative training strategies and the development of stronger links between training providers and industry to increase employer confidence in the quality of the assessment process.</p>	<p>Projects have been funded in Hairdressing, Cabinet Making, Retail Meat, Heavy Plant and Hospitality.</p> <p>The Hospitality Passport project developed a model which involves rotating food and beverage trainees and apprentice chefs through a range of high profile hospitality enterprises in metropolitan Perth/Fremantle and the North West and South West regions in peak times.</p>	<p>There is an increased focus on improving the flexibility and use of innovative techniques (such as the use of technology) in the delivery and assessment of apprenticeship and traineeship training delivery. This focus is about better meeting the needs of employers and apprentices/trainees and increasing employer understanding and confidence in the quality of assessment.</p> <p>A range of pilot projects have been funded across the training system which highlight these more innovative approaches to training delivery and assessment.</p>

RECOMMENDATION	PROJECT SUMMARY	OUTCOMES	WHAT THIS MEANS
<i>More responsive to industry needs and better quality outcomes (cont)</i>			
<p>40. The State Training Board and Skills Formation Taskforce pilot and manage innovative on-site learning and assessment strategies and determine whether the new strategies can be delivered more widely. <i>(Cont)</i></p>	<p>Funding has been made available across the sector to promote initiatives which improve training assessment. These initiatives include innovative training strategies and the development of stronger links between training providers and industry to increase employer confidence in the quality of the assessment process.</p>	<p>The Hospitality Passport project developed interactive CDs for the units of competency of each of the relevant qualifications, which allow the apprentice/trainee to work through the course material at their own pace from anywhere in the State, without the need to attend formal classes. The project has also established an online program called Skills Tracker which enables the apprentice/trainee to record the tasks/activities they are undertaking in the workplace on a daily basis. Lecturers are able to log onto the system and monitor the progress of the apprentice/trainee to ensure that the appropriate level and range of training is being undertaken. It can also be used as a communication tool with the employer.</p> <p>Swan TAFE led a sector wide collaborative project to develop an innovative and flexible delivery program for trade related qualifications. An evaluation of Phase 1 has been completed. Phase 2 and 3 of the project are currently being finalised. Stage 4 of the project is underway and will:</p> <ul style="list-style-type: none"> i) provide a workable TTT model for TAFEWA that has been tested, trialled and modified through continuous improvement of each component of the model. ii) develop a framework to support and further develop the TTT approach within the apprenticeship system in line with current trade reforms. iii) develop an implementation plan for TAFEWA that will point to embedding the TTT into existing systems. 	<p>As above.</p>

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<i>More response to industry needs and better quality outcomes (cont)</i>			
40. The State Training Board and Skills Formation Taskforce pilot and manage innovative on-site learning and assessment strategies and determine whether the new strategies can be delivered more widely. <i>(Cont)</i>	Funding has been made available across the sector to promote initiatives which improve training assessment. These Initiatives include innovative training strategies and the development of stronger links between training providers and industry to increase employer confidence in the quality of the assessment process.	VET Teaching and Learning has been tasked with facilitating a peer review of the components of the model as a concurrent strategy to progress this further stage.	As above.
52. Implement a system that effectively and efficiently identifies employee skills and competencies to enable: <ul style="list-style-type: none"> • The granting of a trade or traineeship qualification where a person has all the skills and competencies required to obtain the qualification; and • The identification of the skills and competencies an employee needs to acquire to achieve a trade or traineeship qualification. 	The Career Development Centre (CDC) provides a Recognition of Prior Learning (RPL) Referral Service to make it easier for individuals to access RPL services. A blind pilot program is currently underway in conjunction with representatives from the Building and Construction and Automotive industries. In addition, the CDC is providing the RPL Referral Service for all industry areas. The CDC is the first point of contact for RPL services and: <ul style="list-style-type: none"> ▪ provides advice and guidance to individuals on RPL; ▪ undertakes a pre-assessment process to determine if a client is eligible for RPL; and ▪ refers eligible clients to the appropriate training provider. 	As at 26 November, CDC has received 51 enquiries regarding RPL and Trade Skills Recognition (TSR). Of these 24 have been referred to RTOs.	People who have trade skills or other work experience but no formal qualifications related to these skills can now seek to have their skills formally recognised. A central contact point has been established, the Career Development Centre, which provides information and a pre-assessment service to individuals seeking assistance in recognition of prior learning (RPL).
53. Provide for variations to be made to the training contracts of apprentices and trainees, such as for extensions, deferrals and transfers, where an employer and apprentice or trainee agree.	The Department has written new legislation (Part 7 of the VET Act) for apprenticeships and traineeships which facilitates more flexible variations to training contracts.	The <i>Training Legislation Amendment and Repeal Bill 2008 (formerly the VET Act)</i> has been passed through Parliament and will be proclaimed in June 2009.	

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Additional Initiatives			
<p>Key reform to the apprenticeship and traineeship system, as a result of the SFT.</p>	<p>Over 40 existing trades have had their nominal duration reduced.</p>	<p>In 2007, 2 215 (59.4%) of apprentices benefited from the reduction in duration and completed their qualification earlier than previously possible.</p> <p>Percentage figures for apprenticeship completions for the 12 months to 28 April 2008 that have completed in less than the nominal duration period (within trade categories) include:</p> <ul style="list-style-type: none"> ▪ metals, manufacturing and services 62% ▪ food 65% ▪ primary industry 35% ▪ community services health and education 22% ▪ wholesale retail and personal services 64% ▪ automotive 50% ▪ utilities, electro-technology and printing 44% ▪ building and construction 66% ▪ hospitality and tourism 56% ▪ light manufacturing 47% ▪ electrical 60%. <p>In the Student Satisfaction Survey the students were asked “How satisfied were you with how quickly you completed your course?” In 2007, the proportion of all apprentices who were satisfied with how quickly they could complete their course was 71% compared with 63% in 2006. In 2007 the percentage increase in satisfaction was:</p> <ul style="list-style-type: none"> ▪ building and construction 19.2% ▪ metals and mining 11.9% ▪ cooking 23.1% ▪ personal services 19.5% <p>As a result of the reductions in the nominal duration of apprenticeships, first year apprentices in Western Australia have, on average, received a 31% increase in wages.</p> <p>In addition, a comparison of State Award Wage Rates shows that first year apprentices in WA now earn higher wages than first year apprentices in other states.</p>	<p>Apprentices in over 40 trades can now complete their apprenticeship in a faster time period. The duration of apprenticeships in these trade areas have been reduced to 3 or 3 ½ years instead of the previous 4 years.</p> <p>Apprentices are now assessed in respect to their competence to undertake the skills of their trade and can complete their apprenticeship as soon as they have met these competence levels.</p> <p>These changes were focussed on:</p> <ul style="list-style-type: none"> • making apprenticeships more attractive to prospective apprentices; and • recognising that most apprentices were fully competent prior to the completion of their fourth year as an apprentice. <p>As a result of the reductions in the nominal duration of apprenticeships, first year apprentices in Western Australia have, on average, received a 31% increase in wages.</p>

RECOMMENDATION	PROJECT SUMMARY	OUTCOMES	WHAT THIS MEANS
Additional Initiatives (cont)			
Key reform to the apprenticeship and traineeship system, as a result of the SFT (Cont)	Eleven new two-year trades have been introduced specifically for residential building.	As at November 2008, there were 104 apprentices in training across the new two-year residential building trades.	Apprentices can now complete certain trade qualifications in the residential building industry within two years. This provides these apprentices with the opportunity not only receive their trade qualification in a shorter period of time but enables them to start earning tradesperson wages earlier.
Increasing the number of funded apprenticeship and traineeship places.	A further ERC submission which sought additional funding to increase the number of apprenticeship and traineeship places to 39 000 by the end of 2008, was submitted.	The funding for this submission has been officially approved. As at November 2008 there were 37 599 apprentices and trainees in training. Within the national context, Western Australia's growth in apprenticeship and traineeship numbers is five times the national rate. Over the period from March 2003 to March 2008 the number of apprentices and trainees in training in WA has grown by 57.6% compared to national growth of only 10.7%. (based on NCVET data since March 2003).	This funding will ensure that sufficient training places are available to assist in meeting Western Australia's skill shortages.
Sharing information and promoting good practice.	Establishment of <i>Training Matters</i> in March 2008, a magazine to provide the WA vocational education and training (VET) sector with information on the latest developments and initiatives throughout the State. The magazine is a vehicle for the Department of Education and Training to inform the sector of major reforms and showcase examples of best practice in VET teaching learning and assessment.	The magazine is published quarterly with 11 000 copies of the magazine distributed.	The Department is communicating in new ways with key stakeholders within the VET sector. The development and circulation of <i>Training Matters</i> means that stakeholders are more informed of major reforms to the sector and are more aware of examples of best practice.