



ANNUAL REPORT

1 July 2001 - 30 June 2002

HON MINISTER FOR TRAINING

In accordance with Section 24 of the Vocational Education and Training Act 1996, I submit for your information and presentation to Parliament the Annual Report of the State Training Board for the year ending 30 June 2002.

A handwritten signature in black ink, reading "Marli Wallace". The signature is written in a cursive, flowing style.

**MARLI WALLACE
CHAIR
STATE TRAINING BOARD**

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1. MEMBERSHIP OF THE BOARD

Marli Wallace **Chair**

Term of Appointment - period of 6 months, commencing 1/1/2002

Ms Teresa Borwick **Member**

Term of appointment – two periods of six months, commencing 1/7/2001

Mark Berry **Member**

Term of appointment – periods of six months, commencing 1/1/2002

Michael Kidd **Member**

Term of Appointment - period of 2 years, commencing 1/1/2000

Kaye Butler **Member**

Term of appointment – two periods of six months, commencing 1/1/2002

John Rothwell **Former Chair**

Resigned Appointment 31/12/01

Prof Sally Morgan **Former Member**

Resigned Appointment 12/11/01

Dr Penny Flett **Former Member**

Resigned Appointment 19/03/02

Michael Malone **Former Member**

Resigned Appointment 05/05/02

Diana Forsyth **Former Member**

Resigned Appointment 31/07/01

Tony Dunn **Former Member**

Term of Appointment Expired, 31/12/01

Office of the State Training Board

Jamie Mackaway Executive Officer

Cheryl Pember Executive Assistant

2. CHAIR'S REPORT

This Report applies to the period from 1 July 2001 to 30 June 2002. The past twelve months has been a period of significant change for the State Training Board both in terms of its role and membership. The McRae *Review of the Training Sector* set the foundation for a major shift in the role of the State Training Board. The Board's new role, which has been endorsed by the Hon Minister Kobelke, will enable it to place a greater focus on promoting the strategic priorities for the vocational education and training (VET) sector.

Consistent with its new role, the Board will embark on a major consultation phase as part of the development for the first time of a State VET Strategy 2004-2008. The Strategy presents a significant opportunity for industry, the community and other major stakeholders within the sector to have a major say in setting the future strategic directions and targets for the VET sector.

The State VET Strategy will provide the platform from which the VET sector can move forward in response to the major changes that are reshaping the Western Australian labour market. These changes include swift advances in industry work practices and levels of productivity driven by new information and communication technologies, rapid ageing and casualisation of the workforce and increasing requirements for people to adapt to change and acquire new job and generic skills.

At the request of the Minister, the Board will also be establishing two separate Taskforces. One Taskforce will focus on identifying strategies to promote employer takeup of apprentices and trainees and the second will identify strategies to promote the training culture of small business.

The apprenticeship/traineeship system in Western Australia has a long and successful tradition. However, it has experienced a worrying decline in recent years. The Board's Taskforce will identify factors that have particularly impacted on employers and their preparedness to take on new apprentices/trainees and will provide recommendations on how this trend can be reversed.

I wish to acknowledge my Board colleagues for their willing participation and contribution to the Board's deliberations. I would also like to pay tribute to those members who have retired, or resigned from the Board during the year. In this regard, I particularly wish to acknowledge the contribution of the previous Chair, Mr John Rothwell. Mr Rothwell made a major contribution in his time as Chair and showed considerable foresight in championing the development of generic skills for young worker in equipping them for the new world of work. The Board acknowledges the assistance and advice provided by the Training Accreditation Council, the Department of Training and the network of industry training advisory bodies.



Mrs Marli Wallace

CHAIR STATE TRAINING BOARD

3. FUNCTIONS OF THE BOARD

The functions of the Board are detailed in Part 3 of the Vocational Education and Training Act 1996. The primary functions of the Board are to:

- prepare a State Training Profile for the approval of the Minister;
- recognise various industry training advisory bodies;
- prepare policy which improves the links between specific industry developments and vocational education and training (VET) so as to gain optimum employment opportunities for people;
- prepare policy relating to the accreditation of courses and registration of training providers (this function is carried out in conjunction with the Training Accreditation Council); and
- provide advice to the Minister on strategic directions, policies and priorities for the State Training System.

4. MISSION OF THE BOARD

The Mission of the State Training Board is to provide independent advice to Government which guides the strategic direction of the State Training System, through balancing and prioritising industry's demands for skilled and qualified people.

5. OPERATIONS OF THE BOARD

Board Meetings

The Board has met on an eight weekly basis to deal with standard business items. In addition to these meetings it has met with the Minister to deal with special matters.

At the nine regular Board meetings held from July 2001 to June 2002 a range of strategic issues have been considered:

- State Training Profile
- Training to Worksmart
- Review of the Training Sector
- Industry Training Advisory Arrangements
- Board's Strategic Work Plan

5.2 State/Territory Training Authorities Meetings

The Chair of the State Training Board participates in meetings of the Chairs of other State and Territory Training Authorities to discuss vocational education and training issues that impact on State/Territory training directions.

Issues discussed included:

National priorities

Implementation of Training Packages

Funding for industry training advisory bodies

Worldskills Competition

VET in Schools

There is also an arrangement that the Australian National Training Authority (ANTA) Board and most State/Territory Training Authority Boards/Commissions exchange minutes of their Authority/Boards meetings as a further means of communication on current issues.

5.3 Board Code of Conduct

The Board has a Code of Conduct based on the Western Australian Public Sector Code of Ethics. The Code provides guidance to members on ethical conduct and their responsibilities in relation to conflict of interest and confidentiality of information.

6. HIGHLIGHTS AND ACHIEVEMENTS

6.1 State Training Profile

The Board's main statutory function is the development of the annual State Training Profile. This function involves prioritising the allocation of training resources to provide for skilled labour to facilitate the State's competitiveness.

Each year the Board endorses industry targets for training delivery in the following year as part of the State Training Profile process.

The Board recently received a report from the Department of Training on the level of achievement of industry targets that the Board endorsed in 2000 for training delivery in 2001.

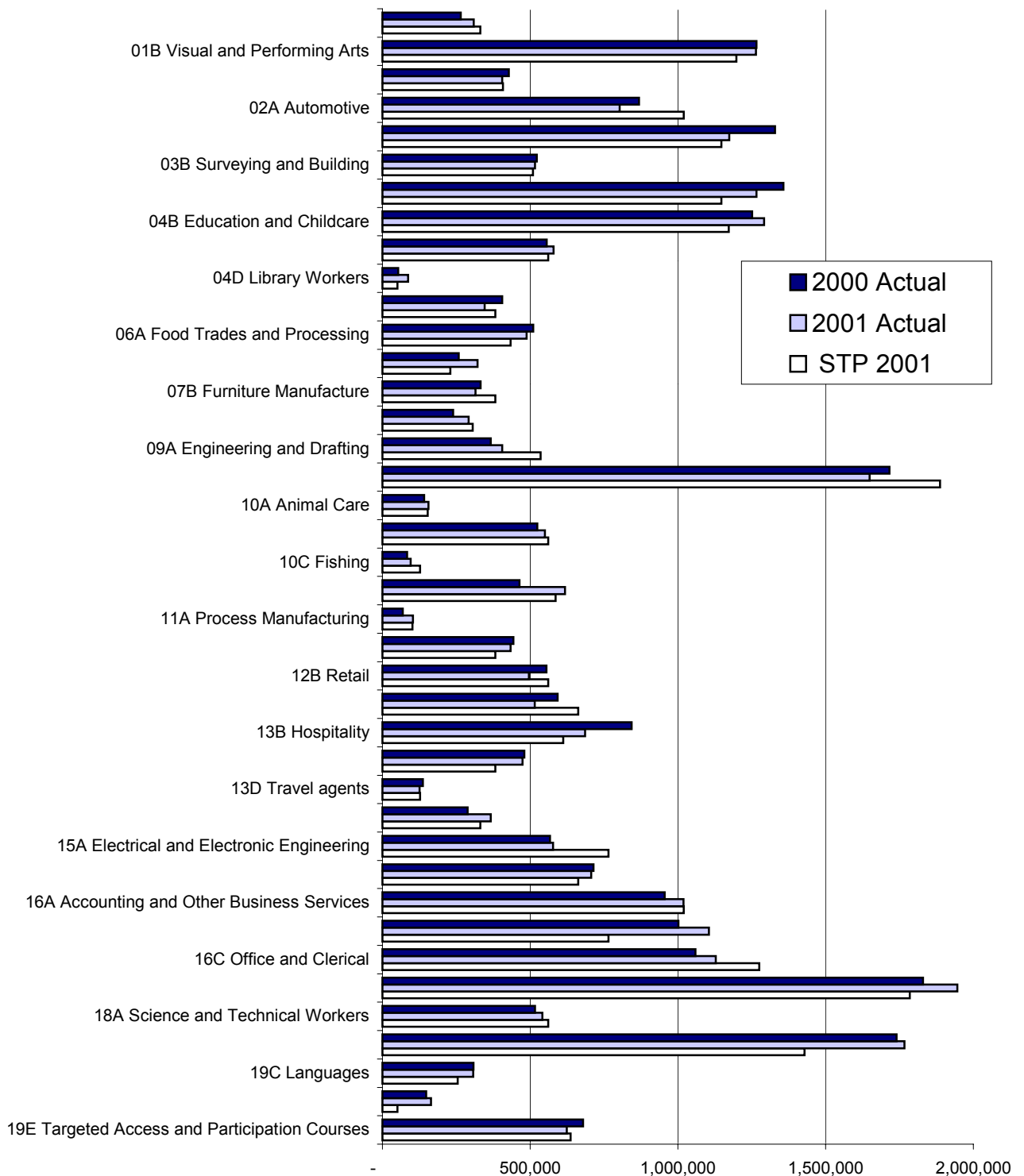
The State Training Profile outcomes indicated that 2001 delivery was close to the overall State Training Profile target when adjustments are made for certain measures as required by ANTA. Delivery was 3 million student curriculum hours (SCH), just over 500,000 SCH above the State Training Profile target. SCH is a measure of training effort. As a guide, a full-time student does about 700 hours of training annually, so an average class of 15 students would generate 10,500 SCH.

The bar chart (refer page 10) compares actual to planned delivery in 2001 in each of the 40 occupational groups covered in the State Training Profile. Actual delivery for 2000 has also been included to provide an indication of progress towards the planning targets between the two years.

Overall, the bar chart reveals a close fit between planned and actual delivery in 2001 with some variations at the occupational level, with the Profile target exceeded in 20 of the occupational groups. Reasons for the variations between planned and actual delivery include:

- Planned delivery includes estimated traineeship and apprenticeship delivery, however, the achievement of this delivery depends on employers' willingness to take on apprentices and trainees;
- Student demand may not be sufficient to meet the delivery targets in each industry area. In these circumstances, Colleges negotiate movements into other priority areas.
- Student demand may exceed the delivery targets. In these circumstances, Colleges may negotiate movements into these areas from areas of lower than expected demand.

Summary of Actual Delivery Compared to State Training Profile 2001



The following provides an overview of provision of training in key occupational groups.

Automotive

The decline in delivery in the automotive sector, from 2000 to 2001 (some 8% less SCH), is consistent with a trend that has led to a 14% reduction in training effort since 1998.

A more detailed analysis of delivery levels across both years shows that while apprenticeship delivery by metropolitan TAFE colleges has declined, this is more than compensated for by growth in delivery by private providers. Between 2000 and 2001 pre-apprenticeship delivery by both TAFE and private providers also declined.

Building and Construction

While the building and construction sector experienced a slight reduction in actual training effort from 2000 to 2001, the State Training Profile target for this area in 2001 was exceeded by a little over 2%. The reduction across the two years reflects a right sizing of training effort to get a closer match between the Profile and actual delivery.

Approximately one third of training delivered in this sector is trades based in the four main areas of bricklaying, carpentry and joinery, painting and decorating and plumbing and gas-fitting. In the non-trades area, significant amounts of delivery focussed on pre-apprentices.

Community Service Workers

The apparent decline in Community Service delivery, from 2000 to 2001, is the result of the completion of an arrangement to fund Policing traineeships, which was a special arrangement to fund an agreed level of training for three years. That arrangement was finalised in 2000. When the delivery of the police traineeships is factored out of the 2000 figures, delivery of community service worker training increased by almost 6%.

The Profile target was exceeded by 10%. Aged care delivery comprises approximately 23% of all delivery in this grouping and a total of 2,600 course enrolments.

Engineering and Drafting

While there was a 10.5% increase in training effort from 2000 to 2001 in engineering and drafting, there was still a significant shortfall against the Profile target of 130,000 SCH, or 24%. Program areas covered under this grouping include: aircraft maintenance, civil and structural drafting, marine engineering and mechanical engineering. Almost all delivery is by TAFE colleges.

Metals and Mining

At 6% of total delivery there is a significant commitment to metals and mining delivery. In 2001 delivery reduced by 4% compared to 2000 levels and the shortfall against the STP target was 12.5%. Further analysis shows that employment based training (apprenticeships and traineeships) increased slightly in 2001, making up approximately 40% of total effort in this sector. Therefore, the entire decline has been in institutional delivery and a significant portion appears to have been in the advanced welding programs.

Retail

Traineeship delivery grew by almost 7% or 23,000 SCH in the retail sector in 2001 and comprised 72% of total effort in this group. Despite this there was a shortfall against the STP of 65,000 SCH (12%) and a similar level of decline compared to training effort in 2000.

Private providers were responsible for all of the growth witnessed in traineeship delivery. The decline occurred in institutional delivery by TAFE colleges.

Cooking

While there was a shortfall against the State Training Profile target and a decline in training effort from 2000, apprenticeship delivery across the two years increased by 12% or 16,000 SCH, almost all of which was delivered under private provider user choice arrangements.

The significant decline in institution based effort was the result of the decision to reduce the level of funding for cookery programs at Certificate 3 level because of concerns about its equivalence to an apprenticeship pathway and student expectations of placement into an apprenticeship.

Hospitality

Since the implementation of user choice in 1998, this has been an area of high traineeship delivery by private providers. Therefore, any decline in private provider user choice activity will have an impact on delivery levels. This can be witnessed by comparing actual delivery across 2000 and 2001. Although the STP target was exceeded by 12%, there was a significant reduction in actual effort. Further analysis indicates that this decline was predominantly the result of reductions in the delivery of traineeships by two private RTOs, who experienced quality and/or financial difficulties in 2001.

Electrical and Electronic Engineering

Delivery in this sector in 2001 increased slightly on 2000 levels even though the Profile target was not achieved. Overall delivery in this sector has held fairly steadily at around 550,000 to 570,000 SCH for a number of years.

It has been difficult to attract and hold students in these programs. For example, module load completion rates, which are indicators of student attrition, average at around 60%, while the overall state average is approximately 70%.

Management

The management sector recorded a 10% increase over 2000 levels. This was the result of the introduction of e-commerce programs, contributing an extra 40,000 SCH, as well as a significant increase in front line management and small business management training, all areas of strategic priority.

Adult Literacy

Given that literacy is a high priority area at a State and national level, the high levels of literacy delivery in 2001 are not surprising.

6.2

Training Sector Review

The Tony McRae MLA Review of the Training Sector *Positioning the Training Sector for Excellence* was a major focus for the Board in the second half of the financial year.

The Board welcomed the Review as an opportunity to progress targeted reform of the vocational education and training system. The Board made two submissions to the Review and the Chair met with the Review group to present the Board's position on the Terms of Reference. The Board proposed a:

- Greater emphasis on development of the Training Sector;
- Stronger commitment to ongoing professional development of lecturing staff;
- Targeted amalgamation of TAFE Colleges based on a clear demonstration of improved service delivery to the community and greater efficiency; and
- More managed approach to competition with a shift in emphasis to cooperation at all levels of the sector.

The Board supported the general thrust of the Review recommendations, but did not support the recommendation to abolish the Training Accreditation Council (TAC) on the basis that this would affect the standing of this State's quality assurance and recognition arrangements. The Government subsequently supported this view.

The Review produced a number of recommendations in relation to the State Training Board, including:

- The State Training Board be abolished and in its place a State Training Council established
- The preparation of the State vocational education and training (VET) be the primary statutory function of the State Training Council.
- The preparation of the State Training Profile be clearly identified as the responsibility of the Department of Training.
- The management of the Council's industry training advisory arrangement be considered the responsibility of the Department of Training and that Industry Training Advisory Bodies report directly to the Department
- The membership of the State Training Council be fifteen, with the Chair appointed by the Minister.
- The membership of the State Training Council includes representation from groups reflecting the diversity of the training sector, the education sector, community industry and regions.
- The State Training Council be charged with the preparation of a State Vocational Education and Training Strategy for consideration by the Minister.

The Board supported the recommendations related to the Board on the basis that they provided a means to build on the achievements of the Board and an upgraded platform from which to address the Government's need to adopt a more strategic approach to the development of the Training Sector.

The Board supported the recommendation that the development of the State VET Strategy be the primary statutory role of the Board. The Board's submission to the Review highlighted the need for an improved approach to the coordination of planning in order to provide clear direction for the Training Sector. The Board's current planning role under the VET Act fails to reflect the extent to which the current process has evolved and that further change is required. This change is necessary to meet the Training Sector's need for an overarching framework that takes into account the view of all stakeholders, as well as catering for the need to provide long term direction.

The Board supported the recommendation that the Department of Training be given responsibility for the development of the State Training Profile. Presently the State Training Profile process drives the development of the State Training Strategy; resulting in a focus on funding and the short term, rather than long term priorities. The development of the State VET Strategy by the Board and the Profile by the Department should enable a more appropriately staged approach to planning and priority setting for the Sector.

The Board supported the recommendation that management of industry training advisory bodies (ITABs) be made the responsibility of the Department on the basis that this role overly involved the Board in administrative matters. However, the Board considers it essential that a strong strategic working relationship be formed between the Board and the ITABs. Processes will be established to ensure that the Board receives strategic information and advice directly from the ITABs.

The Board did not support the recommendation to change the number of the Board to State Training Council as it was considered to imply a lesser status.

The Board supported the recommendation to provide for a wider membership of the Board. The Board advised against a membership established on a sectional representative basis. While it is important that key stakeholders are represented, the Board's new role demands that members are selected foremost for their extensive experience and expertise in education and training, industry and the community. Most importantly, members will need to be selected for their capacity to champion the sector and for their ability to contribute to decision making that is in the best interests of the State as a whole. The expansion of the membership of the Board will also provide the opportunity to select members who are represented on other boards or committees, as a way of broadening the scope and influence of the State Training Board.

The Minister for Training endorsed the Review recommendations related to the Board and the Board is working towards achieving a seamless transition to its new role, which will include the retention of its current name. The new role of the Board will include:

- Provide advice to the Minister for Training on the strategic and long term directions and priorities for the Western Australian vocational education and training sector;
- Provide advice to the Minister on the progress of the vocational education and training sector towards the long term directions and priorities determined by it;

- Provide advice to the Minister on areas of under-performance in the sector;
- Establish State Training Board Taskforces to progress key priorities for the vocational education and training sector on behalf of the Minister for Training;
- Work to attract increased industry investment in vocational education and training;
- Act as champions on behalf of the sector so as to promote the value of and raise community, industry and Government awareness of, and involvement in, vocational education and training in Western Australia.
- Identify and sponsor initiatives aimed at fostering innovation in vocational education and training products, programs and services.
- Consult with and engage relevant stakeholders within industry and community in debate on issues and future directions for the sector.

Work is currently underway to modify the relevant sections of the Vocational Education and Training Act 1996 to specify the new functions of the Board and membership provisions. The new Act is expected to be in place by 2003.

Under the terms of the current Act the Board is able to progress the new work priorities identified by the Minister for Training, including:

- Development of a public document articulating the strategic directions for vocational education and training in Western Australia for the period 2004 to 2008;
- Provide the Minister with advice on strategies to better meet the training requirements of small business in Western Australia.
- Provide the Minister with advice on strategies to better meet the employment based training requirements of Western Australian industry and the community .

6.3 Industry Training Advisory Arrangements

The adoption of the Review recommendation that the Department of Training be responsible for the development of the State Training Profile and management of the industry training advisory bodies (ITAB) network will mean a major change in the way in which the Board works with ITABs. Currently the VET Act provides for the Board to recognise ITABs as bodies from which the Board takes advice in relation to the preparation of a State Training Profile. The Act will need to be amended to provide for the Board to receive advice from the ITABs in relation to the preparation of the State VET Strategy. This will provide for a more strategic working relationship with the ITABs.

The decision to transfer management responsibility for the ITABs to the Department will relieve the Board of a considerable administrative workload and allow it to focus on its more strategic role.

The Board in 2001 established new industry training advisory arrangements to maximise the advice provided by industry and to enhance working relationships with industry training

advisory bodies (ITABs). To facilitate the implementation of the new arrangements and ensure an improved basis for working the Board:

- Developed a “model” constitution for ITABs to provide guidance as to the rules that apply to membership and operation of ITABs.
- Reviewed the extent to which a number of ITABs met the Board’s requirement to address shortcomings in meeting criteria for recognition.

The State’s industry training advisory arrangements have been threatened by the Commonwealth’s decision to withdraw its funding of State and Territory arrangements. The Commonwealth contribution constituted approximately fifty percent of the total funding.

While the Board does not support the Commonwealth’s efforts to shift costs to the States and Territories, the Board has encouraged the State Government to provide additional funding for the ITAB network to ensure its continuation. However, budgetary constraints may mean that new ways of working with the ITABs will need to be considered. The Board is aware that industry makes a considerable contribution in time and funds to the successful operation of each ITAB. They are as such, an essential link to industry that would be considerably more expensive to duplicate through alternative arrangements. The Board will play a key role in the consideration of options to address the situation in the near future.

6.4 Science and Technology for a Competitive Future

The Board, in conjunction with the Department of Training, has played a key role in the development of a Science and Technology Innovation Strategy for vocational education and training, which was launched in August 1999. The Strategy is aimed at increasing the vocational education and training sector’s capacity to contribute to an increase in the research, development and innovation of industry in Western Australia.

One of the key initiatives of the Strategy is the Science and Technology Innovation Fund. The Fund is designed to stimulate collaborative research and innovation projects between industry and the vocational education and training sector. The Fund is in its third year and recently granted \$800,000 dollars to seven training sector and industry collaborative ventures:

The seven projects brings the amount allocated since the fund was created to just under \$2.6million. The projects will help develop greater collaboration and stronger ties between the training sector and industry and are wide-ranging in their diversity, scope and outcomes. The diversity of the projects range from the establishment of a training centre for interactive game design and puppetry to the development of a new technique for spraying liquid metal on hard wearing surfaces. The seven projects receiving grants are:

- Centre for Interactive Game Design, and Traditional and Digital Puppetry led by the Film and Television Institute of (W.A.) Inc brings a wealth of talented people together. The Institute has received a grant from the Department of Training totalling of \$199,700.00 to create a centre to meet the advanced training needs in the converging fields of interactive games, simulations, and live and recorded traditional and digital puppetry.

- The Wireless Call Centre, led by the Association for the Blind in WA, has received a grant of \$81,168.00 to develop completely wireless headsets, for call centres. Great interest has been shown by vision-impaired people to work in the centres, however, headsets with cables present a safety hazard. The other partners in the project are Curtin University of Technology, E Learn WA and RAC WA.
- Sea Cages under best practice microscope. Challenger TAFE, the Conservation Council of WA, MG Kailis Group and the Esperance Marine Institute has received a grant of \$49,920.00 to investigate overseas trends in order to introduce marine fish farming on a large scale to Western Australia. It will address community concerns about the need to manage environmental issues such as pollution, both visual and physical, very carefully.
- Innovative metal spraying technology project has received a grant of \$99,230.00 from the Department of Training. Central TAFE will work with Eutectic Australia, BOC Corporation and the Institution of Materials Engineering Australasia to develop groundbreaking equipment to spray liquid metal on to surfaces of hardwearing equipment such as crushers, earth moving equipment and drills. The new technology will mean that the equipment will not only be hardwearing but also impact-resistant.
- Environmental Monitoring Network Information System project has received a grant totalling \$111,533.00; The Great Southern's viticulture, horticulture and farming communities are set to benefit from an innovative environmental weather monitoring project being undertaken by Great Southern TAFE and several industry collaborators. Data will be collated from three weather stations. Farmers will then access atmospheric and soil condition information specifically related to the Great Southern region via the Agrilink website. Great Southern TAFE is working, with Agrilink Australia, Great Southern Wine Producers, Gold Medal Consulting Service, Rainbow Coast Community Horticulturalists Group and Agriculture WA.
- Ultrasonic research set to revolutionise the mining industry has received a grant totalling \$56,552.00. e-Central, with partners Micron Research, Cleanaway and Western Mining Corporation, are researching and testing ultrasonics to develop an alternative to the use of cyanide in gold processing. A photographic fixer is being investigated, with the aid of ultrasonics, which is known to increase the gold recovery rate from the ore. The fixer has been tried unsuccessfully in the past without the aid of ultrasonics.
- Virtual training goes sub-sea. Western Australia could be known as a world class Remotely Operated Vehicle (ROV) training provider as a result of the project to develop a virtual training environment for ROV technicians. Challenger TAFE's WA Maritime Training Centre has received a grant of \$179,700.00 and will join forces with Technip-Coflexip Oceania and Animation Works to develop the training environment which will focus on the maintenance aspect of ROVs and broadening the knowledge base of the industry's technicians. The training environment will be the first of its kind and will establish a benchmark for this international industry to follow.

6.5 Appeals to the State Training Board

Section 31 (1) of the Vocational Education and Training Act 1996 provides for a person who is dissatisfied with a decision of the Training Accreditation Council (TAC), made in the

performance of its functions under Section 27 (1), to appeal to the State Training Board against that decision. The Board considered two appeals against decisions made by the TAC in accordance with the process it has established for this purpose.

Consistent with Section 32 of the Act, the Board established independent review panels to assist it in determining the appeals. Review panel members were appointed for their expertise in the area of the subject matter of the appeal.

Based on consideration of the review panel recommendations the Board upheld one appeal and disallowed the other appeal. These decisions were acted on by the TAC and in relation to the appeal that was upheld modifications were made to processes to avoid a repetition of the situation that led to the appeal.

6.6 Strategic Plan

The Board reviewed its 2001/2002 Strategic Plan as the basis for establishing its work plan for 2002/2003. The new Strategic Work Plan comprises the following strategic policy areas:

- Development of State Training Profile
- Promotion of Take Up of Training by Small Business
- Development of State VET Strategy
- Promotion of training for Indigenous people and people with disabilities;
- Promotion of employment based training
- Identify strategies to overcome skill shortages in the aged care industry.
- Promotion of industry investment in VET
- Promotion of VET through the Worldskills competition, Training Excellence Awards and Careers Expo.
- Provision of input to consideration of relevant national and state policy developments.

The Board will review its Strategic Plan in the next financial year to ensure its appropriateness as the basis to carry it forward to 2002/2003.

7. BOARD ADVISORY AND SUPPORT MECHANISMS

The Board is the peak advisory body to the Minister under the Vocational Education and Training Act 1996 on the vocational education and training needs of industry in Western Australia. The Board provides an industry focus on key policy and strategic issues. The Board is a distinct and separate entity from the Western Australian Department of Training.

7.1 Department of Training

The Board wishes to acknowledge the support provided by the Department of Training throughout the year.

The Department provides support to the Board in the form of financial, physical and human resources to assist the Board to carry out its functions. The Department also assists the Board in developing the strategic directions for the system through the provision of policy and information papers along with research into the labour market and VET trends.

7.2 Industry Training Advisory Bodies

The Board wishes to acknowledge the information and advice provided by the recognised industry training advisory bodies.

For this reporting period, the State Training Board under section 21 (1) (b) of the VET Act recognises the following industry training advisory bodies, which are funded by the Department of Training:

- Arts, Sport and Recreation ITC Inc
- Automotive Training Australia (WA) Inc
- Building and Construction ITC Inc
- Community Services, Health and Education ITAB Inc
- Finance, Property and Business Services ITC Inc
- Food and Beverage ITC Inc
- Hospitality and Tourism ITC Inc
- Light Manufacturing ITC Inc
- Metals, Manufacturing and Services ITC Inc
- Primary Industries Training Council Inc
- Process Manufacturing ITC Inc
- Transport and Storage ITC Inc
- WA Utilities, Electrical, Electronics and Information Industries ITC Inc
- Wholesale, Retail and Personal Services ITC Inc