



State  
Training  
Board

# Annual Report

1 July 2003 - 30 June 2004

## HON MINISTER FOR EDUCATION AND 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 2004.

MARLI WALLACE



CHAIR

STATE TRAINING BOARD

## Contents

<b>1. Membership of the Board .....</b>	<b>2</b>
<b>2. Chair's Report .....</b>	<b>3</b>
<b>3. Functions Of The Board .....</b>	<b>4</b>
<b>4. Mission Of The Board .....</b>	<b>4</b>
<b>5. Operations Of The Board .....</b>	<b>4</b>
5.1 Board Meetings .....	4
5.2 State/Territory Training Authorities Meetings .....	5
5.3 Board Code of Conduct .....	5
<b>6. Highlights And Achievements .....</b>	<b>5</b>
6.1 State Training Profile .....	5
6.2 State Skills Roundtable .....	10
6.3 Harmonisation of VET with Industry Licensing Arrangements ...	11
6.4 The Small Business Training Committee .....	12
6.5 The State Training Board Medal for Outstanding Achievement in Training .....	13
6.6 Western Australian Training Excellence Award Winners 2003 ....	13
6.7 Industry Training Advisory Bodies (ITABs) .....	17
6.8 Appeals to the State Training Board .....	18
<b>7. Board Advisory And Support Mechanisms .....</b>	<b>18</b>
7.1 Department of Education and Training .....	18
7.2 Industry Training Advisory Bodies .....	18

## **1. MEMBERSHIP OF THE BOARD**

### **Mrs Marli Wallace Chair**

Term of Appointment - period from 1 July 2002 to 30 June 2006

### **Ms Teresa Borwick Member**

Term of appointment - period from 1 July 2002 to 30 June 2005

### **Mr Mark Berry Member**

Term of appointment - period from 1 July 2002 to 30 June 2005

### **Mr Michael Kidd Member**

Term of Appointment - period from 1 July 2002 to 30 June 2005

### **Ms Kaye Butler Member**

Term of appointment - period from 1 July 2002 to 30 June 2005

### **Mr Tony Dunn Member**

Term of appointment - period from 1 July 2002 to 30 June 2005

### **Ms Colleen Hayward Member**

Term of appointment - period from 1 May 2004 to 31 December 2005

### **Mr Tom Hall Member**

Term of appointment - period from 1 July 2002 to 30 June 2005

### **Mr Glen Lewis Member**

Term of appointment - period from 1 May 2004 to 31 December 2005

### **Office of the State Training Board**

Duncan Ord Manager (July 2003-April 2004)

Valerie Noy Acting Manager (April 2004-)

Eamon O'Sullivan Research Officer

Cheryl Pember Executive Assistant



## 2. CHAIR'S REPORT

This report applies to the period 1 July 2003 to 30 June 2004. The year has seen the State Training Board develop a number of strategic initiatives as well as overseeing the implementation of a number of key recommendations contained in its reports commissioned in 2003.

The first in a planned series of strategic Roundtable forums was held in October 2003. The meeting of senior industry, UnionsWA, community and government representatives was tasked with defining Western Australia's emerging industries and suggesting how the training system might respond to identified skills shortages. A Communiqué was declared, endorsing a range of principles and key actions. Other Roundtables are planned, focusing on career development, the ageing workforce and regional training needs.

At the request of the Australian National Training Authority (ANTA), the Board and the Department of Education and Training identified the State's building and construction industry as the focus for improved harmonisation between industry regulators and the training system. A forum was held in June 2004, attracting close to 50 key people from UnionsWA, employers, industry regulators, group training companies, government and registered training organisations. At the conclusion of the forum, a summary of forum issues was compiled, identifying key licensing issues, barriers to increased harmonisation and actions for the future. The Board is seeking ANTA's assistance in progressing some of these issues.

To encourage excellence in training delivery in Western Australia, the Board in 2004 instituted an award to recognise outstanding achievement and contribution to vocational education and training (VET). Open to an individual, group or organisation, the inaugural State Training Board Medal will be presented later in 2004.

Following the release of the Board's Small Business Taskforce report titled *Meeting the Training Needs of Small Business in Western Australia* (2003), the Board established the Small Business Training Committee to expedite the eight key recommendations listed in the report. During 2004, the Committee has been actively involved in the relaunch of the Small Business Smart Business program and in association with WestOne, developing an online small business training portal for owner/operators.

The Board has been working with the Department of Education and Training to ensure that the ten recommendations listed in the report titled *Meeting the Employment Based Training Needs of Western Australia* (2003) are addressed. During the year, school based traineeships have risen, along with a significant increase in the overall number of apprentices and trainees in training as well as an improved takeup in the State's small business sector.

The Board strongly supports innovation in VET. This has included working with the Department of Education and Training to promote innovative industry-VET sector partnerships in the development of cutting edge training technologies, through the former Science and Technology Innovation Fund. This competitive research grants scheme forged excellent links between industry and the VET sector. However, as a consequence of directed savings measures arising from a government functional review, this scheme was discontinued. The Department has subsequently introduced specific initiatives which aim to encourage innovation within the TAFE sector. The State Training Board believes that there is considerable scope to expand this approach and to build upon the successes of the former Science and Technology Innovation Fund. The VET sector, in partnership with industry, can play a key role in technology diffusion and bring a leading edge to training. During 2004/05 the Board and Department will collaborate to develop an enhanced approach to innovation which optimises such opportunities.

I wish to acknowledge my Board colleagues for their willing participation and contribution to the Board's deliberations. The Board acknowledges the contribution of employers, the assistance and advice provided by the Training Accreditation Council, the Department of Education and 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 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

#### 5.1 BOARD MEETINGS

During 2003/04 the State Training Board met on eight occasions to consider a range of strategic issues and priorities, including:

- The Board's annual strategic work plan
- State Training Profile 2005-2007
- The Small Business Training Committee
- Apprenticeships and traineeships
- Harmonisation of VET with industry licensing arrangements
- Indigenous economic participation and training research
- State Training Board Medal for Outstanding Achievement in Training
- State Training Excellence Awards







- Strategic roundtable forums
- High Level Review into Training Packages
- The ageing of the Western Australian workforce
- Industry training advisory arrangements.

In addition to these regular meetings of the Board, the Chair and several Board members met with the Minister on several occasions to deal with special matters such as the training needs of small business, apprenticeships and traineeships.

## 5.2 STATE/TERRITORY TRAINING AUTHORITIES MEETINGS

The Chair of the State Training Board participates in meetings with the Chairs of National, State and Territory Training Authorities facilitated by the Australian National Training Authority to discuss issues that impact on National, State and Territory training strategies.

Issues discussed included:

- National strategy and priorities
- Apprenticeships and traineeships
- High Level Review into Training Packages
- VET in Schools
- Equity and Indigenous training.

There is also an arrangement whereby the Australian National Training Authority Board and most State/Territory Training Authorities/Boards exchange minutes of their Authority/Board meetings as a further means of communication on key 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.

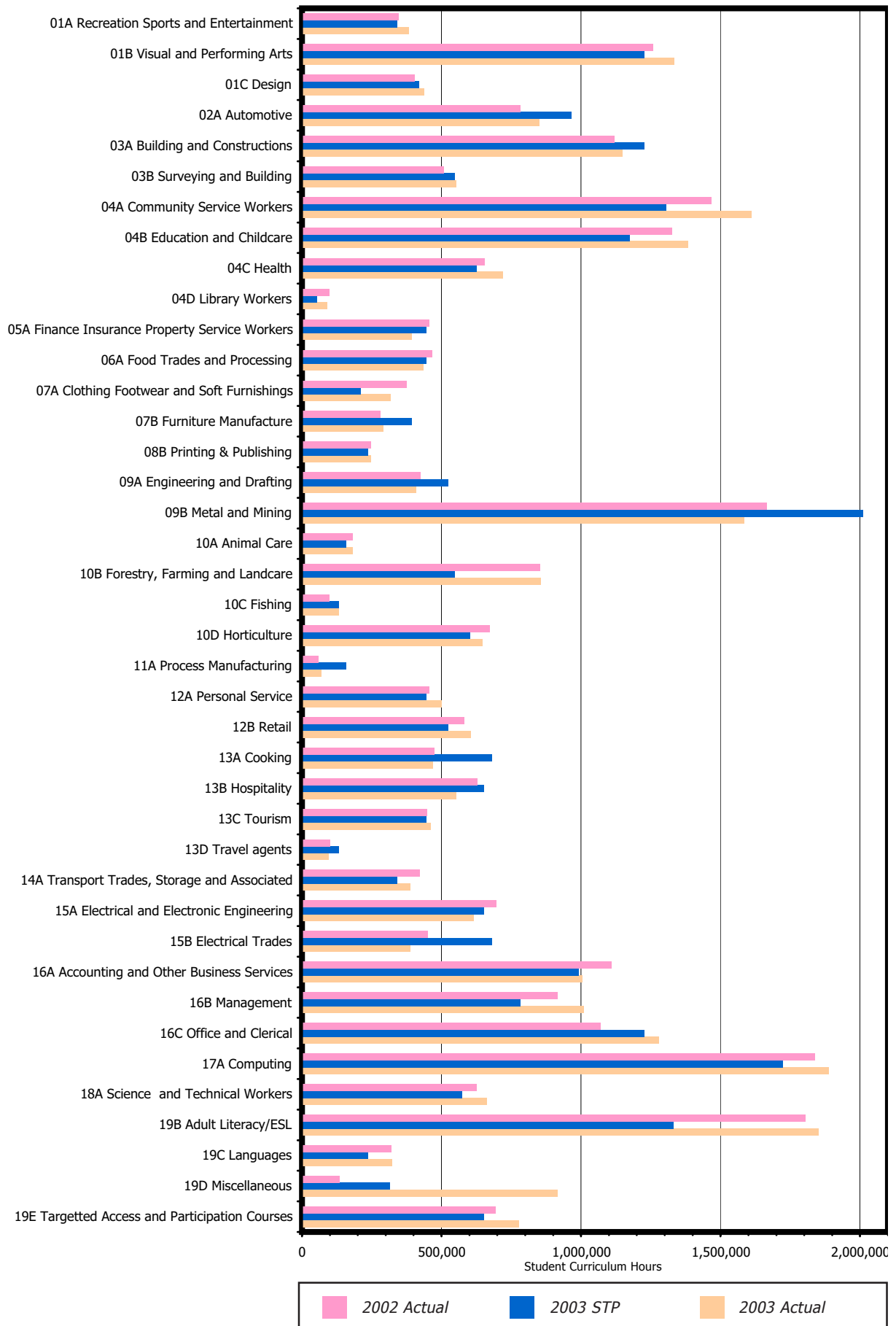
# 6. HIGHLIGHTS AND ACHIEVEMENTS

## 6.1 STATE TRAINING PROFILE

### BACKGROUND

The State Training Board approves a State Training Profile (STP) annually, which provides the framework for training purchasing for the following year.

## ACHIEVEMENT OF STATE TRAINING PROFILE TARGET 2003



The Department of Education and Training uses three main purchasing strategies:

- The negotiation and funding of TAFE college training profiles, including apprenticeship and traineeship delivery.
- The private provider user choice arrangements that apply to apprenticeships and traineeships.
- Calls for application for other competitively allocated training programs, which include the Access Program, Industry Program and Skilling WA.

## OVERALL PERFORMANCE

In 2003, actual delivery of publicly funded vocational education and training was approximately 27.8 million student curriculum hours (SCH) , exceeding the STP target of 26.1m SCH by 1.7m SCH.

## PERFORMANCE BY OCCUPATIONAL GROUP

The attached bar chart compares actual to planned delivery in 2003 for each of the 40 occupational groups covered in the STP. Actual delivery for 2002 has also been included to provide an indication of shifts in actual delivery across the two years.

Overall, the bar chart reveals a close fit between planned and actual delivery in 2003 with the STP target met or exceeded in 27 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.

This report focuses on areas where 2003 delivery was significantly above or below the STP target.

## AREAS WHERE TARGET WAS EXCEEDED

### 04A COMMUNITY SERVICE WORKERS

2002 delivery was exceeded by 10% and the STP target by 23% reflecting the continued expansion in employment opportunities in the community services industry and the associated demand for training for community service workers.

The Certificate III Community Service – Aged Care Work was responsible for the majority of the increase in delivery and accounted for 368,000 SCH in 2003.

<sup>1</sup> SCH are 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.



Community Services training is expected to continue to grow due to:

- a substantial increase in SCH for each qualification associated with the introduction of the Community Services Training Package;
- the ageing of the community; and
- the shift from hospital to home care arrangements.

#### 04B EDUCATION AND CHILDCARE

Growth of 4% over 2002 levels was experienced in the Education and Childcare area, contributing to the STP target being exceeded by 17%. The major contributing factor was a 35% increase in the delivery of traineeships attached to the Certificate III in Community Services (Children's Services).

#### 04C HEALTH

In support of initiatives to increase the number of nurses, training in enrolled nursing and bridging courses was the main source of the 10% growth in this industry group, resulting in the STP target being exceeded by 15%.

#### 16B MANAGEMENT

There was a 10% increase in Management training from 2002 levels and the 2003 STP target was exceeded by 29%. This increase was largely due to the demand for training under the Business Services Training Package, including:

- a 155% increase in delivery of the Certificate IV in Business (Small Business Management) (from 54,000 SCH in 2002 to 137,500 SCH in 2003);
- a ten-fold increase in delivery of the Advanced Diploma of Business Management (2,300 SCH to 23,000 SCH); and
- increased demand for community leadership courses through the Centre for Leadership and Community Development.

#### 17A COMPUTING

Computing delivery continued to increase in 2003 and exceeded the STP target by 9.6%. Due to the significant investment in computing training, the Department has conducted a review of this delivery which indicated issues such as poor module completion rates, employment outcomes and student satisfaction. A detailed system investigation will be conducted to identify the underlying causes and limits will be placed on further growth.

#### 19B ADULT LITERACY/ESL

The delivery in general education and training increased from 2002 and exceeded the STP target by 39%. The level of delivery reflects the high priority attached to literacy levels in the community and the importance of language skills for non-English speaking workers.





## 19E TARGETED ACCESS AND PARTICIPATION

A 12% growth in delivery contributed to this area exceeding the STP target by 19%. The majority of growth was in pre-employment qualifications, such as the Certificate I in Workplace Readiness for Indigenous students.

## AREAS OF TARGET SHORTFALL

### 02A AUTOMOTIVE

The automotive sector experienced an 8.8% increase in training delivery from 2002 to 2003. This represents a reversal of the downward trend dating back to 1998, but still falls short of the STP target by 12%.

The growth has been achieved through a 10.7% increase in apprenticeships and traineeships, and a six-fold increase in pre-apprenticeship delivery (from 43,700 SCH in 2002 to 260,800 SCH in 2003). This should translate to greater takeup of apprenticeships and traineeships in the future.

### 03A BUILDING AND CONSTRUCTION

The building and construction sector experienced a 3% growth in training effort from 2002 to 2003, with delivery still falling 6% short of the STP target for 2002. Growth can be attributed to a gradual rise in pre-apprenticeship delivery reflecting increased job opportunities in the sector.

Approximately one third of training delivered in this sector is based in the four main areas of bricklaying, carpentry and joinery, painting and decorating and plumbing and gas-fitting.

### 05A FINANCE, INSURANCE AND PROPERTY SERVICES

There was a 13% decrease in training effort in Finance, Insurance and Property Services from 2002 to 2003 which resulted in a shortfall of 11% against the STP target. Increases in the areas of cleaning (13,600 SCH) and real estate (13,500 SCH) were not enough to offset reductions in the level of financial services delivery (53,500 SCH).

### 09B METAL AND MINING

Delivery in this sector is 5% lower than achieved for 2002, and 21% short of the STP target. Delays and cancellations of a range of resource development projects planned for Western Australia, including a number on the Burrup Peninsular, has meant this group has continued to fall short of the target.

### 13A COOKING AND 13B HOSPITALITY

Delivery in Cooking and Hospitality declined by 8% from 2002 and was 23% below the combined STP target for these areas. Although issues such as international conflict and acts of terrorism have affected some sectors of the hospitality industry there remains strong demand for cooks and hospitality workers. The limited uptake of training delivery in these areas may reflect the unfavourable working conditions in these industries such as

unsociable hours of work and low pay rates. The Department is working with industry and training providers to address the decline of apprenticeship training of cooks and determine the appropriate role for institution- based delivery.

### 15A – 15B UTILITIES

The delivery in the utilities industry fell 12% in 2003 and was 24% lower than the STP target. The industry is highly specialised and as such the training effort can be significantly affected by market fluctuations, for example, the downturn in the information and communication technology industry. This appears to be borne out by the recent delivery trends in the electrical and electronic engineering sector, which grew by 22% in 2002 and fell by 11% in 2003.

## CONCLUSION

The summary provided highlights three areas of significant misalignment, principally Groups 04 Community Services, Education and Health, Group 09 Metals, Engineering and Mining, and Group 19B Adult Literacy.

There are various contributing factors, such as the impact of Training Packages, inaccuracies in some of the Profile targets and the structural nature of the Profile, which is built around industries and occupations and does not allow for accurate identification of training needs in general education. The Department's new planning framework should address many of these factors and more meaningful profile targets will be developed in 2006 for consideration by the State Training Board.

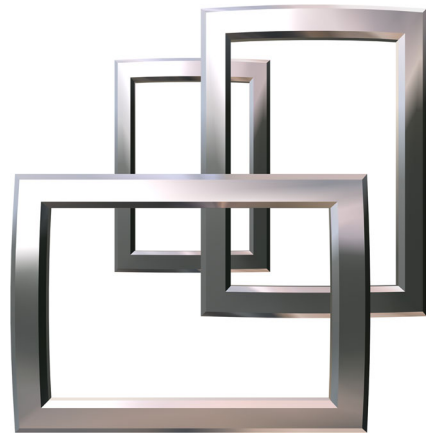
## 6.2 STATE SKILLS ROUNDTABLE

On Thursday, 30 October 2003 the State Training Board facilitated a State Skills Roundtable. The meeting of senior industry, UnionsWA, community and government representatives was tasked with defining Western Australia's emerging industries and suggesting how the training system might respond to identified skills shortages.

Supporting the Roundtable discussion was the *State Training Sector Strategy Framework 2004 -2010* developed by the Board in collaboration with the Department of Education and Training, which sets a broad direction for future training priorities.

The State Skills Roundtable confirmed the dynamic nature of the Western Australian economy and its excellent prospects for employment growth. It articulated future challenges facing the education and training system and the need for all Western Australians to acquire new skills throughout their lives.

The Roundtable also recognised Western Australia's opportunity to retain and attract highly skilled, creative and motivated workers through the enhancement of the State's reputation as the best place to live, learn and work. It also emphasised the need to evolve our education and training system in facing the challenges of the future.



At the conclusion of the Roundtable a Communiqué was declared, endorsing a range of key principles and suggesting key actions.

**Key principles included:**

- Education and training are to be seen as part of a life course - not solely for employment outcomes but increasingly as a means in coping with a rapidly changing world.
- Western Australia will take a flexible and inclusive approach to education and training, fostering strong links between all areas of education and training, work and the home.
- Education and training are to be incorporated into all aspects of policy and development and in turn will respond to new policy directions, including the State Sustainability and Innovation WA strategies.

**Suggested actions included:**

- The adoption of a holistic policy approach to education and training to efficiently utilise the capabilities of the school, VET and university systems and to engage more Western Australian industry in workplace education and training.
- Underemployment as well as unemployment in the State's workforce is addressed through flexible training provision for both workforce entrants and existing workers.
- The training system incorporates the provision of sustainability accreditation consistent with the principles outlined in the *State Sustainability Strategy*.

### 6.3 HARMONISATION OF VET WITH INDUSTRY LICENSING ARRANGEMENTS

Following the release of the ANTA report titled *A Licence to Skill* in October 2002, it was determined that each State and Territory would conduct a forum with industry regulatory authorities with a view to increasing the degree of harmonisation between the training sector and industry regulators. The Western Australian forum decided to focus on the building and construction industry.

Close to 50 people attended a half-day facilitated forum in Perth on 16 June 2004, jointly hosted by the State Training Board and the Western Australian Department of Education and Training. Attendees represented a range of industry regulatory bodies and authorities, group training companies, UnionsWA, Government agencies and Registered Training Organisations.

At the conclusion of the forum, a summary was compiled, identifying key licensing issues, barriers to increased harmonisation and suggested actions for the future. Many of the issues discussed were complex and have national implications. The Board has provided this feedback to ANTA and will continue to monitor progress on these issues.



**Key licensing issues included:**

- National inconsistency between regulators across states and territories.
- The 'licence for life' notion is changing. There is an increasing focus on professional development and skills 'refreshers' every two to five years.
- The large number of players/stakeholders involved can limit the potential to harmonise.

**Barriers to increased harmonisation included:**

- A lack of confidence by industry regulators in the training system and training providers.
- The current Industrial Training Act is perceived to be a barrier, as is the time necessary to change such legislation.
- The removal of national ITABs which formerly played a co-ordinating and harmonising role may hinder harmonisation among stakeholders.

**Suggested actions included:**

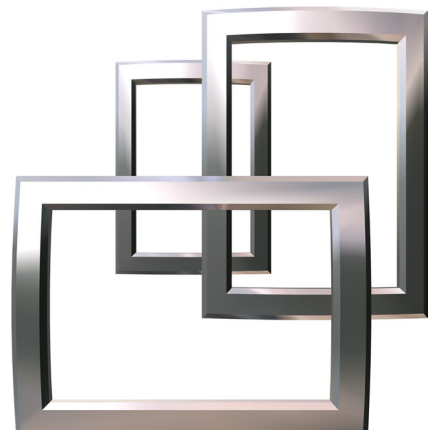
- Identify and share good news stories including examples of case studies where industry regulators and the training sector have worked well together. Identify 'champions of harmonisation'.
- Collate information from similar forums in other states/territories including follow-up action and distribute to forum participants.
- Work to increase trust. Trust will increase through more 'harmonisation'.

## 6.4 THE SMALL BUSINESS TRAINING COMMITTEE

Following the release of the Board's Small Business Taskforce report titled *Meeting the Training Needs of Small Business in Western Australia* (2003), the Board established the Small Business Training Committee to expedite the eight key recommendations listed in the report. The Committee is comprised of small business operators and representatives of the Department of Education and Training, the Small Business Development Corporation (SBDC), industry associations (including the Combined Small Business Alliance), the Business Enterprise Centre network and the Finance, Property and Business Services Industry Training Council.

During 2004, the Committee has been actively involved in the relaunch of the Small Business Smart Business program which provides small businesses with the opportunity to access vouchers for the purpose of owner/operator training, mentoring and coaching services. This initiative is funded by the Department of Education and Training with \$800,000 allocated in 2004.

The Committee, working closely with WestOne and the SBDC developed the small business training portal - *Small Business Skills* - <http://smallbusiness.stb.wa.gov.au/> . The portal was launched by the Minister for Small Business in August 2004.







Stacey Miller



Colbi Pereira



Anthony Pagan

## 6.5 THE STATE TRAINING BOARD MEDAL FOR OUTSTANDING ACHIEVEMENT IN TRAINING

In 2004, the State Training Board instituted an award to recognise outstanding achievement and contribution to vocational education and training. This contribution may be through long term, single or multiple efforts, in Western Australia and/or nationally. The inaugural State Training Board Medal will be presented by the Minister for Education and Training at the Western Australian Training Excellence Awards ceremony in September 2004.

## 6.6 WESTERN AUSTRALIAN TRAINING EXCELLENCE AWARD WINNERS 2003

The Training Excellence Awards recognise the outstanding contributions made to training by students, training organisations and employers. These awards are jointly organised by the State Training Board and the Department of Education and Training. Winners in specific categories represent the State in competing for national awards organised by ANTA. The Board recognises the strong support of industry sponsors and the hard work undertaken by the judging panel.



### JOHN HUGHES APPRENTICE OF THE YEAR:

#### Stacey Miller

Stacey is an apprentice chef with Hospitality Group Training and is studying languages so she can work in Europe.

### MCDONALD'S TRAINEE OF THE YEAR:

#### Colbi Pereira

Colbi is a financial solutions officer in Narrogin's BankWest branch.

### DEPARTMENT OF EDUCATION AND TRAINING VOCATIONAL STUDENT OF THE YEAR:

#### Anthony Pagan

Anthony is a Broome aquaculture technician, having received his training at Kimberley College of TAFE. Anthony works in the aquaculture industry as well as lecturing in TAFE's Broome Aquaculture Centre.

### ALCOA ABORIGINAL/TORRES STRAIT ISLANDER STUDENT OF THE YEAR:

#### **Roberta Tacey**

Roberta is employed on the front desk of Mission Australia's Mandurah office. Her work at Mission Australia has given Roberta the opportunity to pursue her lifelong dream, to help Aboriginal youth overcome the barriers they face and to act as an ambassador and role model for Indigenous youth.



*Roberta Tacey*

### ARRIX AUSTRALIA TRAINER OF THE YEAR:

#### **Maria Amesz**

Maria works at Great Southern TAFE's Denmark campus and has introduced new business and information technology courses at the college.



*Maria Amesz*

### PRETZEL LOGIC ACCESS AND EQUITY AWARD:

#### **Abmusic Aboriginal and Islander Music College**

Abmusic has helped Indigenous people overcome barriers to learning and participation and ensured many Indigenous artists find employment. Over the last few years the college has grown rapidly and now has more than 150 students.



*Abmusic Aboriginal and Islander Music College*



*Mr Kevin Fong, Managing Director of Goolarri Media Enterprises*

### AUSTRALIAN INSTITUTE OF MANAGEMENT SMALL BUSINESS OF THE YEAR AWARD:

#### **Goolarri Media Enterprises**

Goolarri has created training options and pathways for Indigenous people in the Kimberley region interested in film, television, broadcasting and multimedia.





*Warnbro Community High School Education Support Centre*

### **CDM AUSTRALIA VET IN SCHOOLS AWARD:**

#### **Warnbro Community High School Education Support Centre**

The centre has established the 'Believe' program that creates a learning environment where students with disabilities are highly motivated to achieve and are provided with a full range of training and employment opportunities.



*Australian Portfolio Administrators*

### **AUSTRALIAN INSTITUTE OF MANAGEMENT MEDIUM EMPLOYER OF THE YEAR AWARD:**

#### **Australian Portfolio Administrators Pty Ltd**

Working in the financial services industry, Australian Portfolio Administrators is committed to the ongoing training of its employees and fosters a learning culture to ensure its staff are up to date with industry and legislative changes.



*Disability Services Commission's Learning and Development Branch*

### AUSTRALIAN INSTITUTE OF MANAGEMENT LARGE EMPLOYER OF THE YEAR AWARD:

#### **Disability Services Commission's Learning and Development Branch**

Since becoming a registered training organisation three years ago, the Disability Services Commission has established a unique training culture to provide employees with training and support to achieve best practice in disability services.



*Marr Mooditj Foundation*

### MARKET EQUITY SMALL TRAINING PROVIDER OF THE YEAR AWARD:

#### **Marr Mooditj Foundation**

Marr Mooditj provides Indigenous people with training opportunities so they can develop skills and knowledge to deliver culturally appropriate health care and community services in Western Australia.

### WEST AUSTRALIAN NEWSPAPERS LARGE TRAINING PROVIDER OF THE YEAR AWARD:

#### **Central West College of TAFE**

Over the years, Central West College of TAFE has used a broad range of innovative and flexible approaches to training delivery throughout the region.

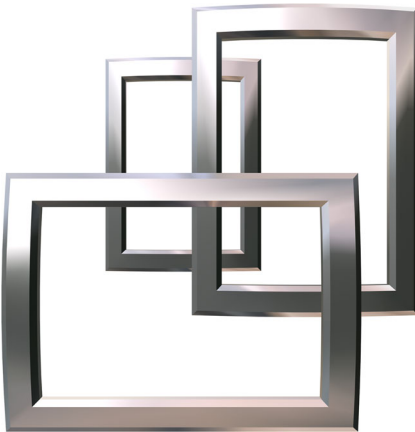


*Mr Wayne Collyer,  
Managing Director of Central West  
College of TAFE*

## 6.7 INDUSTRY TRAINING ADVISORY BODIES (ITABs)

The substantive functions of Western Australia's network of ITABs are:

- To act as an interface between industry and Government on vocational education and training issues through the development, maintenance and extension of industry networks.
- To promote the National Training Framework to industry and seek industry's participation in nationally recognised training.
- To provide leadership to industry in matters associated with vocational education and training.
- To identify and promote employment based training opportunities to industry.
- To work collaboratively with the Department of Education and Training and the State Training Board in the identification of current and future industry vocational education and training priorities.



The withdrawal of funding to state/territory ITABs by the Commonwealth Government has impacted on the capacity of the Western Australian ITABs to undertake the level of industry specific research and analysis required to inform the State Training Profile. Accordingly, the Department of Education and Training has implemented a new 'market intelligence' approach, in collaboration with the ITAB network, to obtain a sound and robust industry based view of skill needs.

This approach has involved the collective efforts of the Board, Department and ITABs in the development of a revitalised planning process for the State Training Profile. The Department and ITABs have shared responsibilities and worked in tandem in the gathering of industry intelligence and the comprehensive analysis of trends, developments and emerging skill priorities. The new methodology has provided the ITAB network with significant value-adding opportunities and serves as an effective mechanism through which the training system can acquire timely, quality industry advice to support the development of responsive skill and training strategies.

The current three-year ITAB Funding Agreements will expire on 30 June 2004 and it is anticipated that a new funding agreement will be implemented. The State Government has agreed to the ongoing financial support for the ITAB network. The Cabinet decision provides for a total of approximately \$1.5 million in State Government funds for the ITAB network. Under this arrangement, the Department equally funds the 14 ITABs (\$115,000 each per year) plus annual indexation.



## 6.8 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. During the year, there were no appeals against decisions made by the TAC in accordance with the process it has established for this purpose.

## 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 Education and Training.

### 7.1 DEPARTMENT OF EDUCATION AND TRAINING

The Board wishes to acknowledge the support provided by the Department of Education and 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 14 Industry Training Advisory Bodies, which are funded by the Department of Education and 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 Information, Electrotechnology and Utilities Industry ITC Inc
- Wholesale, Retail and Personal Services ITC Inc.

