

## Reality check: Matching training to the needs of regional Australia – Support document

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# Methodology

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The following information supports the project ‘Reality check: Matching training to the needs of regional Australia’. This research interrogates the notions of match and mismatch between VET delivery and need, or perceptions of need by industry in regional locations. The research investigated how stakeholders, such as those connected with regional development boards, might use their local knowledge, in light of economic realities, to leverage providers to deliver appropriate skill development or to develop strategies to answer skilling needs. The research was guided by two key questions:

1. In particular regions of Australia, how well does the range of VET offerings meet local skill needs based on realistic economic opportunities?
2. How can VET become more mobile and/or flexible to meet those locally identified needs?

## The research collaborations

The project engaged with two Regional Development organisations in the research undertaking:

- ✧ The Regional Development Board of Limestone Coast (SA)
- ✧ The Cairns Regional Economic Development Corporation (Qld).

The two organisations in turn provided industry representation and allied organisational representatives who then agreed to be participants in this research.

## The aim of this research has been to provide:

- ✧ An understanding of the ways in which VET offerings in regional areas can realistically, and in economic terms, meet skill needs, and an understanding of how VET capacity is harnessed to match local regional development.
- ✧ Information about the ways in which VET can become more mobile and flexible in meeting local skill needs in specific regions so as to improve the match between needs and VET offerings.

This research was undertaken in a series of inter-connecting stages, planned as a data collection process in the form of scaffolded knowledge development. The stages are as follows:

### 1. Reviewing relevant literature and information sources

- a. Conduct an Australia-wide review of previous 3 years’ research on skill development, capacity building, industry/VET partnerships and VET performance and training delivery in regional areas.

*Aim:* to provide a broad contextual view of what is currently understood to be occurring in regards to delivering regional VET as an answer to perceived local needs.

As was discussed in the project proposal, the literature offers a large amount of information about regional development and capacity building, as well as previous research into the role of VET in strengthening communities through partnerships. In addition, is research into ways in which cross sectoral partnerships can be initiated and sustained, as well as information about how VET-ACE partnerships add to social sustainability, and which good practices can promote and sustain these partnerships. This research literature has provided the contextual foundation and one part of the three-stage data collection process which is offered in the form of scaffolded knowledge development. The literature review is included in this support documentation as 'The context of regional skill delivery in Australia' below.

b. Search TAFE websites for specific regional locality course offerings and retrieve data on private RTO provision in the specific regional area

*Aim:* to provide an overview of current course availability in regional areas and how these will match with localised industry and commercial enterprises.

c. Conduct an Australia-wide review of selected regional development authority strategic plans

*Aim:* To provide an overview of how such plans identify localised skill needs in relation to their economic development plans for their specific region and in relation to availability of current courses (as above).

## Over-viewing RDB and REDC plans to identify localised skill needs

The development plans and statements of most RDB or REDC are publicly available as web-based sources. Rather than a single region, the REDC publications address regional economic groups of several development boards together, for example, Western Australia is divided into 'development commissions' covering large regional areas. Importantly, the statement and plans point towards industries in regional Australia as acknowledging they are not prepared, nor able, to 'go it alone' as individual enterprises in a highly competitive economic climate. It is apparent from the 32 RDB/REDC planned overviewed that regional industry is highly involved in many collaborative networks and partnerships generated by the boards and commissions and that skill development figures highly in these plans.

In the analysis of the Regional Development Board and Regional Economic Development Corporations' web-publications issued by a selected nine organisations, we were able to identify both the *recognised* current range of local industries and the *emergent* industries, in each region. The range of industry types identified was then juxtaposed against the data gathered on known TAFE and private provider courses offered in each region. This comparison was then used to underpin inferences about what skill development options might be accessible to learners in each region. Information gathered and tables showing comparisons can be viewed below as 'Local needs and local courses'.

## 2. Canvassing regional providers

The researchers developed a focussed short questionnaire on the subject of course provision and decision making on offerings in regional areas.

- Conducted a series of telephone questionnaire-based interviews with up to 5 selected training organisations' relevant managers and educators in regional areas of each state and territory

*Aims:*

The telephone interviews were aimed at understanding:

- ✧ The management level at which TAFE organisations make decisions about course offerings, and the basis on which decisions about such courses/training programs are made in their particular locality.
- ✧ The delivery methods for these programs and the level of flexibility by which students and clients can access the teaching and learning within the programs.
- ✧ Staff views, their knowledge and experience of alternative options they consider could be used (or have been used) for effective flexible and mobile delivery of teaching and learning in their region.

The project proposal stated that up to 5 interviews per state would be conducted with TAFE staff in regional areas. In practice, we found that program decisions are usually made by centralised regional TAFE institutions serving large areas via several campuses. Given that interviews at separate campuses would result in overlapping or repeated data, interviews were targeted to the central institutions, with a consequent reduction in the overall number of interviews conducted.

Participation was sought from all regional TAFE institutes, as follows:

SA	3	QLD	5
VIC	8	WA	4
TAS	1	NT	1
NSW	5		

Regional TAFE institutions agreed to participate as follows:

SA	3	QLD	4
VIC	5	WA	1
TAS	1	NT	1
NSW	2		

A full telephone interview protocol can be viewed within the Appendices

### 3. Conducting case studies

The researchers travelled to the 2 nominated Regional Development Board areas to conduct in-depth case study research on skill development needs and their integration with regional education and training.

*Aims:*

(1) To ascertain how skill shortages and their development needs in regions are being met through local providers

(2) To understand how and whether skill shortages and development needs in regions are related to particular issues such as:

Whether it is a supply of training issue

In what ways may skilling issues be related to an industry-type

How might population level of a region impact on development?

Whether a realistic understanding of economic issues impact on VET delivery

(3) To investigate any RDB integrated learning and employment strategies that have been funded

**Note:** The researchers expected that a number of other questions/local issues would arise following the survey of related literature, and these were developed and added into the enquiries made within the case studies.

#### 4. Analysis and write up

The final report provides a qualitative analysis of the current issues of skill development within diverse regional industries and their communities. This analysis utilized the sample case studies in stage 3 which were compared and contrasted to the situation presented by other recent research from stage 1 and to the information given by TAFE providers in the telephone interview stage. From this comparison, the concluding chapter was presented in the form of a 'reality check' that overviewed the accepted view of regional skill development against how well offerings in those areas are realistically –in both economic and operational terms – meeting skill needs. Added to this overview are the considered views of particular stakeholders on how VET might become more mobile and/or flexible to meet those needs than is the present case.

# The context of regional skill development in Australia: an overview of literature

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This overview aims to provide information about how VET offerings by TAFE and private registered training providers meet local skills needs based on economic opportunities. In addition, the literature presents details about how both TAFE and private training providers are becoming more flexible to meet those locally identified needs. The literature looks at research into regional skill development, community capacity building as regional development, industry/VET partnerships and VET performance and training delivery in regional areas. A challenge in gleaning the literature was the myriad of themes and issues evidenced in contemporary regional skill development studies which, although not specific, were recognised as complementing to the purposes of this study. Themes included: building social and economic capital, Allison et al (2006); Kearns (2004) Kilpatrick (2003) Stokes et al (2006) Plane (2004 & 2005); partnerships between VET and industry Stokes et al (2006); Waterhouse et al (2006), Billett et al (2006), partnerships between ACE and VET (Gelade et al, 2006), and training packages and skills for regional and rural communities Farrell & Wyse, (2003); Kilpatrick & Bound, (2005). Also, literature on building flexible delivery for regional and remote learners, such as Kilpatrick & Bound (2003a & b); a report into current practices Rose & Schooneveldt, (2004) and Mitchell's report for ANTA (2004b).

## Training provision: operational strengths and weaknesses.

Generally, there is a highly varied approach to training for the workplace which the literature suggests is at both regional and urban sites. Workplace training is provided by way of: in-house or on-site trainers, consultancies, PRTOs or industry bodies and TAFE. The training can be formal or semi-formalised courses and with or without certification. On-the-job training continues to be a major source of skill development, whether delivered by management, workshop supervisors or peer workers. Added to these very mixed approaches to training provision are the numerous industry and community partnerships (Ingle & Walls, 2004; Callan & Ashworth, 2004), provider and enterprise partnerships (Harris et al, 2005), and a variety of collaborations among training providers that come together to facilitate regional skill development (Gelade et al, 2006).

## Regional training provision: operational strengths and weaknesses

In tandem with the variance in general training provision, some researchers have noted that regional workplace training locations do differ to urban locales. Pickersgill & Edwards (2005), Farrell & Wyse (2003) and Selby-Smith & Ferrier (2005) report that regional industry is itself widely diverse in relation to its capacity and type of business and these impact on training approaches. Regional areas face challenges of frequent droughts which can affect regional industries and organisations more immediately than in cities, and the spread of global markets are creating new conditions and change circumstances under which regional industry must operate. VET and ACE providers, as well as enterprises in regional and rural Australia, are becoming innovators and entrepreneurs in response to these challenges (Callan, 2004, Chapman et al, 2002, Selby-Smith & Ferrier, 2005).

VET provision by all providers (public and private) is being offered on two distinctly different levels in the regions. First, are the 'generic' skills required for 'traditional trades' in areas associated with manufacturing and maintenance: communication, literacy and numeracy and IT skills. The second level are the AQF 2 levels with a range of formal credentials across specialised skills. A third level can be identified through the numerous informal and in-house on-the-job training programs occurring across sectors (Pickersgill & Edwards, 2005, p.8). However, for some regions training provision is impacted on by a low population base which often 'places limits on the extent and distribution of skills in local and regional labour markets' (Pickersgill & Edwards, 2005, p. 4). Moreover, population, scale and the need for a diverse economic base are identified by others as affecting training approaches through finances, resources, staffing and infrastructure (Collits (2004, Clayton et al 2004). Geographical isolation also impacts on any VET delivery because of insufficient student numbers.

Regional research also shows that small business training in the regions is threatened by economic vulnerability, leading to a wariness about training (Selby-Smith & Ferrier, 2005, p. 271); and through the need to see a more immediate return on that investment (Plane, 2005). A perceived problem is that any training provision takes time and contributing to this time may have negative implications on development or current economic opportunities. This situation endorses the adage 'time is money'. Dawe and Nguyen (2007) suggest that small business does not see training as related to their business needs. At times, especially in many small businesses, training packages are viewed as hindering skill development due to their apparent lack of flexibility, (Allison et al 2006 p.31). Whereas others, (Farrell & Wyse 2003; Simons et al, 2003) report positively on the ways training packages can be/are customised to meet the skilling needs of local stakeholders.

Regional training provision is seen as not responding quickly enough to needs of employers. While it is noted that training in the regions is more often than not, 'market driven in response to the needs of local enterprises', Blom & Clayton (2004, p.4) suggest that both differential funding formulas and changes to rules and regulations currently attached to funding might help address the issues related to delivery of skill training. A prevailing issues raised in the literature for regional locations is that the time taken for training authorities to recognise a particular need, the internal budgetary processes in public vocational education and training and higher education institutions, and the current staffing patterns mean that the number of places provided in areas that are in shortage adjust slowly over time' (Shah & Burke, 2005, p. 53). One strategy to overcome this was advanced by Burns and Shanahan (2000) saying that labour market modelling in VET policy can address foreseeable training needs. Yet, this situation can lead to funding competition, which could negatively affect the locally based private RTOs and place exceptional demands especially on the larger ones or TAFE. Where all training providers are working in collaboration (between provider and industry), it is often noted alongside the tensions of competition (Kilpatrick, 2003, p.18), a factor in preventing some VET providers (public and private) in meeting local needs. However, Lambooy (2002, p. 1024) contended that competition and cooperation together provide important interactions that create networks that can ultimately lead to regional development. However, there are other influences on training provision which can be seen as more influential in regional locations compared to urban sites, such as population movement, ageing, industry growth or decline, all of which may in turn be allied with various factors of climate, emerging markets or changes in technology (OTTE, 2006).

Demographic change across regional Australia means that a lack of adequate resources for any VET provision or opportunity in regional and rural areas can weaken operational strength and client needs cannot always be met (Farrell & Wyse, 2003b, 28). This is evidenced in meeting the skill development needs of seasonal workers and their relationship with industries remains problematic (Kilpatrick & Bound, 2005). Barriers such as access, limited career pathways, lack of or limited 'learning-to-learn' skills and literacy/numeracy issues provide little motivation among seasonal workers to develop their skill bases. Skill development could be better met by such

strategies as collaborative arrangements between regional stakeholders, customised on-the-job delivery, employer training orientation and some subsidisation of costs (Kilpatrick & Bound 2005, p.7). The findings in this study concur with others who found that ‘the overall picture for the training of seasonal workers appears grim’ (Farrell & Wyse, 2003, p.25). Hence training providers in general cannot meet the skill development needs of seasonal workers.

## Is TAFE & private RTO VET provision meeting the skill needs in regional localities?

Australian federal government has identified that a skill shortage prevails (DEWR, 2006). Yet some researchers suggest this observation is debatable and based on potential employee attitudes, the need for indicators and defining the term skill, (Richardson, 2007; Sharh and Burke, 2005). Given that many regional industries are directly or indirectly associated with the agricultural industries (primary); it is noted that the DEWR (2006) skill shortages report across Australia contains few listings of skills required for work directly related to such enterprises.

Research about regional success of strategies and the take-up of available VET training varies. In Northern Victoria, whereby the authors indicate resonance for other regional localities; it was determined that a majority (62%) of enterprises have very little dependence on the established education and training system for standard occupational training. Farrell & Wyse (2003, p. 22) also note that it is difficult to ascertain whether training needs are effectively being met in the regions as, across employers, and even within industries, ‘there was little agreement’ about whether needs could be met. Innovation, as related to emerging industry, presents further challenges for all VET providers to meet skill needs (Ferrier 2005, p.2). However, where ‘industry clusters’ are encouraged by state government, a number of private VET providers are developing or have developed close links with [these] clusters for delivery of new and specialised training’ (Ferrier, 2005, p.23).

There is commentary suggesting that many VET public and private providers are not yet being fully engaged with as partners in regional development plans and strategies, and that ‘changing regional landscapes will benefit from more input from the VET sector’ (Allison et al 2006, p.4). There are also data (Kilpatrick, 2003) to support the view that private VET provision is more effective in regional and rural areas where local needs are prioritised and then programs developed through local, rather than governmental, initiatives (p.11). Other research has noted a difference between the public and private VET provider responses to local enterprises in regard to *more* training and to that of *different* training (Selby-Smith & Ferrier, 2005, p.281 their emphasis). While ‘money, skills and industry links’ are seen as essential ingredients for skill delivery (Callan and Ashworth, 2004; 37), the size of some regional industries, such as viticulture and food, both its growth and preparation, make them very important contributors to local economic wealth. As a result, regional training providers express a major commitment to meeting these training needs and employers generally prefer to use local providers.

## Flexibility in training for regional localities

### *Flexibility as on line delivery*

Flexible training and delivery is a term prone to various definitions and interpretations. This research has identified that the concept of ‘flexibility’ in training delivery ranges from on-line learning through to training delivered onsite in a paddock or packing shed. In the literature, flexibility is foremost couched in terms of on-line delivery (Ward & Bennett, 2004; Brennan, 2003; Kilpatrick & Bound, 2003a). It is expanded to include on-line learning as part of a mixed-mode delivery model where teaching staff have ‘pockets’ of online practice embedded within a

course being taught either in the workplace or a classroom (Horton & Osborne, 2003, p. 213, Mitchell, 2004a). Mitchell (2004b) suggests that workplace e-learning may be more extensively implemented if users are able to gain support from either co-workers or teachers, and if courses are modified to suit a particular enterprise. Moreover, partnerships engendered between provider and enterprises to specifically support online delivery are noted as being particularly successful (Mitchell (2004a). Various partnership models and/or industry training networks, between industry/enterprises and all training providers or between groups of training providers, are of direct benefit to the uptake of the flexible learning mode (Mitchell, 2004b).

One issue about online delivery not always addressed in the literature, is that the VET material for purely online learning is, by necessity, provided in a mode that assumes a high level of learner-centred ability. As a result, the facilitation of strategies that encourage interactions between learners, materials, colleagues and facilitators is an inherently important component of online material development (Brennan, 2003). Even with materials that are pedagogically appropriate, flexible delivery as 100% online learning is seen by a number of authors (Farrell & Wyse, 2003; Kilpatrick & Bound, 2003a & b) to be suitable for students only under certain conditions. Many trade skills are 'hands on' (from cooking to truck driving to lathe-working) and, as such, requires a more traditional approach and reliance on TAFE and private RTO personal delivery that includes demonstration, monitoring and direct feedback.. The variance and impact of various teaching and training strategies such as peer-tutoring for mature learners has also seen positive results (Gelade et al, 2003) hence, the development of flexible strategies for delivery of training in regional and remote situations would appear a valuable concept to follow.

Good assessment design is also an important factor in relation to the flexibility of a training program, as well as the strategies embedded within a program that aim to develop online communication skills in learners (Kilpatrick & Bound, 2003a, Hyde et al, 2004). Similarly, not all content/type is suited to online learning, especially if such content might require practical tasks (Brennan, 2003, p. 68).

#### *Other forms of flexibility*

The term 'flexibility' additionally covers a range of delivery strategies that may not be directly concerned with an on line delivery model. One example in regional VET is where training is delivered through a TAFE practitioner on-site in a workplace environment and for a specific enterprise (Harris et al 2005). Others are where ACE organisations modularise larger certificate courses into smaller chunks to better meet the needs of their local community (Rose & Schooneveldt, 2004 p.6), or where providers and industry can negotiate (Kilpatrick & Bound, 2003a, p. 34).

A number of regional councils have also found flexible solutions to their learning needs by forming partnerships across clusters of councils and training organisations. By banding together, councils and local providers deliver training and assessment in individual workplaces along with joint seminars and workshops, using resources that are tailored for the industry (Cane 2004). These practices are seen to cut costs, deliver more focussed training and address the issue of 'thin markets'. Regional providers also deliver flexibly to remote learners through partnerships that provide a range of what is called 'mobile learning resources' developed to focus on remote delivery (Allison et al 2005). Similarly, training packages can accommodate flexible attendance patterns 'to fit in with workplace needs and 'production' demands of the apprentices and their employers'. Also, a choice of learning modules and the sequencing of modules within a course are other forms of flexible delivery that can enhance learning, (Hyde et al, 2004, p.63).

## Regional skill development and social capital: economic influences

Regional skill development in the literature is generally noted via commentary on the practice of VET through partnerships and collaborative efforts to build social capital. The partnerships are seen to increase community capacity through enhanced social capital factors and hence regional economic development flows from the increased capacity (Woodhouse 2006). Expanding on the notion of social capital, Guenther (2005) suggests three essential ingredients for successful training delivery and outcomes in regional localities as: needs, motivators and enablers. Need and motivation should be met by sound resources, be they economic, social, political, physical or human enablers and be in the form of long term funding sources or sound partnerships and collaborations (Guenther, 2005, p.7).

Many authors indicate that regional skilling needs are likely to be developed and met through the involvement of partnerships. Some of these arise 'as a product of local concerns, such as those focussing on localised skill shortages or concerns about unemployment' (Billet et al, 2005, p.11). Other partnerships form between the public and private sectors where 'a greater contribution by small and large business to both regional economic and community development' occurs (Plane, 2005, p.3). A range of partnerships, whether across ACE/VET, industry/VET or schools/workplaces, however, have proven to be an important strengthening aspect of the training approach in many regional localities. Collaborations offer positive outcomes for industry, providers and learners, (Gelade et al, 2006, Harris 2005), and are especially apparent where training providers offer on-site delivery for their industry partner (Callan & Ashworth, 2004). Partnerships that form across cooperative networks are crucial to regional development in relation to farming and its management; to rural industry in general, and to industry and its trainees (Allison et al 2006, Chapman, 2002). However, Allison et al's (2006) research also noted that collaboration was more likely to occur with large businesses, and that small and medium enterprises had more difficulties with provider engagement.

### *Emerging new initiative: VET in Schools as regional skill development*

In the context of this investigation, which is primarily focussed on training provision by TAFE and private training organisations for and within the workplace, a new and potentially significant influence on regional economic opportunities based on skills needs has been the introduction and/or advancement of VET in schools. Consequently, this research acknowledges the potential of this strategy in advancing regional skill development. However, due to its early development stage, variance in implementation and progress this research highlights general details about VET in schools as a link for regional and economic development and suggests more research in this area now appears warranted. Stokes et al (2006) discuss VET and partnerships with schools as a means of capacity building in regional and rural communities and benefit for business. Benefits include 'an increase in productivity of existing staff and through student contribution, enhancing company's skill base through the training that staff gain or the rethinking of their role and existing work practices, more efficient recruitment' (p.13). Linking of VET in Schools with employment and skill development in the particular region of the school is, as Jones et al (2004) discuss, generally a successful venture if a VET course is intended as a pathway to local employment. While there is less evidence in the findings of an association between school VET and engagement in relation to communities, researchers nevertheless found that school VET students were more likely to stay in their regional or rural area than non-VET students. That research is supported by Atkins' (2006) work creating linkages between schools and industry. In this project, businesses have been encouraged to provide input into the type of training they would like to see school based trainees undertaking, as well as businesses becoming engaged with schools through guest speaking, work placements and training incentives

## Is VET meeting needs in the regions?

The literature pertaining to regional training provision by both TAFE and PRTOs indicates that there is no 'one size fits all' answer to training delivery for skill development in regional Australia. Moreover, there are questions about response to provision, the impact of time on 'industry,' the changing demographic and interpretations and understanding about the 'skills shortage'. All of these influences make the answering of this question problematic and vulnerable. Also, Richardson (2007) has argued that there is no certainty whether the shortage about actual technical skills, wages offered, capacity of current training to address needs or whether applicants might 'lack some qualities employers think are important' (p. 17). As a result, answering this question is based on regional make-up, industry operations and outcomes and private and public VET sector operations and engagement. Given these regional disparities, it is important to understand what both the public and private providers and industry see as the main issue(s) they are facing in regional skill development.

# Local needs and local courses

The industries listed below are described as being either established or emergent by the strategic plans of each area. However, it is acknowledged that a number of other industries are likely to be present in any of the regions but may not have been listed in development board publications.

**QLD: Cairns Regional Economic Development Corporation** region is covered by Tropical North Queensland TAFE operating in: Atherton, Bamanga, Cairns, Innisfail, Mareeba, Mossman, Thursday Island, Tully.

Identified current industries	Identified emergent industries
Agriculture – encompassing livestock, aquaculture, sugar and crops Aviation - service Education – local and export Manufacturing & engineering Marine – fishing, tourism and boat industries Tourism	Agro-forestry and fibre Aviation – maintenance and engineering Education – international Tropical gardening and landscaping IT Mining Eco-tourism

Other than ‘aviation-service’, the available course indicates that all the above industries are being served by courses at some level between Certificate I and Certificate IV or diploma from either TAFE or a private RTO (PRTO) listed as being based in this region. In terms of emergent industry, data indicates that apart from mining and aviation maintenance, the emergent industries have courses at some level being provided by either TAFE or those listed PRTOs. In addition to the matched courses, TAFE provides a variety of other courses and a number of special ‘short course’ options listed as specifically tailored to industry requirements.

**VIC: Grampians Pyrenees Regional Development Board**, region is covered by South West Institute of TAFE operating in: Ararat, Hamilton, Horsham, Stawell.

Identified current industries	Identified emergent industries
Agriculture – meat, cropping and timber Business services Health and community services Manufacturing – brick and textiles Mining Retail Tourism	Viticulture, olives, plantation forestry Energy – windpower Mineral sand mining

Other than mining, the data indicate that these current and emergent industries are being matched by relevant courses at varying certificate levels through either TAFE or PRTO provision. A range of other courses are also available through both types of providers.

**SA: Northern Regional Development Board** region is covered by TAFE SA Regional operating in: Coober Pedy, Woomera, Leigh Creek, Roxby Downs, Port Augusta.

Identified current industries	Identified emergent industries
Agriculture Energy – electricity and gas development Health and community Mining and exploration Retail Tourism – Indigenous culture and immigrant heritage, Eco-tourism Transport	Agriculture – specialist Food industries – bush tucker foods Defence industries Mining and exploration – lead, zinc, silver

The only industries apparently being met by related courses through TAFE for this region are listed as Mining and Geoscience Certificate II & III, Business Certificates I – IV, Certificate II, Land and Conservation and Mechanical engineering. Data retrieval did not identify any PRTOs based in the region offering courses related to the above industry listing. (see notes below).

**SA: Murraylands Regional Development Board**, is covered by TAFE SA Regional operating in: Berri, Loxton, Murray Bridge, Waikerie.

Identified current industries	Identified emergent industries
Agribusiness – across all spectrum of the industry Horticulture – glasshouse production of vegetables IT Retail Health services Tourism Manufacturing – auto and general Small business	Hay export Recreational boating Food production Transport and distribution

Boating, transport, forestry and mining do not appear as being met by current course listings of either TAFE or the PRTOs based in this locality.

**SA: Limestone Coast Regional Development Board** region is covered by TAFE SA Regional operating in: Bordertown, Kingston, Lucindale, Millicent, Mt Gambier, Naracoorte.

Identified current industries	Identified emergent industries
Viticulture Tourism Agriculture Forestry (softwood) Floriculture Aquaculture Manufacturing Wholesale/retail Health services Financial services Construction and engineering Transport	Regional food Home-based business Indigenous related business enterprise Forestry (hardwood)

From the data available construction and engineering, manufacturing, aquaculture, Indigenous business and hardwood forestry do not appear to be addressed currently through courses in either TAFE or any of the PRTOs listed for this regional area.

**NSW: Illawarra Regional Development Board** region, covered by TAFE Illawarra operating in: Bega, Cooma, Dapto, Goulburn, Moruya, Moss Vale, Nowra, Queanbeyan, Shellharbour, Ulladulla, Wollongong, Yallah, Yass.

Identified current industries	Identified emergent industries
Agriculture Viticulture Defence & Aviation Education Manufacturing and engineering IT Retail Mining Steel production Tourism	Emergent: Aquaculture Cultural industries IT (extended)

Other than defence and aviation, the listing of courses offered by TAFE and other PRTOs found for this region is extensive. The listings appear to cover all the industries identified by this RDB. In addition to the identified industries and related courses, TAFE also has a range of ‘TAFE Plus’ short courses that are developed and tailored to specific industries and their needs.

**NSW: Riverina Regional Development Board** region, covered by Riverina Institute of TAFE operating in: Albury, Coomealla, Cootamundra, Corowa, Deniliquin, Finley, Griffith, Lake Cargelligo, Leeton, Narrandera, Temora, Tumut, Wagga Wagga, West Wyalong, Young.

Identified current industries	Identified emergent industries
Agriculture – viticulture, fruit growing and livestock Horticulture Education Engineering Food processing Forestry and wood products Manufacturing Government agency services Transport and logistics Tourism	Agriculture – diversification through green image crops Tourism (extended)

All identified industries in this region’s development plan appear to be covered by either the TAFE and/or listed PRTOs provision of courses available for perusal.

There is also a large group of other courses available that underpin or feed into a number of the listed industries – for example one PRTO offers Certificates I through IV in water industry operations, and TAFE offers various certificates in Information Technology that would likely be applicable to a number of differing industry situations.

**WA: Pilbara Development Commission** region, covered by Pilbara TAFE operating in: Karratha, South Hedland, Newman, Tom Price, Onslow.

Identified current industries	Identified emergent industries
Agriculture – wool and meat, live export Aquaculture and fishing Mining Tourism	Agriculture through expanding international exports

The Pilbara region’s industries are served by TAFE in all but fishing and aquaculture. Data retrieval to ascertain PRTOs listed as operating from within this region did not identify any as

being locally based and delivering courses. As a result, there is no data presented on what could likely be available to learners through any PRTO course of skill development in this region.

**TAS: Northern Tasmania Regional Development Board** (Cradle Coast) region, covered by Tasmania Institute of TAFE operating out of: Burnie, Devonport, Smithton, Queenstown.

Identified current industries	Identified emergent industries
Agriculture – beef, dairy, vegetable Forestry Manufacturing – textiles Food processing – dairy and vegetable product Mining Retail Tourism Fishing	Energy -Wind power Floriculture, small crop farming Health and community services

Other than fishing and wind-power energy development, data gathered indicates all industries that are identified are being covered by either TAFE or PRTO provision. In addition TAFE in this locality offers a series of industry specific short courses tailored to requested needs.

### Limitations to this industry training data and regional industry data

An unknown number of PRTOs will be based outside of each specified region and therefore would not appear on the table of providers. PRTOs listed are those defined as actually located within each region and have been overviewed for course offerings related to local industries in that region. It may be that a given number of PRTOs are able to offer courses within a listed region, but as they are physically based outside of that region do not appear within set parameters. As a result, some courses and some PRTOs will not appear on the regionalised listing for this project and it remains uncertain whether both current or emergent learning needs for industry are being met by such providers other than TAFE.

The industry/course tables provided both above and in Appendix 1 do not show generic courses such as literacy and numeracy, occupational health and safety or first aid, as these do not necessarily relate to a particular industry. Not listed either are those courses that pertain specifically to government/local government institutions and hospitals. These include police – certificates in public safety; local government - regulatory services and statutory compliance; health, eg palliative care.

A further limitation to regional training data and accessible training is that of VET in schools. The authors acknowledge that these programs have a vital role in providing regional skills development for local industry, but data access and overview is not part of this current study.

### Regional development plans as sources of training information

One factor that needed consideration was that RDB personnel will approach skill development for regional areas through a variety of strategies. A local regional board's strategic directions might be separated into streams, for example with industries such as agriculture and horticulture being assisted by different personnel within the RDB from those whose 'portfolio' will cover telecommunications or transport. Other boards may separate their career development strategy from labour needs by having different staff managing for example, a migration program and a particular industry development tactic. These differences may impact on the lines of communication between providers and industry representatives.

Overall, strategic plans vary in their attention to how industry's labour needs and skill development might come together. Strategic plans for regional areas indicate a broad range of

goals in regards to skills development initiatives. In terms of a clear connection between these initiatives and current local course availability, some plans do acknowledge that a closer relationships needs to be established between providers and industries. For example, in the Grampians Pyrenees, one of their business development key strategy states the need to:

Facilitate a Skills Audit/Needs Analysis to quantify current skill gaps and future skill requirements of regional employers' and 'Initiate an employment/education think... To explore education and training opportunities on a regional level' (Grampians Pyrenees RDB, February 2006)

Other plans acknowledge the need to address the issue of skill shortages and the needs of emergent industries, but do not clearly define their relationship with what is already available. Murraylands RDB plan notes as a 'core responsibility' the need to 'match specific opportunities for skill development to relevant programs and the skills to provide training (2004; p 8). In the Limestone Coast RDB Plan, one of their strategies is to 'inform education, employment and training providers of new and emerging employment and business opportunities to ensure programmes address the employment and training requirements of industry. (LCRDB, 2003, p.9).

A number of plans detail the aims and objectives seen likely to alleviate skill shortages in their region. In Tasmania for example, the skill development plans are aimed to:

provide improved opportunities and better outcomes for young people...implement innovative and responsive skill development options for mature workers...improve accessibility and outcome to VET for people who experience barriers to training and employment...engage with and support enterprises to meet their industry skill needs through training solutions' (Advance Burnie Strategic Plan, April 2003).

The majority of RDB plans acknowledge the necessity of obtaining focussed funding from outside in order to implement their skill development strategies. For example in the Tasmanian plan cited above, is support from the 'Skills for Growth' government initiative that provides \$12.6m over 4 years to sustain the skilled workforce programs (Tasmania VET Plan, 2006-2008). Similarly in South Australia there is a focus on utilising the State government program 'SA Works – Regions at Work' as a means of bringing together information about career development and knowledge of available skill development opportunities.

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# Appendix 1: Ethics approval

**From:** Vicki Allen  
**Sent:** Friday, 24 November 2006 1:02 PM  
**To:** Susan Gelade  
**Subject:** Ethics Protocol P246/06 - "Skilling for development: Matching needs and learning in regional Australia"  
**Importance:** High  
**Attachments:** Conditions.March 2004.doc

Dear Susan

**Re: Ethics Protocol P246/06 - "Skilling for development: Matching needs and learning in regional Australia"**

Thank you for submitting your ethics protocol for consideration. Your protocol has been considered by the Chairperson of the University's Human Research Ethics Committee on behalf of the Committee.

I am pleased to advise that your protocol has been granted ethics approval subject to you:

Amending the 3rd dot point of the organisational consent form to reflect that staff may be involved in either a focus group or interview.

Arranging for the transcriber to sign a confidentiality statement.

Adding the following statement to the Consent Form for Focus Groups for individuals: "I agree to maintain confidentiality of focus group discussions and preserve the identification of focus group participants."

Please note that the Chairperson's decision will be reported to the next meeting of the Human Research Ethics Committee for endorsement.

Please regard this email as formal notification of assessment.

**Under the national guidelines, you must not begin your research before receiving final approval.** Once you have submitted the necessary amendments, and they have been accepted, your approval will be finalised and you may commence your research.

Ethics approval is always made on the basis of a number of conditions detailed in the attachment; it is important that you are familiar with, and abide by, these conditions. It is also essential that you conduct all research according to UniSA guidelines, which can be found at <http://www.unisa.edu.au/res/ethics/human.asp>. These guidelines

should assist you with the formulation of necessary papers such as the information sheet and the consent form.

We look forward to receiving your amendments in the near future. In the meantime, please contact me if you have any questions

Regards, Vicki



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Vicki Allen

Ethics and Safety Officer

University of South Australia

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CRIS Provider No. 00121B

DEPUTY DIRECTOR-GENERAL

TAFE and Community Education

NEW SOUTH WALES DEPARTMENT OF EDUCATION AND TRAINING

# TAFE:

Dr Sue Gelade

Senior Project Manager

School of Education

University of South Australia

Mawson Lakes, Campus South Australia 5095

DOC 07/13421

Dear Dr Gelade

I refer to your application to conduct research in TAFE NSW for the research project entitled *Skilling for development: Matching needs and learning in regional Australia*.

Approval for your research proposal is given on the understanding that you comply with the following requirements:

1. The TAFE NSW component of the research must be conducted before the 30 July 2007.
2. The participation of staff must be voluntary and at the Institute's convenience.
3. A copy of this letter must be included with the documents you send to Institute Directors.
4. A copy of the report, when completed, should be sent to the Deputy DirectorGeneral, TAFE and Community Education, Department of Education and Training, Level 2 35 Bridge Street, Sydney NSW 2000.

The approval covers Senior Project Manager Dr Sue Gelade. Institute Directors have the right to withdraw their Institute from the study at any time.

If you have any queries, please contact Robin Booth, Associate Director,  
TAFE Educational Capability, TAFE and Community Education on 02  
92445036 or by email at [robu.booth@det.nsw.edu.au](mailto:robu.booth@det.nsw.edu.au).

Yours sincerely

Marie Persson

Deputy Director-General

TAFE and-Community Education | | April-2007

• Level 2, 35 Bridge Street • Sydney NSW 2000 • GPO Box 33 • Sydney NSW 2001 • • telephone 02 9561 8150  
• facsimile 02 9561 8576 • [www.det.nsw.edu.au](http://www.det.nsw.edu.au) •

# Appendix 2: Telephone Interview Protocol

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## University of South Australia

School of Education

Division of Education, Arts and Social Science

### **Centre for Research in Education, Equity and Work**

Skilling for development: Matching needs and learning in regional Australia

NB Instructions : Questions in UPPER case and **BOLD** to be read out – Questions in lower case are for further probing and only to be used to elicit further information.

Intro: *As you are aware, we are conducting these interviews with TAFE representative to understand the issues in delivering VET courses in regional and rural areas. Thank you for agreeing to participate in our survey, we expect this interview will only take about 15 minutes.*

#### **Q1 WHO IN YOUR ORGANISATION CAN MAKE DECISIONS ABOUT COURSE OFFERINGS?**

The purpose of this question is to find out who and what authority / level in the organisation makes the decision about course offerings.

Sequence Guide	
IF Q1 = name and not a position	Go to 1.1
IF Q1 = more than one person or position	Go to 2.0

1.1) What level is this person in your organisation?

#### **Q2 ON WHAT BASIS ARE DECISIONS MADE IN YOUR ORGANISATION ABOUT WHICH COURSES ARE OFFERED?**

This question probes respondents about the factors that influence course offerings. For example –

- ✧ availability of instructors
- ✧ funding
- ✧ demand
- ✧ costs

✧ resources

✧ identified future needs.

--

2.1 Tell me a little more about the decision making process, does one factor have higher weighting than others – what would that be?

--

**Q3 DO THE INDUSTRIES BASED IN THIS TAFE REGION INFLUENCE YOUR DECISION MAKING ON COURSE OFFERINGS?**

--

Sequence Guide	
IF Q3 = yes	Go to 3.1
IF Q3 = no	Go to Q4

3.1 How do they have input?

--

3.2 What type of input do they have?

--

**Q4 ARE THERE OTHER STAKEHOLDERS, APART FROM LOCAL INDUSTRY, INVOLVED IN YOUR DECISION MAKING?**

--

Sequence Guide	
IF Q4 = yes	Go to 4.1 & 4.2
IF Q4 = no	Go to Q5

4.1 Who are they?

4.2 How do they get involved?

--

**Q5 ARE THERE LIMITATIONS OR DIFFICULTIES, IN WHAT CAN BE OFFERED IN THIS PARTICULAR REGIONAL LOCALITY?**

--

Sequence Guide	
IF Q5 = yes	Go to 5.1
IF Q5 = no	Go to Q6

5.1 What type of difficulties or limitations do you encounter?

--

**Q6 DO YOU HAVE A RANGE OF FLEXIBLE OPTIONS FOR STUDY IN YOUR COURSES?**

--

Sequence Guide	
IF Q6 = if flexible	Go to 6.1
IF Q6 = no	Go to 6.2

6.1 Probe for options available, for example are these via

- ✧ Online access?
- ✧ Across semesters?
- ✧ In the workplace?

--

6.2 Do you think your courses could be offered in more or other modes?

--

Sequence Guide	Go to 6.3
IF Q6.2 = yes	Go to 6.4
IF Q6.2 = no	

6.3 Probe for different ways the courses could be made more flexible and what other factors affect ability to offer greater flexibility

- ✧ Online access
- ✧ Across semesters
- ✧ Access to broadband / better dial up connections

--

**7. DO YOU THINK TRAINING WOULD BE NEEDED FOR PROVIDERS AND/OR USERS TO ENHANCE FLEXIBILITY OF DELIVERY?**

--

Sequence Guide	Go to 7.1
IF Q7 = yes	Go to Thank you
IF Q7 = No	

7.1 Probe for different types of training that would need to be provided, for example –

- ✧ More IT skills
- ✧ Web authoring and curriculum design
- ✧ Interactive delivery design

--

END OF QUESTIONS

**THANK YOU FOR YOUR TIME.**

If you would like to see the final report resulting from this research, we will be happy to send you the link to the NCVET website.

# Appendix 3: Focus Groups Agenda and interview questions: Limestone Coast and Cairns

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**Welcome and introductions**

**Discussion of issues general to region**

**Discussion relevant to industry**

**Reporting back**

**Thank you**

---

**Welcome**

Overview of the Research Project and Research Activity: to obtain contemporary, localized understanding of issues related to skill development and training.

Introductions

Overview of the focus group process (include issues relating to confidentiality, anonymity and taping of proceedings)

**Questions that will lead the discussions:**

1. Mapping the current skill development issues in the region (brainstorm and discussion across all present)

- What change factors are occurring in this region? (Are they population changes? Economic change? Industry related change?)
  - What are some of the imperatives you see your local industries facing in the next five years?
- How are these issues being met by local providers?

- Do your needs match with their offerings?
- What is different?
- In what ways are you able to negotiate with providers?
- At what level does your industry recognize a 'skilled worker' (ie Cert 1 -4 or diploma, etc)? What is your understanding of a skilled worker?
- Are there unemployed people in the area whose skill could be developed and who are not being reached by training or development or industry job offerings?

2. Issues relevant to particular industries and/or commercial interests [continue discussions more focused on industry at separate tables, led by each of us]

- How do you provide necessary training for employees in your industries?
- How does your local provider deliver education and training delivery in your particular area of industry or need?
  - Is this enough?
  - What other ways of delivery do you see as being of benefit to your industry?
  - Would you prefer more flexible options? Can you suggest these?
- What, if any, emerging trends have been identified by your organizations in industry training needs?
- How do you harness your local knowledge, or that of your employees to negotiate skill development outcomes for your industry?
- What sort of development funding, if any, have you been able to access?
- If you had unlimited access to funds or people, what would you like to see happening in relation to skill development for your industry in this region?

### **Reporting back**

Thank you and closing

# Appendix 4: Information sheet for participants

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## University of South Australia

### Centre for Research in Education, Equity and Work

‘Skilling for development: Matching needs and learning in regional Australia’

**Principal Project Investigator:** Dr Sue Gelade, University of South Australia, tel: (08) 83025964

**Associate Researcher:** Dr Tricia Fox, Queensland University of Technology, tel: (07) 31383798

I am writing to ask your help with a study being conducted through the University of South Australia. The project is part of a wider research program funded by the National Centre for Vocational Education Research (NCVER) under the *National VET Research and Evaluation Program*. A range of research has been undertaken in recent years looking at issues of regional development, such as those related to training packages, industry and vocational education and training (VET) partnerships, community capacity building and collaboration between stakeholders in rural areas. Across Australia outside the major cities, similar issues of skill development, skill shortages and addressing the needs of growing industries are raised within regional communities. These communities seek to build their social and economic capital and position their local area to take advantage of economic benefits arising from global markets. Regional Development Boards (RDB) have a high stake in the economic development of their area, and along with the industries they represent, take a keen interest in addressing the match between skill needs and skill development.

In this research project, we want to find out the ways in which regional development opportunities are being matched by what is, or could be, available through VET providers and how and whether RDBs and their industries negotiate for skills provision. We also want to find out whether skills shortages in regions are related to particular issues such as: supply of learning opportunities, population decline or growth, or an industry’s specific needs.

As well as undertaking web searches and reviewing existing literature about regional development, we will be gathering information from people in industry and commerce, such as yourselves, who have an interest in skill development in a regional locality. This will involve the researchers visiting two regional development board areas and conducting case studies of these regions through face to face interviews or focus group sessions with industry stakeholders from each region. Your participating RDB has given your name as a contact and as someone who has an interest in skill retention and development for industry or community in the region.

We will also be talking with training providers through brief telephone interviews with their regional training managers, where we will be asking about how decisions are made in relation to what courses are able to be offered in each region.

### **Your Part in the Study**

We invite you to take part in our case study when we visit your locality.

We are seeking your assistance to participate in either a focus group to be held on .....at..... or to be available for a face to face interview at a location of your choosing during the period ..... to .....

The focus group will last for around two hours and explore the following questions:

- ◆ What change factors are occurring in this region? (population /economic/industry related?)
- ◆ What are some of the imperatives you see your local industries facing in the next five years?
- ◆ How are these issues being met by local providers – do your needs match with their offerings?
- ◆ Are there unemployed people in the area whose skill could be developed?
- ◆ In what ways are you able to negotiate with providers?
- ◆ How do you enable/encourage training of employees for your industry?
- ◆ What flexibility does your local provider offer in terms of education and training delivery in your area of industry or need?
- ◆ How do you harness your local knowledge to negotiate skill development outcomes for your industry?
- ◆ What sort of development funding have you been able to access?
- ◆ What are some examples of things happening now that you think will position your industry well for the future?

Participation in the focus group is voluntary and each individual and/or organization is free to withdraw at any time without prejudice. If the individuals participating in the focus group give permission, it will be audio-taped and this tape will be destroyed once the contents have been transcribed.

### **Guarantee of confidentiality**

The content of the focus groups will be treated confidentially. At no time will any individual or organization be identified and any personal details provided during the course of the focus group will remain confidential. No information will be used in a way that would enable an individual or organization to be identified. All data collected during the focus group will be retained by the Centre for Research in Education, Equity and Work and will be securely stored for a period of seven years.

### **Further information**

Once the focus groups have been completed (anticipated to be mid 2007), and our findings from the overall project have been written up and published, a copy of the report will be available on the web at [www.ncver.edu.au](http://www.ncver.edu.au). You will be able to access the report free of charge from this site should you wish to do so.

If you are willing to provide your consent for you or your staff to participate in either a face to face interview or the focus group, please complete the attached consent form, and fax it, along with any names of staff nominated, to the fax number indicated on the form.

If you wish to enquire further about this study, please telephone me on (08) 8302 6372 or email me at [Susan.Gelade@unisa.edu.au](mailto:Susan.Gelade@unisa.edu.au) and I will be glad to assist you. Alternatively, further information on ethical issues in relation to this project can be obtained by contacting the Executive Officer of the Human Research Ethics Committee at the University of South Australia, Ms Vicki Allen on (08) 302 3118, fax (08) 8302 3921, email [vicki.allen@unisa.edu.au](mailto:vicki.allen@unisa.edu.au).

I look forward to your cooperation in this important part of our research program.

Yours faithfully

# Appendix 5: Identified industries and allied regional courses

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## Regional Identified Industries and Courses

### Cairns, Queensland (Atherton, Bamaga, Cairns, Innisfail, Mareeba, Mossman, Thursday Island, Tully)

Current industries identified through RDBs	Related courses offered by Tropical North Queensland TAFE	Related courses offered by other providers
Agriculture (fruit and vegetables, cereals, peanuts, beef and dairy, aquaculture)	Certificates II to Diploma in Agriculture	<p>Cert II to Diploma in Agriculture (Northern Skills Alliance Inc)</p> <p>Cert I to II in Animal Studies (Atherton State High school)</p> <p>Cert III to Diploma in Rural Business (Northern Skills Alliance Inc)</p> <p>Cert I to II in Rural Operations (Atherton State High School)</p> <p>Cert I in Rural Operations (Tully State High School)</p> <p>Cert I in Rural Operations (Northern Skills Alliance Inc)</p>
Aviation (service industries)		
Education (local and exported education)	Cert III to Diploma in Education Support	
Manufacturing and Engineering (fabrication, machining, consulting, shipbuilding and repair)		<p>Cert III in Carpentry (Cairns Region Group Apprentices Ltd)</p> <p>Cert I in Engineering (Atherton State High School)</p> <p>Cert I in Engineering (Cairns State High School)</p> <p>Cert I in Engineering (Mareeba State High School)</p> <p>Cert I in Engineering (Trinity Bay State High School)</p> <p>Cert I in Engineering (Tully State High School)</p> <p>Cert I in Engineering (The Roman Catholic Trust Corporation for the Diocese of Cairns)</p> <p>Cert I in Engineering (St Andrew's Catholic College)</p> <p>Cert I in Furnishing (Atherton State High School)</p> <p>Cert I in Furnishing (Cairns State High School)</p> <p>Cert I in Furnishing (Mareeba State High School)</p> <p>Cert I in Furnishing (The Roman Catholic Trust Corporation for the Diocese of Cairns)</p> <p>Cert I in Furnishing (St Andrew's Catholic College)</p> <p>Cert I in Furnishing (Trinity Bay State High School)</p> <p>Cert I in Furnishing (Tully State High School)</p>

		<p>Cert II to III in Furniture Making (Cairns Region Group Apprentices Ltd)</p> <p>Cert II in General Construction (Cairns Region Group Apprentices Ltd)</p> <p>Cert I in General Construction (The Roman Catholic Trust Corporation for the Diocese of Cairns)</p> <p>Cert I in General Construction (Trinity Bay State High School)</p> <p>Cert III in Wall and Ceiling Lining (Cairns Region Group Apprentices Ltd)</p>
Marine (fishing, tourism, training, yacht refurbishment)	Cert III in Seafood Industry	Cert I to IV in Seafood Industry (BGB Holdings)
Tourism (infrastructure and servicing, outback, adventure, business, indigenous)	<p>Cert II to Diploma in Hospitality</p> <p>Cert II to Diploma in Tourism</p> <p>Cert III to IV in Indigenous Arts</p>	<p>Cert I in II Community Recreation (Mareeba State High School)</p> <p>Cert II to Diploma in Hospitality (operations and management) (Cairns Business College Ltd)</p> <p>Cert I in Hospitality (Atherton State High School)</p> <p>Cert I in Hospitality (Cairns State High School)</p> <p>Cert I in Hospitality (Lutheran Church of Australia Queensland District)</p> <p>Cert I in Hospitality (Mareeba State High school)</p> <p>Cert I to II in Hospitality (Northern Skills Alliance inc)</p> <p>Cert I in Hospitality (The Roman Catholic Trust Corporation for the Diocese of Cairns)</p> <p>Cert I to IV in Hospitality* (Tablelands Job Training Inc)</p> <p>Cert I in Hospitality (Trinity Bay State High School)</p> <p>Cert I in Hospitality (Tully State High School)</p> <p>Cert I to Advanced Diploma in Hospitality* (VTA Pty Ltd)</p> <p>Cert II to Advanced Diploma in Hospitality Management (Abacus Matson Holdings Pty Ltd)</p> <p>Cert I in Live Production, Theatre and Events (Mareeba State High School)</p> <p>Cert I to II in Music Industry (Atherton State High School)</p> <p>Cert I to II in Music Industry (Mareeba State High School)</p> <p>Cert II in Music Industry (Tully State High School)</p> <p>Cert II in Outdoor Recreation (Atherton State High School)</p> <p>Cert II in Outdoor Recreation (Tully State High School)</p> <p>Cert II to Diploma in Outdoor Recreation (Scuba Schools International Australia Pty Ltd)</p> <p>Cert II in Sport and Recreation (Atherton State High school)</p> <p>Cert II in Sport and Recreation (Mareeba State High school)</p> <p>Cert II to Diploma in Tourism (retail travel sales and operations) (Cairns Business College Ltd)</p>

Emerging industries identified by RDBs	Related courses offered by Tropical North Queensland TAFE	Related courses offered by other providers
Agriculture (agroforestry and fibre crops / products, sugar by-products)		Cert I in Tourism (Australian Indigenous Culture) (Northern Skills Alliance Inc) Cert II in Tourism (Cairns State High School) Cert II in Tourism (Mareeba State High School) Cert II in Tourism (Northern Skills Alliance Inc) Cert I in Tourism (Trinity Bay State High School) Cert II to Advanced Diploma in Tourism* (VTA Pty Ltd) Cert I to II in Visual Arts and Contemporary Craft (Atherton State High School)
Aviation (aircraft maintenance, aviation skills, engineering)		Cert I to Diploma in Forest Operations* (McLeod Training Organisation) Cert IV in Forest Operations (Northern Skills Alliance Inc) Cert I to Diploma in Forest Growing / Management / Products (Northern Skills Alliance Inc.) Cert II to III in Harvesting and Haulage (Northern Skills Alliance Inc) Cert II to III in Sawmilling and Processing (Northern Skills Alliance Inc)
Education (international education)		Diploma of E-Learning (Accredited Online training Pty Ltd)
Horticulture (tropical gardening and landscaping)	Cert II to III in Horticulture	Cert I to Advanced Diploma in Horticulture (Northern Skills Alliance Inc) Cert II to III in Horticulture (Tablelands Job Training Inc)
Information Technology	Cert I to Diploma in Information Technology Cert III to IV in Electrotechnology	Cert I to III in Information Technology (Atherton State High School) Cert I to II in Information Technology (Cairns State High School) Cert IV in Information technology (Kelly Nicole Harvey) Cert I to II in Information technology (Mareeba State High School) Cert I to III in Information Technology (St Monica's College) Cert I to III in Information technology (St Andrew's Catholic College) Cert I to III in Information Technology (The Roman Catholic Trust Corporation for the Diocese of Cairns) Cert I to II in Information technology (Trinity Bay State High School) Cert I to II in Information Technology (Tully State High School)

Mining (bauxite)

Tourism (ecotourism) Cert III in Conservation and Land Management Cert I to Advanced Diploma in Conservation and Land Management (Northern Skills Alliance Inc)

Marine (superyacht activities & training, marine training) Master of Yachts 200 tons  
Cert II to IV in Transport & Distribution (maritime)

Other courses offered by Tropical North Queensland TAFE

Other courses offered by other providers

In-service safety inspection and testing of electrical equipment

Cert II to III in Asset Maintenance (Cairns Region Group Apprentices Ltd)

Restricted plumbing license hot water system replacement

Diploma of Beauty therapy (Susan Young Collins)

Electrical installation, inspection and testing

Cert I to II in Business (Atherton State High school)

Restricted electrical

Cert I to II in Business (Cairns State High School)

Cert II to Diploma in Business

Cert I to Diploma in Business\* (Accredited Online Training Pty Ltd)

Cert III to Diploma in Health, Community and Welfare\*

Cert II to IV in Business (BGB Holdings Pty Ltd)

Cert I to III in Engineering

Cert II to Advanced Diploma in Business (Cairns Business College Ltd)

Cert II to IV in sports, fitness and outdoor recreation\*

Cert II to IV in Business\* (Cairns Region Group Apprentices Ltd)

Cert II to III in Automotive

Cert II in Business (Innisfail State School)

Cert II to IV in Clothing Production

Cert I to III in Business (Isis Management Pty Ltd)

Arts\*

Cert I to Diploma in Business (The Learning Workshop Pty Ltd)

Cert I to II in Business (Mareeba State High School)

Cert I to Diploma in Business\* (Northern Skills Alliance Inc)

Cert I to II in Business (The Roman Catholic Trust Corporation for the Diocese of Cairns)

Cert I in Business (Scuba Schools International Australia Pty Ltd)

Cert II to IV in Business / Business Administration (Tablelands Job training Inc)

Cert I to II in Business (Trinity Bay State High school)

Cert I to II in Business (Tully State High School)

Cert I to Advanced Diploma in Business\* (VTA Pty Ltd)

Diploma of E-Business (Kelly Nicole Harvey)

Cert III in Meat Processing (Meat Retailing) (Tablelands Job Training Inc)

Cert III in Meat Processing (Meat Safety) (Tablelands Job Training Inc)

Cert I in Media (Mareeba State High school)

Cert II in Multimedia (Mareeba State High School)  
 Cert II in Multimedia (St Andrew's Catholic College)  
 Cert II in Multimedia (The Roman Catholic Trust Corporation for the Diocese of Cairns)  
 Cert II in Nail technology (Susan Young Collins)  
 Cert IV to Diploma in Project Management (Accredited Online training Pty Ltd)  
 Cert II to III in Retail Operations\* (Cairns Region Group Apprentices Ltd)  
 Cert I to IV in Retail Operations (Tablelands Job Training Inc)  
 Cert II in Spatial Information Services (St Andrew's Catholic College)  
 Cert IV in Training and Assessment (Accredited Online training Pty Ltd)  
 Cert IV in Training and Assessment (BGB Holdings Pty Ltd)  
 Cert IV in Training and Assessment (The Learning Workshop Pty Ltd)

Grampians Pyrenees, Victoria (Ararat, Hamilton Horsham, Stawell)

Current industries identified through RDBs	Related courses offered by Southwest Institute of TAFE; University of Ballarat - TAFE division	Related courses offered by other providers
Agriculture (wine, meat, wool, canola, wheat, barley, timber)	Certificate III in Agriculture (poultry) (UB) Cert III in Conservation and Land Management (online by SI) Cert II to IV in Wool* (UB)	Cert II, II and Diploma in Agriculture (Rural Industries Skill training Centre Inc) Cert II to IV, and Advanced Diploma in Agriculture* (Workco Ltd) Diploma of Rural business Management (Workco Inc) Cert II to IV in Wool* (Rural Industries Skill training Centre Inc)
Business Services	Diploma of Accounting (UB) Diploma and Advanced Diploma of Business Management (UB) Cert III to Diploma, Business* (UB) Cert III to Diploma in Business (SI) Advanced Diploma of Business (Legal Practice)(online by SI) Advanced Diploma of Business Management (online by SI) Cert I to Diploma in Business* (online by SI) Cert III to IV in Financial Services (online by SI)	Cert II to IV in Business (Workco Ltd)

	Cert IV in Property (online by SI)	
Health and Community Services	Cert III in Aged Care / Home Community Care (UB) Cert III in Children's Services (UB) Cert III in Children's Services (online by SI) Diploma of Community Welfare Work (UB) Cert IV in Disability Work (UB) Cert IV in Health (Nursing) (UB) Cert IV in Health (Nursing) (SI)	
Manufacturing (bricks and textiles)		
Mining (gold, metal ore)		
Retail	Cert II to III in Hairdressing (UB)	Cert II to III in Retail Operations (Workco Ltd)
Tourism	Cert II to III in Hospitality* (UB) Cert II to III in Tourism (UB)	Cert II in Hospitality (The Hamilton and Alexandra College) Cert III in Outdoor recreation (Uniting Church in Australia Property trust)
Emerging industries identified by RDBs	Related courses offered by Southwest Institute of TAFE; University of Ballarat - TAFE division	Related courses offered by other providers
Agriculture (viticulture, olives, plantation forests)	Cert II to III in Horticulture (UB) Cert III in Horticulture (SI)	Cert II in Production Horticulture (Rural Industries Skill training Centre Inc) Cert II to IV in Horticulture (Workco Ltd)
Energy (wind power)		Cert II to Advanced Diploma in Conservation and Land Management (Workco Ltd)
Mining (mineral sands)		
	Other courses offered by Southwest Institute of TAFE; University of Ballarat - TAFE division	Other Courses Offered by Other Providers
	Diploma of Arts (UB) Cert II to III in Automotive* (UB) Cert II in Automotive (motor sport) (SI)	Diploma to Advanced Diploma in Aviation (Sharp Aviation Pty Ltd) Cert II to III in Automotive (Workco Ltd) Cert II to III in Civil Construction (Construction Industry Training Services Pty Ltd)

<p>Cert III to IV in Aged Care Work (SI)          Cert II in Building and Construction (UB)          Computer Aided Drafting (UB)          Cert III in Engineering - Fabrication Trade (UB)          Cert II in Engineering - Production (SI)          Cert IV in Engineering (SI)          Diploma of Engineering (UB)          Cert I, II and IV in Information Technology (UB)          Cert I in Information Technology (SI)          Diploma of Information Technology (UB)          Diploma of Professional Writing and Editing (UB)          Cert IV in Quality Management and Assurance (online by SI)          Cert II to Diploma in Racing* (UB)          Cert IV in Training and Assessment (UB)          Cert IV in Training and Assessment (SI)          Cert II in Visual Arts and Contemporary Craft (SI)          Welding Certificate (UB)          Farm Chemical Training (UB)          Disconnect / Reconnect (UB)          Open Cabler Registration (UB)          Portable Appliance Safety Testing (UB)          Property (Agents Representative) (online bySI)</p>	<p>Cert II to III in Civil Construction (Workco Ltd)          Cert III in Engineering (mechanical trade) (Capital Cutting Tools Pty Ltd)          Cert II in Engineering (Workco Ltd)          Cert IV in Transport and Distribution (aviation flight operations) (Sharp Aviation Pty Ltd)          Cert I to IV in Transport and Distribution* (Construction Industry Training services Pty Ltd)          Cert I to III in Transport and Distribution* (South West training and Assessment Pty Ltd)          Cert II in Equine Industry (The Hamilton and Alexandra College)</p>
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Northern South Australia (Coober Pedy, Woomera, Leigh Creek, Roxby Downs, Port Augusta)

Current industries identified through RDBs

Related courses offered by TAFE SA Regional

Related courses offered by other providers

Agriculture

Energy (electricity, gas)

Health and Community Services

Mining and Exploration (uranium, coal, iron ore, opal, copper)

Retail Cert I to IV in Business

Tourism (indigenous culture, European and Afghan heritage, adventure, eco/spiritual/niche) Cert II in Conservation and Land Management

Transport

Emerging industries identified by RDBs	Related courses offered by TAFE SA Regional	Related courses offered by other providers
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Agriculture (dates, olives, sandalwood, native lime)

Food Industries (native food production/collection, marine & inland aquaculture)

Creative Arts (indigenous and non-indigenous) Cert II and IV in Opal Cutting & Polishing

Defence Industries

Mining and Exploration (lead zinc, silver)

	Other Courses Offered by TAFE SA Regional	Other Courses Offered by Other Providers
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Cert II to III in Information Technology

Murraylands, South Australia (Berri, Loxton, Murray Bridge, Waikerie)

Current industries identified through RDBs	Related courses offered by TAFE SA Regional	Related courses offered by other providers
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Agribusiness (dairy and dairy products, meat processing, agricultural machinery, grain, livestock, poultry and poultry products)

Cert II to III in Agriculture  
 Cert III to IV in Rural Business  
 Diploma to Advanced Diploma of Rural Business Management

Cert II to Advanced Diploma in Agriculture (River Murray Training Pty Ltd)  
 Cert III to Diploma in Rural Business (River Murray Training Pty Ltd)  
 Cert III in Rural Merchandising (River Murray Training Pty Ltd)  
 Cert II to III in Rural Operations (River Murray Training Pty Ltd)

Horticulture (glasshouse produce, broccoli, potatoes, onions)

Cert II to Diploma in Production Horticulture (River Murray Training Pty Ltd)  
 Cert I to IV in Horticulture\* (Riverland Horticultural Council Inc)

Information Technology	Cert I and IV, Advanced Diploma in Information Technology	
Retail Trade	Cert II to III in Retail Operations	Food Handling for Retailers (River Murray Training Pty Ltd) Cert I to IV in Retail Operations* (River Murray Training Pty Ltd)
Services	Cert III in Aged Care Work Cert IV to Diploma in Community Services* Cert III to IV in Disability Work	
Tourism	Cert II to III in Hospitality Cert II to III in Tourism	
Manufacturing	Cert I in Automotive Cert I in Automotive Metal Fabrication Cert I in General Construction	
Small Business	Cert II to Diploma in Business* Cert III in Financial Services Cert IV in Training and Assessment	Cert I to Advanced Diploma in Business (River Murray Training Pty Ltd) Cert IV in Training And Assessment (River Murray Training Pty Ltd)
Emerging industries identified by RDBs	Related courses offered by TAFE SA Regional	Related courses offered by other providers
Agricultural (hay export)		
Recreational Boating		
Food production and processing		Cert I to IV in Food Processing (River Murray Training Pty Ltd)
Transport and Distribution (warehousing)		
Water Resource Management	Cert II to III in Conservation and Land Management	Cert I to II Conservation and Land Management (River Murray Training Pty Ltd) Cert II to Diploma in Irrigation (River Murray Training Pty Ltd)
Horticulture (glasshouse produce, broccoli, potatoes, onions)	Cert II to III in Horticulture	
Forestry		
Mining (granite, limestone, gypsum, brick clay,		

various minerals)

	Other Courses Offered by TAFE SA Regional	Other Courses Offered by Other Providers
Limestone Coast, SA (Bordertown, Kingston, Lucindale, Millicent, Mount Gambier, Naracoorte)		
Current industries identified through RDBs	Related courses offered by TAFE SA Regional	Related courses offered by other providers
Viticulture	Diploma of Viticulture Management	
Tourism (natural, cultural, heritage, wineries)	Cert II Conservation and Land Management Cert II to III in Hospitality	
Agriculture (cereal, pasture and oil seeds, beef and dairy cattle, sheep)	Cert II to III in Agriculture Cert III in Rural Business Diploma to Advanced Diploma of Rural Business Management	
Forestry (soft and hardwood, wood chips, wood processing)		Cert II to IV in Forestry Operations * (Logging Investigation and Training Assoc. Inc.)
Horticulture and Floriculture	Cert Horticulture II	
Fishing/Aquaculture (rock lobster, shark, octopus, barramundi, yabbies)		
Manufacturing		
Wholesale/retail trade	Cert II to III in Retail Operations	Cert II to IV in Beauty Services* Cert I to IV in Retail Operations* (Burgham Pty Ltd)
Services	Cert III Aged Care Work Cert III in Disability Work Cert III Home and Community Care	
Financial Services	Cert III to IV Financial Services	
Construction and Engineering		

Road transport	Cert I Automotive	Cert I to IV in Transport and Distribution* (Training and Licensing Centre Inc) (administration, road transport, warehousing and storage)
Emerging industries identified by RDBs	Related courses offered by TAFE SA Regional	Related courses offered by other providers
Food Industry (regional focus)		Cert II to III in Food Processing (Burgham Pty Ltd)
Home-based Businesses	Cert II to Diploma in Business Cert III in E-Business	Cert I to IV in Business* (Burgham Pty Ltd)
Indigenous Businesses		
Forestry (hardwood)		
	Other courses offered by TAFE SA Regional	Other Courses Offered by Other Providers
	Cert IV in Business (frontline management) Cert III in Business (medical admin) Cert III in Fitness Cert I to II in Information Technology Cert IV Multimedia Cert IV in Training and Assessment Cert II to III in Visual Arts and Contemporary Craft	
Illawarra, New South Wales (Bega, Cooma, Dapto, Goulburn, Moruya, Moss Vale, Nowra, Queanbeyan, Shellharbour, Ulladulla, Wollongong, Wollongong West, Yallah, Yass)		
Current industries identified through RDBs	Related courses offered by TAFE Illawarra	Related courses offered by other providers
Agriculture / Viticulture	Cert I to Diploma in Agriculture	Cert I to II in Agriculture (Trustees of the Diocese of Wollongong) Cert I to II in Rural Operations (Trustees of the Diocese of Wollongong)
Defence & Aviation		
Education	Cert ? - ? in Education (Check)	
Manufacturing/Engineering	Cert III and Diploma in Manufacturing and Engineering	Cert I to II in Construction (Trustees of the Diocese of Wollongong) Cert I to II in Engineering (Trustees of the Diocese of Wollongong)

ICT	Prevocational to Diploma in Information Technology*	<p>Cert I in Information Technology (Charles Sturt Services Ltd)</p> <p>Cert II to III in Information Technology (Trustees of the Diocese of Wollongong)</p> <p>Cert I to IV in Information Technology* (WEA Illawarra)</p> <p>Cert I to III in Information Technology (South East Community College Inc)</p> <p>Cert II to III in Information Technology (Southern Tablelands Education Centre Co-operative Inc)</p>
Retail	Cert II to III in Retail	<p>Cert I to II in Retail Operations (Trustees of the Diocese of Wollongong)</p> <p>Cert II to III in Retail Operations (South East Community College Inc)</p> <p>Cert II in Retail Operations (Southern Tablelands Education Centre Co-operative Inc)</p> <p>Cert II to IV in Beauty Therapy* (South Coast Academy of Beauty Therapy)</p> <p>Cert II and IV Beauty Therapy* (South East Community College Inc)</p>
Mining (coal, bauxite, blue metal)	Cert IV & Diploma in Underground Coal Mining	
Steel		
Tourism	<p>Cert II to Advanced Diploma in Tourism</p> <p>Cert I to Advanced Diploma in Hospitality</p> <p>Cert I to III in Food processing*</p> <p>Cert III in Fishing (recreational)</p>	<p>Cert I to III in Hospitality (Trustees of the Diocese of Wollongong)</p> <p>Cert III in Hospitality (5 Star Group Pty Ltd)</p> <p>Cert II in Hospitality (South East Community College Inc)</p> <p>Cert II in Hospitality (Southern Tablelands Education Centre Co-operative Inc)</p> <p>Cert II to Diploma in Outdoor Recreation (The Australian Outward Bound Foundation)</p>
Emerging industries identified by RDBs	Related courses offered by TAFE Illawarra	Related courses offered by other providers
Aquaculture	Cert II to III in Seafood Industry (Aquaculture)	
Cultural Industries		
ICT		
	TAFE PLUS courses (tailored to specific needs/industries)	Tailored courses by other providers
	<p>Buliding on your foundations (for licensed building contractors)</p> <p>Computers for Contractors</p> <p>C(ontinuing) P(rofessional) D(evelopment) for Real Estate Agents</p>	<p>OHS Consultation (Allens Training Pty Ltd)</p> <p>General Safety Induction (Construction) (Allens Training Pty Ltd)</p> <p>Safe Work in Confined Spaces (Allens Training Pty Ltd)</p>

Bonded Asbestos Removal  
 General Construction OHS Induction in NSW  
 OHS Consultation  
 Mail Merge with MS Word  
 Tables with MS Word  
 Responsible conduct of gambling  
 Responsible service of alcohol  
 Bar Skills  
 Canteen operations - schools  
 Coffee preparation  
 Chemical application (for agriculture, horticulture, government employees)  
 Safety checking electrical appliances  
 Training and Assessment to Certificate IV  
 Workplace Hygiene (food handlers)  
 Management communication  
 Backflow Prevention (for plumbers, irrigation specialists)  
 Restricted Electrical Work (Disconnect / reconnect)  
 Themostatic Mixing Valves

Other courses offered by TAFE Illawarra	Other courses offered by other providers
Arts	Cert II to Diploma in Business (5 Star Group Pty Ltd)
Automotive	Cert IV in Business (ITC Education)
Business	Cert I to IV in Business* (South East Community College Inc)
Construction	Cert II in Business (Southern Tablelands Education Centre Co-operative Inc)
Environment	Cert I to III in Business (Trustees of the Diocese of Wollongong)
Finance	Cert I to Diploma in Business* (WEA Illawarra)
Health and Community	Cert III in Live Production, Theatre and Events (Trustees of the Diocese of Wollongong)
	Cert II in Conservation and Land Management (Trustees of the Diocese of Wollongong)
	Cert II in Horticulture (Trustees of the Diocese of Wollongong)
	Cert II in Sport (Coaching) (Trustees of the Diocese of Wollongong)

Cert IV in Training and Assessment (WEA Illawarra)  
 Cert IV in Training and Assessment (ITC Education)  
 Cert I to IV in Transport and Distribution (5 Star Group Pty Ltd)  
 Cert II to IV in Retail Operations\* (5 Star Group Pty Ltd)  
 Cert III in Financial Services (South East Community College Inc)  
 Cert III in Aged Care Work (South East Community College Inc)  
 Cert IV in Community Services\* (South East Community College Inc)

Riverina, New South Wales (Albury, Coomealla, Cootamundra, Corowa, Deniliquin, Finley, Griffith, Lake Cargelligo, Leeton, Narrandera, Temora, Tumut, Wagga Wagga, West Wyalong, Young)

Current industries identified through RDBs	Related courses offered by Riverina Institute of TAFE	Related courses offered by other providers
Agriculture (viticulture, horticulture, citrus, livestock production and processing)	Specialities include poultry, beef, dairy, grain, sheep and wool, pig, organics, crutching, irrigation, shearing, wool classing, farm mechanics, rural business management, chemical handling/application, horse industry, animal care, horticulture	Cert II to Advanced Diploma in Agriculture* (NSW Dept. of Primary Industries) Cert II to III in Agriculture (Riverina Community College Inc) Cert II in Agriculture (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert I to II in Animal Studies (Riverina Community College Inc) Cert II in Crutching (NSW Dept. of Primary Industries) Cert I to Advanced Diploma in Horticulture* (NSW Dept. of Primary Industries) (specialities include floriculture, landscape, parks and gardens, turf, nursery) Cert I to III in Horticulture* (Riverina Community College Inc) Cert II to Diploma in Irrigation (NSW Dept. of Primary Industries) Cert III to Advanced Diploma of Rural Business Management (NSW Dept. of Primary Industries) Cert III in Rural Merchandising (NSW Dept. of Primary Industries) Cert III in Rural Merchandising (Riverina Community College Inc) Cert I to III in Rural Operations (NSW Dept. of Primary Industries) Cert I to III in Rural Operations (Riverina Community College Inc) Cert II in Rural Operations (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert III to IV in Rural Business (Riverina Community College Inc) Cert II in Shearing (NSW Dept. of Primary Industries)

Defence	RAAF advanced Electronics (stage 2 and 3) Various aircraft-related courses	
Education	Courses in educational support (aide, library, administration)	
Engineering		Cert III in Civil construction (Riverina Community College Inc)
Food Processing	Courses include meat, baking, wine, fruit and vegetables, rice, general	Cert I to Diploma in Food Processing (NSW Dept. of Primary Industries)
Forestry and Wood Processing (plantation pine)	Specialities include Pulp and Paper, Forest and Forest Products, Chainsaw Operations, Conservation and Land Management, Harvesting and Haulage, Forest Operations, Sawmilling and Processing, Wood Panel Products	Cert II in Forest Growing and Management (NSW Dept. of Primary Industries) Cert II in Harvesting and Haulage (NSW Dept. of Primary Industries)
Manufacturing	Engineering	Cert I to II in Engineering (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc)
Services (R and D, government agencies)	Health and Allied Health: nursing, aged care, massage, laboratory skills Services: various courses for workers in community and employment services	Cert II to IV in Community Services* (Riverina Community College Inc) (aged care, disability, children, youth, employment, home and community care) Cert III in Aged Care Work (Julie Reid Management Pty Ltd) Cert III and Diploma in Children's Services (Julie Reid Management Pty Ltd)
Transport and Logistics	Courses include light and heavy vehicles, marine, RTA Inspection, transport and distribution, warehousing	Cert I to IV in Transport and Distribution* (Riverina Community College Inc)
Tourism (including recreational hunting)	Hospitality and commercial cookery, bar skills, waiting, coffee preparation, wine tourism, bed & breakfast, meetings and events	Cert II in Entertainment (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert II to IV in Hospitality (Julie Reid Management Pty Ltd) Cert I to III in Hospitality* (NSW Dept. of Primary Industries) Cert II to III in Hospitality* (Riverina Community College Inc) Cert I to II in Hospitality (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert II to III in Tourism (Riverina Community College Inc) Cert III to IV in Captive Animals (Riverina Community College Inc)
Emerging industries identified by RDBs	Related courses offered by Riverina Institute of TAFE	Related courses offered by other providers

Agriculture (diversification, clean green image)

Cert I to Advanced Diploma in Conservation and Land Management (NSW Dept. of Primary Industries)

Tourism

Other courses offered by Riverina Institute of TAFE	Other courses offered by other providers
Various finance, accounting and business, various construction, bricklaying, plumbing, concreting, painting and decorating, scaffolding, civil engineering Various chemical, environmental, waste management, environmental monitoring and technology, water industry operations Various engineering, electrical, welding Fine arts, visual arts, Indigenous arts Human resources management Information Technology, Library and Information Services Explosives Various clothing and footwear courses	Cert II to IV in Asset Maintenance (Cleaning Operations) (Julie Reid Management Pty Ltd) Cert II in Automotive* (Riverina Community College Inc) Cert IV to Diploma in Business (Charles Sturt Services Ltd) Cert I to III in Business* (Griffith Adult Learning Association Inc) Cert I to II in Business (Hume Employment Service Ltd) Cert II to IV in Business (Julie Reid Management Pty Ltd) Cert I to Diploma in Business* (NSW Dept. of Primary Industries) Cert I to IV in Business* (Riverina Community College Inc) Cert I to III in Business (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert III to IV in Companion Animal Services (Riverina Community College Inc) Cert I to II in Construction (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert II to III in Information technology (Griffith Adult Learning Association Inc) Cert II to III in Information technology* (Riverina Community College Inc) Cert I to II in Information Technology (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert IV to Advanced Diploma in Laboratory Technology (NSW Dept. of Primary Industries) Cert II in Live Production, Theatre and Events (Riverina Community College Inc) Cert II to III in Live Production, Theatre and Events (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc) Cert II to III in Nail / Beauty Services (Riverina Community College Inc) Cert I to II in Retail Operations (Hume Employment Service Ltd) Cert II to IV in Retail Operations* (Julie Reid Management Pty Ltd) Cert I to IV in Retail Operations* (Riverina Community College Inc) Cert I to II in Retail Operations (Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga Inc)

Diploma of Spatial Information Services (NSW Dept. of Primary Industries)  
 Cert IV in Training and Assessment (NSW Dept. of Primary Industries)  
 Cert II to IV in Visual Arts and Contemporary Craft (Riverina Community College Inc)  
 Cert I to IV in Water Industry Operations (Riverina Community College Inc)  
 Cert IV in Veterinary Nursing (Riverina Community College Inc)

Pilbara, Western Australia (Karratha, South Hedland, Newman, Tom Price, Onslow)

Current industries identified through RDBs	Related courses offered by Pilbara TAFE	Related courses offered by other providers
Agriculture (wool and meat sheep, beef cattle, live export)	Cert I to III in Agriculture (beef production) Cert I to II in Rural Operations	
Fishing and Aquaculture (snapper, red emperor, cod, mackerel, barramundi, crab, salmon, shark, prawn, pearl, oysters)		
Mining (iron ore, oil & gas, salt)	Cert II to III in Metalliferous Mining Operations (Open Cut)	
Tourism	Cert I in Tourism (Australian Indigenous culture) Cert I to III in various aspects of Tourism Cert I to Diploma Hospitality (various specialities) Cert I to III in Conservation and Land Management	
Emerging industries identified by RDBs	Related courses offered by Pilbara TAFE	Related courses offered by other providers
Agriculture (expanded live export facilities at Pt Hedland anticipated)		
	Other courses offered by Pilbara TAFE	Other courses offered by other providers
	Diploma of Enrolled Nursing Cert I to Diploma in Business* Cert I to Diploma in Visual Art and Contemporary Craft Cert I to III in Horticulture Cert I to Diploma in Engineering*	Cert IV to Diploma of Business (RL LeCompte and T Neven)

Cert I to III in Automotive\*  
 Cert II in Asset Maintenance (cleaning operations)  
 Cert II to III in Broadcasting  
 Cert III in Multimedia  
 Diploma and Advanced Diploma of Accounting  
 Cert IV in Training and Assessment  
 Cert IV to Diploma in OH & S  
 Cert II and Diploma in Community Recreation  
 Cert I to Diploma in Information Technology\*  
 Cert II and III in Electrotechnology  
 Cert I to II in Construction\*  
 Cert II to III in Hairdressing/Makeup  
 Cert II to III in Transport and Distribution  
 Cert II to Diploma Community Services\*  
 Cert II to III in Security Operations  
 Cert I to III in Construction\*

Katherine, Northern Territory

Current industries identified through RDBs	Related courses offered by TAFE (Charles Darwin University VTE)	Related courses offered by other providers
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Defence (Tindal RAAF Base)

Tourism (national parks and environment, cultural, recreational fishing)

Agriculture/horticulture (cattle, citrus, mangoes, melons, pumpkin, capsicum, tomatoes, beans, lettuce)

Cert I to III in Agriculture\*  
 Cert III in Horticulture

Mining (gold)

Health Care

Government Administration

Emerging industries identified by RDBs	Related courses offered by TAFE (Charles Darwin University VTE)	Related courses offered by other providers
Agriculture (live cattle export, sorghum, sesame, mung beans, hay, pasture, irrigated crops)		
Defence (expansion of defence activities underway)		
Tourism (indigenous focus/environmental tourism)		
General (promote environmentally sustainable industries/activities)		
TAFE Courses tailored to specific needs/industries		
	Cert I to IV in Business Cert III to Diploma in Children's Services Cert IV in Education Support Cert II in Electrotechnology remote area essential services Cert II in Introductory Vocational education Cert I to III in Information technology Cert II in Transport and Distribution Cert IV in Training and Assessment	
Cradle Coast Region, Tasmania (Burnie, Devonport, Smithton, Queenstown)		
Current industries identified through RDBs	Related courses offered by Institute of TAFE, Tasmania	Related courses offered by other providers
Agriculture (dairy, vegetable, beef cattle)	Cert II to Advanced Diploma in Agriculture Cert II to Advanced Diploma in Horticulture Cert I in Rural Operations	Cert I in Rural Operations (Marist regional College Pty Ltd)
Forestry		
Manufacturing (textiles, dairy and vegetable product processing)		Cert II to III in Process Manufacturing (Island Training Tasmania Pty Ltd)

		Cert III in Pulp and Paper Manufacturing (Community Potential Foundation Ltd)
Mining		
Retail (wood products, paper, cement, mining equipment)	Cert II to IV in Retail*	<p>Cert II to IV in Retail Operations* (Community Potential Foundation Inc)</p> <p>Cert I to IV in Retail Operations* (Mersey Skill Training Inc)</p> <p>Cert I in IV Retail Operations* (RWTA Pty Ltd)</p> <p>Cert I to IV in Retail Operations* (Taswide Training Pty Ltd)</p> <p>Cert II to IV in Retail Operations* (Island Training Tasmania (Pty Ltd)</p>
Tourism (accommodation, restaurants)	Cert III to ? in Food Processing Hospitality, Tourism*	<p>Cert I to III in Food Processing (Mersey Skill training Inc)</p> <p>Food Handling for Retailers (Mersey Skill training Inc)</p> <p>Cert II to IV in Hospitality (Community Potential Foundation Ltd)</p> <p>Cert II to III in Hospitality (Island Training Tasmania Pty Ltd)</p> <p>Cert I in Hospitality (Marist regional College Pty Ltd)</p> <p>Cert I to IV in Hospitality (Mersey skill Training Inc)</p> <p>Cert II to IV in Hospitality* (RWTA Pty Ltd)</p> <p>Cert I to II in Hospitality (St Brendan-Shaw College)</p> <p>Cert II to IV in Hospitality (Taswide Training Pty Ltd)</p> <p>Cert II in Sport and Recreation (St Brendan-Shaw College)</p> <p>Cert III in Tourism (Island Training Tasmania Pty Ltd)</p> <p>Cert II in Tourism (St Brendan-Shaw College)</p>
Fishing		
Emerging industries identified by RDBs	Related courses offered by Institute of TAFE, Tasmania	Related courses offered by other providers
Energy (wind farming)		
Horticulture (floriculture, small crop farming)		Cert II to III in Horticulture* (Mersey Skill Training Inc) (specialities: landscape, nursery, parks and gardens, production, retail nursery, wholesale nursery)
Health and Community Services	<p>Cert III to IV Aged Care Work</p> <p>Cert III and Diploma in Children's Services</p> <p>Cert III to Diploma Community Services and Disability Care*</p>	<p>Cert III to IV in Aged care Work (Community Potential Foundation Ltd)</p> <p>Cert III in Aged Care Work (Mersey Skill Training Inc)</p> <p>Cert III in Children's Services (Community Potential Foundation Ltd)</p>

Cert IV Health (Nursing)

Cert III and Diploma in Children's Services (Island Training Tasmania Pty Ltd)  
Cert IV in Community Development (Mersey Skill Training Inc)  
Cert II in Community Services Support Work (Mersey Skill training Inc)  
Cert II in Community Services Work (Island Training Tasmania Pty Ltd)  
Cert II in Community Services Work (Marist Regional College Pty Ltd)  
Cert II to IV in Community Services Work (Mersey Skill training Inc)  
Cert IV in Disability Work (Community Potential Foundation Ltd)  
Cert III to IV in Employment Services (Mersey Skill Training Inc)  
Cert IV in Health (Nursing) (Community Potential Foundation Ltd)

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Other Courses Offered by Institute of TAFE, Tasmania

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Other Courses Offered by Other Providers

Diploma in Art Craft Design  
Cert IV to Advanced Diploma in Accounting  
Cert I to II in Automotive  
Cert III to IV in Beauty Services\*  
Cert II to Diploma in Business\*  
Diploma in Civil Engineering\*  
Cert III to IV in Financial Services  
Cert II in General Construction  
Cert IV to Diploma in Clothing Production  
Cert II to Diploma in Conservation and Land Management  
Cert III in Customer Contact  
Cert IV in Electrotechnology contracting  
Cert IV to Engineering  
Cert I to III in Food Processing (wine)  
Cert II to IV in Information Technology\*  
Cert III to IV in Laboratory Skills  
Cert III to Diploma in Library Information Services  
Cert IV in Photo-imaging  
Cert IV to Diploma in Project Management\*  
Cert in Training to Assessment\*

Cert II to IV in Asset Maintenance (cleaning operations) (Island Training Tasmania Inc)  
Cert II to IV in Asset Maintenance (waste management) (Mersey Skill training Inc)  
Cert II to III in Asset Maintenance (cleaning operations) (Taswide Training Pty Ltd)  
Cert I in Automotive (St Brendan-Shaw College)  
Cert II to III in Automotive Sales (Community Potential Foundation Ltd)  
Cert II to Advanced Diploma in Business\* (Community Potential Foundation Inc)  
Cert II to Diploma in Business\* (Island Training Tasmania Pty Ltd)  
Cert I in Business (Marist Regional College Inc)  
Cert I to Diploma in Business\* (Mersey Skill Training Inc)  
Cert II in Business (Smithton High School)  
Cert I to II in Business (St Brendan-Shaw College)  
Cert II to Diploma in Business\* (Taswide Training Pty Inc)  
Cert III in Dogging (Island training Tasmania Pty Ltd)  
Cert I to II in Engineering (St Brendan-Shaw College)  
Cert II to IV in Financial Services (Community Potential Foundation Ltd)  
Cert III to IV in Financial Services (Island Training Tasmania Pty Ltd)  
Cert II to III in Financial Services (Mersey Skill Training Inc)  
Cert I in General Construction (St Brendan-Shaw College)  
Cert III in Hairdressing (Community Potential Foundation Ltd)  
Cert I to III in Information Technology (Mersey Skill Training Inc)

Cert IV to ? Visual Arts and Contemporary Craft  
Cert II to Diploma in Water Industry Operations

Cert II in Multimedia (Community Potential Foundation Ltd)  
Cert II to III in Recreational Vehicle and Accessories Retailing (Island Training Tasmania Pty Ltd)  
Cert II to III in Recreational Vehicle Manufacturing (Island Training Tasmania Pty Ltd)  
Cert III in Rigging (Island Training Tasmania Pty Ltd)  
Cert III in Scaffolding (Island Training Tasmania Pty Ltd)  
Cert IV in Training and Assessment (Community Potential Foundation Ltd)  
Cert IV in Training and Assessment (Mersey Skill Training Inc)  
Cert II to IV in Transport and Distribution\* (Community Potential Foundation Ltd)  
Cert I to IV in Transport and Distribution (Mersey Skill training Inc)  
Cert I in Transport and Distribution (St Brendan-Shaw College)

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Industry-specific short courses offered by Institute of TAFE,  
Tasmania

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Introduction to bar and service of drink  
Restaurant and café skills  
Prepare and serve espresso coffee  
Evaluate wine  
Safe food handling  
Forest Practices Code  
Fire Weather Observer  
Fire Suppression  
Tree felling operations  
Chainsaw operations and maintenance  
Backflow prevention  
Responsible service of alcohol  
Safe working in confined spaces  
Hydraulics, Pneumatics and Fluid Power Control  
Welding and Fabrication  
Metal Work

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## Legend

- \* Various specialities