

## New Apprenticeship pathways: An option for associate professionals?—Support document

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# Building and construction

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## Background

Within the unit group Building, architectural and surveying associate professionals, coded 3121 in the second edition of the ASCO classification system (ABS, 1997), there are six occupations: Building associate (ASCO 3121-11), Architectural associate (3121-13), Surveying and cartographic associate (3121-15), Building inspector (3121-17), Plumbing inspector (3121-19) and Plumbing engineering associate (3121-21). This study focussed on Building associate and Building inspector.

A Building associate ‘assists in the planning and organisation of material and human resources used in the construction and maintenance of buildings.’ (ABS, 1997, p. 236). ASCO lists three specialisations under Building associate: Building construction supervisor, Building estimator and Clerk of works. The tasks they perform may include:

- assisting in the planning and organising of building projects and directing the progress of building work,
- interpreting building plans, regulations and codes of practice, calculating building costs and preparing tenders,
- drawing up work-site programs and supervising or coordinating the work of sub-contractors, tradespersons and other workers,
- inspecting building work to ensure compliance with plans, specifications and regulations and reporting to builders and architects,
- keeping records of building progress,
- negotiating with subcontractors and others on commercial and technical matters.

A Building inspector (also known as Building surveyor or Building certifier) ‘inspects buildings to ensure compliance with laws and regulations and advises on building requirements.’ (ABS, 1997, p. 237). The tasks they perform may include:

- interpreting building plans, building regulations and codes of practice,
- providing advice and assistance to builders and owners before finalisation and lodgement of building plans,
- assessing building plans submitted for approval,
- inspecting existing buildings to assess their condition,
- inspecting building works in progress to ensure compliance with plans, specifications and regulations,
- maintaining records of building progress and departures from design drawings or specifications,
- giving evidence in court cases involving breaches of building regulations,
- issuing building permits and compliance certificates.

## Contextual information

The JobOutlook web-page on the Department of Employment and Workplace Relations website (<http://jobsearch.gov.au/joboutlook/>, accessed 20 November 2003) states that there were 42 900 persons employed as Building, architectural and surveying associates (BASAs) in May 2003. For the five industries sharing the bulk of BASA employment, Job Outlook shows the proportionate employment by industry to be:

- Construction 46 %,
- Property and business services 32%,
- Government administration and defence 10%,
- Manufacturing 12%,
- Electricity, gas and water supply 2%.

Other data from JobOutlook shows that 94% of BASAs were employed full-time and 6% part-time. Just on ten times as many males as females were employed as BASAs (91% males, 9% females). The average weekly earnings of BASAs were \$960 before-tax, substantially higher than the average of \$750 for all occupations.

Regionally, the majority of BASAs work in the three eastern states, with New South Wales, Victoria and Queensland together accounting for 78% of the total employed in this occupation.

Analysis by age shows BASAs tend to be older than the total population for all occupations. Only 10.4% of BASAs were aged less than 25 years compared with 18.0% for all occupations, whereas at the other end of the scale, 42.9% of BASAs were aged 45 years or more compared with 33.6% of all occupations. Ageing of the associate professional section of the workforce is a matter of concern to this industry.

Employment growth for this occupation, although strong over the past ten years, has been gradually falling off. Over the five year period to May 2003 it has been fractionally higher than that for all occupations combined (11.2% compared with 10.8%), however in the most recent two years reported (JobOutlook May, 2003) it has declined in comparison with all occupations (BASA: -2.6%, all occupations: +4.2%). Unemployment for BASAs at May 2003 was just fractionally less than that for all occupations (4% compared with 5%).

In November 2003, the JobOutlook web-site rates the vacancy level for BASAs as 'moderate'. Just over half (54%) of the job vacancies for BASAs were expected to arise as a result of employees changing jobs but remaining in the occupation. A further 40% were expected to result from existing employees moving out of the occupation. The remaining 6% were expected to arise from employment growth in the occupation.

## Current training arrangements

The level of training specified for associate professionals in the Building and construction industry was generally an AQF diploma or higher. In November 2003, JobOutlook listed twenty diploma courses and eight advanced diploma courses for the occupational category Building, architectural and surveying associates. For Building surveyor, also known as Building inspector and Building certifier, the most relevant courses listed were Certificate IV in Building, Diploma in Building, Diploma in Building Surveying, and Advanced Diploma in Building Surveying ([www.myfuture.edu.au](http://www.myfuture.edu.au)). These are offered by numerous VET providers across Australia.

Entry to the diploma courses typically requires completion of Year 12, completion of an appropriate trade (certificate III) or equivalent, or in some cases completion of an advanced certificate (certificate IV). Minor variations in entry requirements exist between providers within individual States and Territories and between State/Territory jurisdictions. Some respondents suggested that the industry particularly liked employees who first completed a trade and subsequently went on to complete their diploma level study for an associate professional qualification.

## Organisations interviewed

People in eight organisations were interviewed for this case study. The table below provides information on the type of organisation and the position of the person interviewed.

Type of organisation	Position of person(s) interviewed
Industry Training Advisory Board	Chief Executive Officer
Industry Training Advisory Board	Manager, Project Development and Training
Industry Association	Immediate Past President
Employer Association	Director, Training and Professional Development
Employer (Building survey company)	State Manager, Building Regulations
Industry Association	National Training Director
State TAFE Authority	Acting Deputy State Manager, Building Programs
Group Training Organisation	General Manager

## Issues arising from interviews

### Industry related issues and expected trends

Respondents reported that most areas of the industry were experiencing growth. An exception to this trend was Local Government which was said to have been in decline in recent years but is now beginning to recover.

In domestic housing, there was a growing trend away from small builders towards large scale companies, building hundreds of houses a year. Large companies were said to be most likely to employ associate professionals.

The industry was also seen to be moving towards greater sophistication, requiring more people with higher level qualifications.

The industry is becoming more sophisticated. There will be growing numbers of people at associate professional level. Companies will be recruiting people who are able to guide the company in relevant areas, in many of which qualifications are required for licensing purposes.

Employer association respondent

One respondent suggested that a lack of personnel qualified at diploma level (associate professionals) has been a contributing factor to the failure of a number of companies in recent times.

### Existence of associate professionals

While the term associate professional is not common in the Building and Construction industry there are a number of occupations that match the classification. They include a range of occupations having responsibility for overseeing activities and employees within the industry, such as Managers, Building managers and Builders, and other occupations requiring high levels of technical expertise, such as Assistant building surveyors, Quantity surveyors and Building estimators.

### Awareness of and existence of New Apprenticeships

Because of the industry's use of apprenticeship over many years as a means of training tradespersons, most respondents indicated that people in the industry were well aware, not only of the concept of apprenticeship, but also of the New Apprenticeship system. However, what

was not well known, particularly by employers and employees (as opposed to ITABs and industry organisations) was the extension of availability of New Apprenticeship up to advanced diploma level.

## Acceptance of the concept of New Apprenticeships for associate professionals

Respondents reported that nearly all New Apprenticeships in the Building and construction industry were at AQF III level (trades) and to a lesser extent AQF IV. They went on to suggest that the concept of New Apprenticeship at diploma/advanced diploma (associate professional) level could be well accepted in the industry, but, as will be discussed later, only if the terms *New Apprenticeship* and *apprentice*, which have connotations of trades and lower level occupations, were not used.

One respondent commented that parents and their school-leaver children might be very receptive to the idea if New Apprenticeships could enable young people to enter into contracted employment and training that would take them all the way to associate professional level. The attraction was seen to be two-fold: it would provide security of employment and structured training, and it would lead to a higher level qualification than just 'trade'.

A respondent, speaking from a local government perspective, suggested that the concept of New Apprenticeships for associate professionals would appeal to local government but went on to note that any take up by local government would have small impact on VET demand because the sector was relatively small.

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Local government would use the concept however use would be small because the overall demand for associate professionals would be low. The idea is timely and would be of interest to local government which has struggled with the issue of training at these higher levels for 10 years. Apprenticeship [or whatever] would be a way of providing status to the process and meeting national standards.

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Industry association respondent

## Issues affecting the feasibility of New Apprenticeships for associate professionals in Building and construction

Respondents identified a number of issues that could affect feasibility of New Apprenticeships for associate professionals in the Building and construction industry. They included:

### *Demand for associate professionals in the industry*

Respondents referred to a current high demand in the industry for people at associate professional level (in the words of one respondent, the industry was 'screaming out for them'). Specific areas of need identified included management, supervision, surveying, design, and drafting. A contributing factor to the high demand was said to be ageing of the workforce, some respondents suggesting that because of this, the industry might welcome an influx of young people at this level. As has been mentioned earlier, one respondent went so far as to suggest that a lack of personnel qualified at associate professional level has been a contributing factor to the failure of a number of companies in the industry.

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Generally the industry is in need of management skills. This is because most builders have come up through the trades. Companies fall over, not through lack of technical skills but through lack of management skills. There is no doubt that as the industry evolves, and companies get bigger there will be a growth in associate professional occupations. In the big companies, instead of the builder supervising [the building of] a house himself, he has got five jobs on the go, and in the big builders, these guys have ten or fifteen supervisors under their control who each have got a number of houses to supervise.

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Employer association respondent

## *Terminology*

To many people in the industry, *associate professional* would be a new term. There was some suggestion that the term could lead to confusion with people who were ‘professional associates’ in a business (such as would be the case for a company like ‘Smith, Jones and Associates’). Asked to suggest an alternative, those who had reservations opted for the term *Para-professional*.

Resistance to the terms *New Apprenticeship* and *apprentice* was very strong. None of the respondents thought the terms would be accepted. The reason for the resistance was the traditional association of the term ‘apprenticeship’ with lower level occupations, trades, and junior employees – a perception that was said to be common not only in the industry but in schools and the wider community. The connotations attached to ‘apprenticeship’ would detract from the appeal of the New Apprenticeship concept to persons aiming for higher level occupations, particularly those of mature age.

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Apprenticeship would not be the best term to use, we would immediately think of a trade apprenticeship. ... Call it something else. If entry is going to be open to people of all ages, this would be very important.

Industry association respondent

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## *Support from parents, young people and schools*

Some respondents suggested that, provided New Apprenticeships could take a person from scratch through to an associate professional level qualification, the concept would have strong appeal to school leavers, their parents, schools, and young people generally. The attraction would be the security of employment that a contract of employment would bring, the prospect of structured training, and the high level outcome (diploma/advanced diploma qualification).

## *Employers may be resistant to formal contracts*

Some respondents suggested that employers could be resistant to entering into formal contracts of employment and training at associate professional level. The reasons for this resistance would be the lengthy contract that might be necessary for a person to train from scratch to associate professional, the necessary commitment to training at this level, and the financial outlay if the apprentice/trainee were to be paid a wage commensurate with the position.

## *Diploma study seen as employee responsibility*

There was some suggestion that employers in the industry traditionally regarded diploma and other higher level study as the responsibility of the individual rather than the employer. Typically, people entered the industry with a diploma they had already acquired, or if already in employment, undertook diploma level study in their own time and/or at their own expense. If New Apprenticeships for associate professionals were to gain acceptance in the industry, this perception would need to change (except if a two stage training option with one year full-time training was adopted – see *Possible arrangements for New Apprenticeships in Building and construction*, later).

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Nobody would want to sign an employee on for a period of, say three years, while they obtain a diploma. They would see it as the responsibility of the employee ... it's hard enough to get [employers] to sign up a chippie let alone someone who is doing and estimating qualification or a building qualification

Industry association respondent

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## *Pay rates*

Not surprisingly, the issue of pay rates was raised. On the one hand some respondents felt a pay-rate commensurate with a position of an apprenticeship/traineeship at the associate professional level might be more than an employer would be prepared to accept. On the other hand, it was suggested that a rate of pay acceptable to employers might be too low for many persons likely to take up an apprenticeship/traineeship at the associate professional level, particularly older

apprentices and trainees who might have substantial family and financial commitments. (See also *Usefulness of financial incentives* below.)

### *Clarity of the concept*

Several respondents suggested that an important element of the system under which New Apprenticeships for associate professionals was to operate would be the clarity of the system. In particular, the system would need to clearly delineate the boundaries and levels of associate professionals in the industry. If there was overlap or lack of clarity, it would detract from the attractiveness of the concept as a career choice.

## Usefulness of financial incentives

Although a significant proportion of employers in the industry (particularly builders) were said not to claim incentive payments for New Apprenticeships (because of the paperwork and other bureaucratic requirements) respondents were generally of the opinion that for New Apprenticeships at associate professional level they could represent a positive inducement. This would particularly be the case if apprentices and trainees at this level were paid a substantial wage commensurate with their position.

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I think that incentives would greatly influence employers, particularly sole traders who were considering bringing someone in – a New Apprenticeship [with an incentive] could be enough to tip them over the edge.

ITAB respondent

I think the concept [of New Apprenticeship at associate professional level] has got potential. I certainly would be interested. I have three cadets, and if I can get onto some scheme to help me out [financially] it would be great.

Employer respondent

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## Possible arrangements for New Apprenticeships in Building and Construction

Some respondents felt that it should be possible for people to enter into a New Apprenticeship to train as an associate professional with no prior industry knowledge or experience (i.e. start from scratch). If this were to occur, it was thought that the apprenticeship or traineeship could take from three to six years to complete. Not everyone agreed with this view, their main objections being that the apprenticeship or traineeship would fail to attract either employers or employees to the scheme because of its length. Some also questioned how many employers or employees would see apprenticeship or traineeship of this length through to completion.

A popular alternative was a two stage arrangement in which the person first undertook a New Apprenticeship to AQF certificate III (or IV) which in many cases could be a trade. After completion of the first stage, the person would then embark on a second stage New Apprenticeship leading to qualification as an associate professional (diploma/advanced diploma).

This would, in some respects, mimic what was already occurring in some sections of the industry where a person would first complete a trade and then go on to study for a higher level. This second level of study was often undertaken on a part-time basis while the person was employed in the industry. Some respondents noted that employers were particularly attracted to applicants for associate professional positions who already had completed a trade or otherwise worked in the industry, because they already had a working knowledge of the practical aspects which underpinned their work as an associate professional.

Group training for apprentices and trainees at associate professional level was generally conceded to be a worthwhile option for employers, particularly the smaller ones, for two reasons. Firstly, in some sections of the industry, employers experience large fluctuations in the amount of work on their books which affected their ability to provide appropriate and continuous training for a New Apprentice. Secondly, not all employers would be able to offer training covering all aspects of an



associate professional's occupation. By allowing an employee to work for several employers during the apprenticeship/traineeship this problem could be overcome. Of course, group training also relieves participating employers of some of the bureaucratic elements of employment and training that they were said to dislike so much.

Respondents suggested that, in addition to the underpinning knowledge previously mentioned as desirable in associate professionals, another important element of their training should be business management and human resource management.

## Recruitment strategies

Respondents were in general agreement that the most popular source of recruits for apprentices/trainees at the associate professional level would be people who had completed a trade, or study in the industry to AQF certificate III. In this context, the two stage New Apprenticeship arrangement described in the main report, in which the individual takes responsibility for their own training to AQF certificate III prior to seeking an apprentice or trainee at associate professional level could be attractive.

Whilst it was not thought that many school leavers would be taken on directly as associate professional apprentices/trainees the possibility was not entirely dismissed. Several respondents noted that VET in schools could make this option more attractive to employers.

## Training arrangements

Several respondents commented that there had been a shift away from companies in the Building and construction industry employing their own training staff with the companies now buying in the training instead. TAFE is the major provider of training suitable for Apprentices at associate professional level. Private providers mentioned were the Housing Industry Association and the Master Builders' Association.

## Summary

While there has been strong growth in employment of associate professionals in the Building and Construction industry over the past decade, the growth rate has begun to decline in recent years to the point where, in the two years to May 2003, it had dropped below that of all occupations combined (-2.6% compared with 4.2%). Nevertheless, respondents in this study reported that the industry itself was experiencing growth. They also noted that, in domestic housing there was a trend away from small builders to large-scale companies which were more likely to employ associate professionals. There was some suggestion that the failure of a number of companies in the industry could be linked to a lack of personnel qualified at associate professional level.

As the industry was moving towards greater sophistication, requiring more people with higher level qualifications the demand for associate professionals was expected to grow. This demand was also expected to be boosted by the industry's ageing workforce losing many of its more experienced senior personnel through retirement. Areas of high need were said to include Managers, Building managers and Builders, and occupations requiring high levels of technical expertise, such as Assistant building surveyors, Quantity surveyors and Building estimators.

The industry's familiarity with the New Apprenticeship system at 'trade' level (certificate III) was expected to contribute to its acceptance at associate professional level, although some respondents to the study felt there could be employer resistance to entering into formal contracts for longer term diploma level training. Concern was also expressed about the suitability of the term 'apprentice' for persons at associate professional level.

The option of entering into group training arrangements was seen to be potentially beneficial for smaller employers and their apprentices who might otherwise be restricted in the scope of their training at associate professional level.

There was some suggestion that the opportunity to train from scratch to associate professional level through a contracted training arrangement like New Apprenticeship might prove very attractive to young people (particularly school leavers) and their parents.

## References

Australian Bureau of Statistics (ABS) 1997 *Australian Standard Classification of Occupations*, 2nd ed, Catalogue no., 1220.0.

## Background

Chefs fall within the sub-major group of Managing supervisors (sales and service) under the ASCO coding system (ASCO code 3322). The definition for Chefs provided by the second edition of ASCO is “Plans and organises food preparation and cooking for restaurants, catering organisations and other dining establishments” (ABS, 1997, p. 259). The prescribed skill level requirement for this occupation is an AQF diploma or at least three years relevant experience.

There is considerable confusion between the occupations of Chef and Cook. Many people use the term Chef generically to include all people in commercial cookery. A report by NISI (2001) sees this lack of distinction as being problematic for the industry. This is in terms of there being no clear connection between training provided and being a Chef.

There are several levels of Chefs ranging from Executive (or Head) chef, Sous (or Second) chef, Chef de partie, Demi chef, and Commis chef.

## Contextual information

Chefs are employed across a variety of industries. The Job Outlook site on the Department of Employment and Workplace Relations (DEWR) website (<http://www.jobsearch.gov.au/JobOutlook/default.aspx>) provides some basic data on Chef employment in Australia. The majority (85%) are employed in accommodation, cafes and restaurants, and clubs (hospitality industry). However, they are also employed in hospitals, nursing homes and other business services.

Chefs are a large occupational group with there being an estimated 50,000 Chefs in Australia as of May 2003. About 84% of Chefs work in full-time positions and 16% in part-time positions. About three-quarters of Chefs are male. Full-time Chefs earn an average of \$668 per week before tax. This is below the average for all occupations (\$750).

Regionally, the majority of Chefs are employed in the three eastern states, NSW, Victoria, and Queensland. Seventy nine percent of all Chefs work in these three states. New South Wales alone has 39% of all Chefs.

The age profile for Chefs (2002 average) indicates that 38% fell between the ages of 25-34. 19% were aged under 25 with 18% aged 45 or over. The remaining 15% were aged between 45 and 54. The age profile for Chefs is younger than for the Australian labour market overall, where about 34% of the workforce was aged 45 or over in 2002.

Chefs tend to work long, with almost half of Chefs (48%) working 40 or more hours per week in 2002. For the Australian labour force overall, 30% of workers worked more than 40 hours per week in 2002.

Employment growth for this occupation has been strong (18% over the last five years), and is expected to continue to be strong over the next several years. The unemployment rate for Chefs is similar to the national unemployment rate.

The vacancy rate for Chefs is very high, being one of the occupations listed as having a national skills shortage. The report *A Recipe for Change: The Future of Commercial Cookery in Australia* (2001)

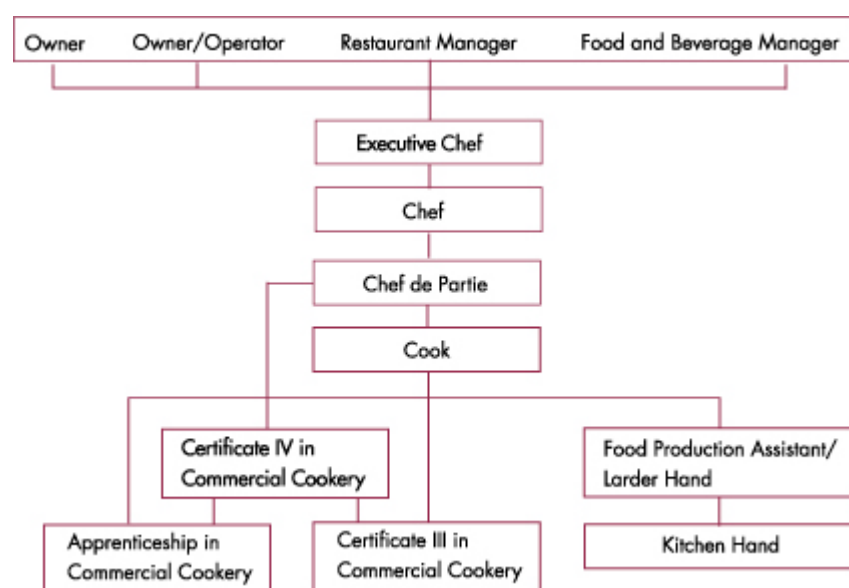
estimated that in 2000 there was a shortage of somewhere between 800 and 1600 Chefs. The JobSearch job-site on the Department for Employment and Workplace Relations website ([www.jobsearch.gov.au/JobOutlook/default.aspx](http://www.jobsearch.gov.au/JobOutlook/default.aspx)) indicates that in October 2003 there were 400 vacancies for Chefs across Australia. The high vacancy rate is exacerbated by high turnover within the occupation (13.7% per year).

## Current training arrangements

There have been in the past no courses available in Australia that formally qualify a person to become a Chef (NISI, 2001). In addition, there are no New Apprenticeships at Chef level. The traditional pathway to becoming a Chef has been through a commercial cookery apprenticeship. These apprenticeships are at generally at certificate III (with some certificate IV qualifications being available). Alternatively, people can study commercial cookery as part of a TAFE (or other registered training provider) course.

On completion of an apprenticeship or commercial cookery course, people move on to become cooks and then over time work their way up to become Chefs (of various levels). Experience in the occupation is the basis for being promoted up the hierarchy.

The diagram below illustrates a typical career path to becoming a Chef.



Source: [www.chef.org.au/chef/careers.html](http://www.chef.org.au/chef/careers.html)

Although almost all commercial cookery courses are at the certificate III/IV level, there are some diploma level courses available. For example, the William Angliss Institute of TAFE in Melbourne offers a Diploma in Hospitality Management – Commercial Cookery, and Advanced Diplomas in Hospitality Management – Commercial Cookery, and Patisserie. These qualifications aim to provide skills in the operational, supervisory and management aspects of commercial cookery. Similarly, the Regency Institute of TAFE in Adelaide offers a Diploma in Hospitality Management - Commercial Cookery.

## Organisations interviewed

People in eight organisations were interviewed for this case study. The table below provides information on the type of organisation and the position of the person interviewed.

Type of organisation	Position of person(s) interviewed
Industry Training Advisory Board	Training manager
Gaming organisation	Executive Chef
Restaurant	Owner and head Chef
Restaurant	Owner
Large hotel chain	Training manager
Association	Education manager
Group Training Company	Chief Executive Officer
Institute of TAFE	Executive Manager of Hotel School

## Issues arising from interviews

### Industry related issues and expected trends

Respondents saw the hospitality industry, in which the majority of Chefs are employed, as a growing industry. In addition, they saw the demand for Chefs to be growing. One respondent mentioned that there has been some flattening of growth in the hospitality industry recently due to global events (e.g., terrorism, SARS, collapse of airlines).

Chefs are an area of growth. The industry is growing overall and the demand for Chefs is increasing.

TAFE respondent

Another point mentioned in interviews was that the hospitality industry is dominated by small businesses (e.g., cafés, restaurants and pubs).

### Existence of associate professionals

Although the term associate professional is not used to describe Chefs, they are seen as being intrinsic to the hospitality industry. For example, one respondent noted that the proportion of Chefs in hospitality enterprises would be higher than for employees at associate professional level in many other industries, because the hospitality industry is dominated by small business.

### Awareness of and existence of New Apprenticeships

There are no New Apprenticeships to be a Chef (the apprenticeship training is to become a Cook, which is a trade job). Awareness of the New Apprenticeship scheme and its flexibilities was low among respondents who employ Chefs. Apprentices were usually perceived in the traditional 'trade' sense.

### Acceptance of the concept of New Apprenticeships for Chefs

Respondents had varying views on the concept of New Apprenticeships for Chefs. While there was agreement by several of the respondents that New Apprenticeships for Chefs could be feasible, there were also some caveats and reservations expressed. In general, New Apprenticeships for Chefs were seen as being useful for large organisations such as hotels and clubs, but less so for small enterprises. The off-the-job component would be too long for small enterprises and cost of training would also be an issue. There was a feeling that to become a Chef requires several years in the industry and that repetition of tasks and a variety of work experiences was important. Some more specific responses are mentioned below.

The respondent from the group training company thought that the concept was feasible, and furthermore that it would be a way of lifting standards. This respondent thought that the higher level apprenticeship would be a good idea for people who are enthusiastic and want to get more than a certificate III.

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It is a good idea for people who are enthused and want to get into the industry and have passion and want to get more than a certificate III. Hospitality is now seen as a viable career.

Group training company respondent

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The respondent from the large hotel chain mentioned that the concept might have application, provided that there was a framework in place to tailor the apprenticeship to the needs of the particular employee. In particular, the respondent mentioned a need to do an assessment of individual employees based on their qualifications and experience to determine what training is required.

The proprietor of a restaurant thought that the concept was feasible, but that two or three years would not be enough for this level of apprenticeship. Repetition of tasks over a period of time would be required.

The head Chef from the gaming organisation was not in favour of apprenticeships for Chefs. This respondent believed that Chefs needed to get experience in various kitchens and that this experience could not be taught. The respondent did however agree that there was a need to provide some type of supervisory and management training for Chefs.

The Executive Manager of the Hotel School at a TAFE institute did not believe that higher level apprenticeships for Chefs was the way to go because industry would not accept the amount of off-the-job training hours required. However, he did outline in a paper an alternative approach to training Chefs.

The paper, titled *Young Leaders Program – A Different Approach to Lifelong Learning*, proposes that training for potential young Chefs should be done using an “active” lifelong learning system. In particular, this would involve a series of short, intensive workshops each year, developing networks with peers, industry and other professionals, and use of interactive websites. The workshops would be aimed at developing all aspects of a person’s life. The rationale behind this is that young people need to learn how to balance their life, and that this will help them with coping with demands of being a Chef. It is envisaged that this system of training would continue for at least ten years past the initial qualification.

The idea of short sharp courses for Chef training was reiterated by the ITAB. It was thought that this form of training was particularly suitable for smaller organisations.

## Issues affecting the feasibility of New Apprenticeships for Chefs

Several issues were identified by respondents which could affect the feasibility of New Apprenticeships for Chefs. These include:

### *Resourcing issues for small businesses (time and cost)*

This was one of the main issues identified by respondents. The amount of time off-the-job to do a higher level apprenticeship was seen as being problematic, particularly for small business. For example, whereas an apprenticeship for a cook would entail a total of 300 hours off-the-job training, for a diploma level qualification this would be about 1200-1800 hours. In addition, taking on an apprentice may be too expensive for a small business.

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It is a no go for small business because they have to focus on immediate business needs. The time and cost investment would be too much.

TAFE respondent

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### *Incentives and funding*

A couple of respondents mentioned that the availability of incentives and funding for apprentices could influence the decision to take on an apprentice. However, others saw incentives as a bonus rather than a necessity.

### *Salary*

The low apprentice salary and pay inequity as compared with other staff was seen as an issue by a couple of the respondents. This is particularly an issue with adult apprentices who may need to meet significant living costs.

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Pay inequity is the main drawback for New Apprenticeships for Chefs.

Industry association respondent

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### *Industrial awards*

One respondent mentioned that there is a concern that diploma level Chefs could cause industrial award creep.

### *Promotion of apprenticeships*

Knowledge of the flexibilities inherent in the New Apprenticeships scheme was variable. One respondent indicated that New Apprenticeships needed to be sold as a benefit to industry. In particular, they needed to be flexible and friendly, and be targeted at gaps in skill levels.

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Problems could occur in the way New Apprenticeships are marketed and sold. They need to be flexible and user friendly.

Training MANAGER for hotel chain

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### *Type of training received*

One respondent thought that a problem with having an apprenticeship at Chef level was deciding what Chef training apprentices would receive. The respondent indicated that each type of establishment (restaurant, club, hotel, casino etc) has different requirements and that skills are not necessarily transferable between establishments. For example, the skills learnt being an apprentice Chef in a restaurant would not necessarily be transferable to a casino.

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One of the problems with having an apprenticeship at Chef level is deciding what Chef training they would receive. Each type of establishment has different requirements and the skills are not necessarily transferable between the establishments.

Casino executive chef

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### *Usefulness of financial incentives*

Respondents thought that financial incentives were important, especially for small business. One respondent indicated that while incentives “sweeten the pot”, for large businesses, taking on an apprentice was more of a strategic decision.

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The organisation is interested in incentives. It sweetens the pot. However the organisation would ‘move forward’ on them [New Apprenticeships] anyway if it helps the business. When it comes down to it, the organisation is interested in whether it is a training solution that works.

Training manager for hotel chain

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### *Possible arrangements for New Apprenticeships for Chefs*

All respondents mentioned that there was a strong need for management training for Chefs, so this would form a critical part of any apprenticeship. All respondents also agreed that technical (cooking) skills were required as a foundation to any Chef training. However, respondents proposed some variations in the format of the apprenticeship training.

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In terms of training, Chefs need an understanding of behaviour, both their own and others. Training for Chefs should focus on their own management and leadership style, and how they communicate.

Industry association respondent

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One respondent proposed a two-stage approach to the apprenticeship. Under this format, the apprentice would firstly complete a 'traditional' three-year apprenticeship for cooks. This would be followed by a higher level qualification together with practical experience. The higher level qualification would also have a title attached to it, recognising the apprentice's achievement. Development of appropriate management skills would form part of the higher level qualification. The respondent also indicated that classroom training should form part of the apprenticeship, as it is important to bring outside knowledge into the organisation the apprentice is working in.

Another respondent indicated that if there were to be a higher level Chef apprenticeship, that short, sharp, intensive courses would be better, so as not to disrupt the apprentices work activity any more than was necessary. Examples which were given were block release from work for about two weeks to attend training, and attending classes on Monday when most restaurants are closed. E-learning could also be used to facilitate the training (another respondent also supported this, although one other was not in favour of it).

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Short, sharp, intensive courses at times that suit industry. For example, Mondays would be a good time for Chefs to attend off-the-job training because most restaurants are closed on this day.

Tourism and Training ITAB respondent

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Another issue that needs to be considered with any apprentice Chef training is the length of time to complete the training. Some of the respondents indicated that there needed to be adequate time to do the training as knowledge only comes about with repetition of what is learnt. Hence, progressive training over several years was recommended. A couple of respondents noted that rapid progression to Chef level could result in young people leaving the profession because they lacked the experience to cope with the pressures involved in the job.

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The duration of the experience is important. It takes a lot of experience to run a kitchen.

Restaurant proprietor

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Several respondents also mentioned the types of management skills they would like to see in any Chef apprenticeship training. These included: human resource management, budgeting, time management, leadership, performance evaluation, communication, interpersonal, occupational health and safety, and legislation pertaining to equal employment opportunity and anti-discrimination.

In summary, the main elements that would need to be considered in any apprenticeship for Chefs are:

- the technical skills should be learned before the management skills training begins;
- a mixture of on- and off-the-job training was favoured;
- the off-the-job training needed to be integrated with the work so, for example, block training may be viable;
- the training needed to be done over a sufficient period of time to enable the skills to be developed.

## Summary

Respondents thought that New Apprenticeships for Chefs were feasible, but probably not for all organisations. In particular, they were less likely to be feasible for small organisations, and would not be appropriate for some organisations such as caf  s. There was some potential in these apprenticeships however, particularly for hotels, clubs, and larger restaurants.

There was general agreement that there was a strong need for management training for Chefs. This is an area that has been relatively neglected in the past. Suggested formats for this training



varied between respondents. A couple of respondents indicated that short, sharp courses were more appropriate. Another respondent proposed an 'active' lifelong learning approach to Chef training.

It was also generally agreed that to become a Chef required a considerable amount of experience on the job (several years), and that technical cooking skills were needed before the development of management skills.

Respondents also identified some issues affecting the feasibility of New Apprenticeships for Chefs. Some of these issues were time and cost constraints, apprentice salaries and, lack of incentives and funding by government.

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National Industry Skills Initiative 2001 *A recipe for change: The future of commercial cookery in Australia*, Available at: [www.skillsinitiative.gov.au/2nd\\_round\\_industries/working\\_group\\_reports/food\\_trades\\_report.pdf](http://www.skillsinitiative.gov.au/2nd_round_industries/working_group_reports/food_trades_report.pdf), viewed October 2003

## Background

Within the unit group Financial investment advisers, coded 3213 in the second edition of the ASCO classification system (ABS, 1997), there is one occupation specified: Financial investment adviser (ASCO 3213-11)

Financial investment advisers ‘develop and implement financial plans for individuals, businesses and organisations, and advise on tax and investment strategies, securities, insurance, pension plans and real estate.’ (ABS, 1997, p. 248). Two occupational titles are listed under the ASCO 3213-11 classification, they are: Financial investment adviser and Financial planning adviser. The tasks they perform may include:

- interviewing prospective clients to determine financial status and objectives,
- analysing a client’s financial status, discussing financial options and developing financial strategies,
- reviewing and revising client plans based on modified needs and changes in investment markets,
- recommending and arranging insurance cover for clients,
- referring clients to other establishments to obtain services contained within a financial plan,
- arranging to buy and sell stocks and bonds for client,
- renting, buying and selling property under a client’s instructions.

## Contextual information

The JobOutlook web-page on the Department of Employment and Workplace Relations website <http://jobsearch.gov.au/joboutlook/> (accessed 8 March 2004) states that there were 29 900 persons employed as Finance advisers in May 2003. By far the majority (89%) were employed in the Finance and insurance industry. Of the remainder, 5.4% were employed in Property, and Business services, 2.2% in Government administration and defence, 0.9% in Retail trade and 0.7% in Education.

Other data from JobOutlook shows that 90% of Finance advisers were employed full-time and 10% part-time. Males outnumbered females by a factor of two and a half times (71.5% of Financial advisers were males compared with 28.5% females). The average weekly earnings of Financial advisers were \$1000 before tax, substantially higher than the average of \$750 for all occupations.

The majority of Financial advisers work in New South Wales (38%) and Victoria (38% and 27% of all Financial advisers respectively) with the remainder mainly employed in Queensland (13%), Western Australia (12%) and South Australia (6%).

Analysis by age shows Financial advisers tend to be older than the total population for all occupations combined. Only 10.1% of Financial advisers were aged less than 25 years compared with 18.0% for all occupations.

Employment growth for Financial advisers was relatively flat for the years, 1990 to 1995, hovering around 12 000 employees during those years. However over the next seven years the

number of Financial advisers increased rapidly and consistently so that, by 2002 there were over two and a half times more employees in the occupation. Although there has been a small decrease from 2002 to 2003, the overall number remains above 30 000. A comparison of the employment growth rates of Financial advisers with those of the workforce as a whole (all occupations) shows that over the five years to 2003 the increase in employment of Financial advisers was about four and a half times that of all occupations (48.2% compared with 10.8%, respectively). However, the previously mentioned decline in Financial adviser employment over the years 2002-2003, has brought the two year rates into closer alignment (2.3% compared with 4.2%). Nevertheless, strong growth in employment of Financial advisers until 2009-10 is predicted on the JobOutlook web-site. JobOutlook reports that Financial advisers are employed across a range of industries, including services to finance and investment, deposit-taking financiers (banks, building societies and credit unions), government administration, scientific research and services to insurance. This mix of industries is judged to be very favourable towards employment growth prospects.

The JobOutlook web-site rates the vacancy level for Financial advisers as 'high'. About two thirds (68%) of the job vacancies for Financial advisers were expected to arise as a result of employees changing jobs but remaining in the occupation. A further 20% were expected to result from existing employees moving out of the occupation and the remaining 12% from employment growth in the occupation.

According to ABS statistics (May 2002) quoted in JobSearch, 12% of existing Financial advisers had diplomas and advanced diplomas, 36% had bachelor degrees and 19% had qualifications above bachelor degree.

## Current training arrangements

The level of training specified for the associate professional level occupation of Financial adviser was generally an AQF diploma or higher. In some instances, relevant experience is required in addition to the formal qualification. In March 2004, JobOutlook listed five diploma courses and four advanced diploma courses for the occupation of Financial adviser. These are offered by numerous VET providers across Australia.

Entry to the diploma courses typically requires completion of Year 12 (and/or relevant employment experience, in some cases). Minor variations in entry requirements exist between providers within individual States and Territories and between State/Territory jurisdictions.

## Organisations interviewed

Type of organisation	Position of person(s) interviewed
Industry Training Advisory Board	Executive Officer
Industry Association	Manager, Professional development
Employer Association	Educational Administration Officer
Employer	Human Resource Manager
Union	Employment Programs Coordinator
Group Training Organisation	Educational Administration Officer

## Issues arising from interviews

### Industry related issues and expected trends

Although some respondents reported that the Finance industry as a whole was growing at a slow rate, or even declining, others pointed out that the perception of decline was heightened by the fact that one of the biggest sections of the industry, banking, was shrinking in terms of overall employment. Respondents suggested that, in many instances, this shrinkage could be attributed to workforce rationalisation resulting from company mergers.

Respondents also commonly stated that a major part of the contraction comprised a decrease in positions at lower levels (i.e. those equivalent to certificate III qualifications and below). Contrasting this general perception of contraction in the industry, there was reported to be strong growth in higher level positions. One respondent suggested that associate professional section is the fastest growing area in the Finance industry, increasing from just under 65 000 employees in 1998 to 91 000 in 2002, a growth of slightly more than 20%.

Opinions varied as to the reasons for the marked increase in associate professional employees in the finance industry. Most respondents felt that it was due to the increasing amount and complexity of regulation and licensing in the industry.

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There is huge growth in the industry, particularly as a result of financial planning coming under greater government scrutiny arising from greater government focus on planning for retirement, superannuation choice, and those sorts of issues. There are now government requirements under ASIC [Australian Securities and Investment Commission] and under the Financial Services Reform Act which require that persons giving financial advice must be qualified to give advice in the particular product.

Employer association respondent

There is now quite a strong licensing regime in financial services which is administered by the Australian Securities and Investment Commission under the financial services reform Act... if you do a particular kind of work or give advice to consumers on financial products you have to have the specified level of qualification.

ITAB respondent

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However one respondent thought it was more to do with a shift in demand; employers wanting fewer people in lower skilled roles such as tellers (whose roles are being reduced by phone banking and internet banking, for example) and more experts able to advise people on what to do with their money and how to manage for their retirement. This increased demand can be attributed, at least in part, to the increasing emphasis on, and complexity of superannuation.

There were also reported to be new areas emerging, such as financial planning services and information provided by one company to another, rather than directly to individuals.

### Existence of associate professionals

Respondents generally agreed that, the term associate professional would be new to most people in the finance industry, but not the role and functions they perform. Employees with diplomas and advanced diplomas were quite common in the industry. Prior to the introduction of associate professionals, these employees were perceived as para-professionals.

It was also noted that respondents tended to speak of *Financial planning advisers* or *Financial planners* rather than *Financial investment advisers*

### Awareness of and existence of New Apprenticeships

While the use of apprenticeships is increasing in the Finance industry at certificate III level, for people employed as customer service officers in banks (such as tellers) and in general insurance,

not much is known about them in other sections of the industry. The terms traineeship and cadetship were more commonly used than apprenticeship.

## Acceptance of the concept of New Apprenticeships

While it is likely that the majority of apprenticeships/traineeships in the finance industry would be taken up at lower levels, particularly in banks and other employers of large numbers at certificate III and IV levels, general opinion amongst respondents was that the concept of apprenticeship at associate professional level would be accepted. However, all respondents felt that the title of the training arrangement, apprenticeship, would have to be changed.

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The term apprenticeship is not used much in the industry. We use the term trainee at entry level for certificate III or certificate IV. At certificate IV they don't even like to be called trainees. If we put someone on a professional development program it is called a cadetship. We would never use the word apprenticeship – it's not considered appropriate.

Group Training Organisation respondent

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So far as Financial planners are concerned, the apprenticeship/traineeship would have to extend to diploma level. In order for a person to provide professional financial advice they need a diploma, which is the minimum qualification specified by ASIC, and appropriate financial planning competencies in the newly endorsed training package covering Financial planners.

Training through apprenticeships/traineeships was seen as being particularly suited to those Financial planners who were not required to deal directly with consumers. Large organisations such as banks were said to have many such employees.

One respondent warned that while there was merit in providing apprenticeship/trainee training in areas where skills were needed, such as for Financial planners at associate professional level, it would be a waste of resources to apply them to the certificate III level, at which there was already an overabundance of employees. In this vein, another respondent suggested that apprenticeships and traineeships at associate professional level could be used to enable employees already in the industry at lower levels to upgrade their qualifications and move higher level associate professional positions. The strategy would be doubly beneficial if it targeted occupations in which there was a shortage of qualified persons. Indeed, this respondent went on to suggest that the use of apprenticeships/traineeships to bring new people into the industry from outside when there were so many existing employees facing redundancy and/or seeking to improve their qualifications, should be avoided.

Some respondents saw flexibility as being important to the acceptance of any apprenticeship arrangements for associate professionals. Because the concept is still fairly new at associate professional level and the industry does not have a strong tradition of this type of training, it might want the apprenticeship/traineeship training agreements to be more flexible than is customary. In particular, the scheme would need to accommodate people of different ages, levels of maturity, and experience. A significant number of Financial planner apprentices are likely to be of mature age, already employed at a substantial salary and have substantial financial and family commitments. They may also have considerable experience for which they could be given recognition. A narrow, prescriptive apprenticeship and traineeship system that could not accommodate employees existing working arrangements and personal circumstances might preclude many eligible people from taking up a apprenticeships/traineeships as a Financial planner.

## Issues affecting the feasibility of New Apprenticeships

Many of the Financial planners who have been in the business for some time are people who came up through the ranks in the industry, and when qualifications became necessary in order to give financial advice, gained a qualification largely on the basis of their experience. In more recent years, the industry has recruited university graduates, so that people wishing to become Financial

planners undertook degrees incorporating appropriate financial planning subjects and gained the necessary practical experience on the job (possibly as cadets or trainees). As well as these two avenues of qualification, there are now also a few diploma and advanced diploma courses offered, primarily by the VET sector. It is in conjunction with these diploma and Advanced diploma courses that it is envisaged the apprenticeships/traineeships for associate professionals would operate.

Several of the respondents welcomed the combination of apprenticeship/traineeship and diploma/advanced diploma courses as means of enabling interested and capable people who are unable, or do not wish to pursue a degree, to enter the industry and train as Financial planners.

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Increasingly there are degree programs in financial planning. This may be excluding people who don't have access to that level of education but who may very well have the ability to do well. If these people can be nurtured through different sectors of the industry via apprenticeship I think the concept is a very good idea. I also think it is a good idea to enable smaller employers to groom somebody for the industry and get some relief in terms of financing the training and mentoring that they would need to do.

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Employer association respondent

Apprenticeships/traineeships were also seen as a means of enabling existing employees to qualify as Financial planners with the support and assistance of their employers. However, as one respondent pointed out, existing employees may be reluctant to enter into an apprenticeship/traineeship for this purpose if it entailed a substantial drop in wages.

Whilst the majority of apprenticeships/traineeships in the Finance industry were likely to be at AQF III level, several respondents welcomed the fact that apprenticeships and traineeships could now extend up to diploma/advanced diploma level. They saw it as presenting a clear entry path and formal system of training for people wishing to become Financial planners.

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I think it would be to the industry's advantage to see some clear entry paths ... so that people aspiring to enter the industry [as a Financial planner] do not see entry to the profession as being closed to them

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Employer association respondent

Most respondents held the opinion that the term apprentice would not be well accepted in the Finance industry. The main reason for this was its association with lower level occupations (AQF certificate III and below). There was general agreement that retention of the term apprentice would act as a barrier to acceptance of the concept of apprenticeship for associate professionals.

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I do not think the term apprenticeship would be well accepted in the industry.

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Employer association respondent

...the terms apprentice and apprenticeship are not suitable for the level of position and type of person an associate professional occupation requires.

Union respondent

Whether the industry would choose to pick up the idea if it was called a New Apprenticeship is questionable.

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ITAB respondent

Several respondents noted that the credibility of a Financial planner and acceptance of the advice they give is to some extent dependent on the client's perception of their wisdom and experience. Because wisdom and experience tend to be associated with age, very young Financial planners may find it more difficult to perform their job effectively. Based on this observation respondents suggested that young people who entered an apprenticeship or traineeship directly from school, might suffer some disadvantage in their initial years as a qualified Financial planner and that their value to their employer would be correspondingly compromised.

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A lot of sections in the industry are looking for mature people. For financial advisers, they would be looking for people who already had some background in finance – who know what they are talking about, who can look authoritative and old enough to be able to talk to people about what they should do with their money.

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Union respondent

Some respondents suggested that, in the short term, at least, the industry may be more interested, in using apprenticeships and traineeships as a vehicle for qualifying existing employees who aspire to be Financial planners. For this reason, it would be important that the

apprenticeship/traineeship arrangement should be sympathetic to the needs of mature, and existing employees.

Because of the push towards national consistency in legal and ethical obligations placed on Financial planners and their employers, some respondents argued that the system of apprenticeship/traineeships for Financial planners should be uniform across Australia.

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Consistency across states would be an important factor. A lot of companies in the finance industry are national or even international. Recently, I have been talking to a couple of the major banks and they are saying if you want to take up something like this [apprenticeship for associate professionals] seriously, it needs to have a national focus.

Union respondent

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## Usefulness of financial incentives

Respondents believed that government financial incentives to employers for apprenticeships/traineeships at associate professional level would generally contribute towards industry acceptance of the concept. However, several also noted that some large employers in the industry, banks for example, tended to fund all their own training rather than access government incentives. As one respondent put it, 'Large concerns making zillions of dollars do not want a line on their books saying that they access public funding when they are making such huge profits. It's not good PR.'

## Possible arrangements for apprenticeships/traineeships

Prior to New Apprenticeships becoming available as a mode of training for Financial planners at associate professional level, training arrangements generally took the form of cadetships and traineeships. However, as one respondent pointed out, these training arrangements did not normally involve any formal contract of training other than the typical enterprise agreement.

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In a cadetship, the employer does not have any contract of employment with the employee other than the normal enterprise agreement, there are no indentures signed, the candidate can pull out at any time, it is their prerogative.

Group Training Organisation respondent

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When respondents were asked if it would be feasible for a person to train as a Financial planner from scratch (i.e. with no prior industry experience) through a New Apprenticeship, most thought it could be done but expressed reservations about the practicality of such an arrangement. In particular they were concerned that upon gaining their qualification, Financial planners might lack credibility with clients if they were 'too young'.

Qualification as a Financial planner requires not only that the relevant training package components be completed, but also that the person have a specified amount of industry experience. According to one respondent, 'ASIC requires Financial planners to have had five years of experience in the industry over the past eight years as well as meet the training package requirements'. If an apprentice/trainee did not have prior experience in the industry, this experience requirement could affect apprenticeship/traineeship training arrangements. For example, the minimum term of the apprenticeship/traineeship might need to be five years, or the person might need to satisfy some pre- or post-apprenticeship experience requirements.

Customarily, the industry has recruited Financial planners from its own ranks, where employees have upgraded their qualifications through training, or employers have recruited people with degrees in the appropriate disciplines directly from university. In many cases the recruits have funded their own training and studied in their own time.

Because, under ASIC regulations an unqualified person cannot provide financial advice to clients respondents questioned what roles an apprentice/trainee would perform in the course of their apprenticeship or traineeship. Commenting on this, one respondent envisaged an apprentice or trainee as someone acting in a support capacity to a qualified Financial planner.

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...a financial adviser would be the only one able to give advice directly to the client, but there can certainly be someone else [such as an apprentice] in a meeting taking notes. After the client has left, the financial adviser might brief the apprentice as to the strategy for the financial plan and [the apprentice] would actually do the research, prepare recommendations and prepare the formal document of advice.

Employer association respondent

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Speaking from an RTO standpoint, one respondent suggested that, in the past, students training to be Financial planners have tended to be 'time poor'; meaning that work and other commitments have made it difficult to meet scheduled learning commitments. Many such students were said to have got around this difficulty by resorting to a combination of published subject notes and distance education supplemented by occasional support sessions from an RTO. If this is true, New Apprenticeships may be of benefit to these people, because it offers them a structured means of studying, sanctioned by their employer, with much of the learning taking place in the workplace or even on the job.

So far as the format of the training was concerned, a variety of possibilities were discussed. Most respondents expressed some reservations about a person entering into an apprenticeship/traineeship to train from scratch (no experience) all the way up to the level of a qualified Financial planner. Whilst they saw it as possible, they felt the amount and period of training would be too arduous if undertaken as a 'one-shot deal'. Students might not last the distance and employers would be wary about launching into such a long-term arrangement with some one who may turn out to be unsuitable.

As an alternative to this, most respondents were interested in a scheme by which the person trained in two stages. As was the case for other occupations and industries considered in this research, there were two variations to this approach: The first variation, Model 1, consisted essentially of two consecutive apprenticeships/traineeships, the first taking the person to a certificate III qualification and the second, to the minimum diploma level qualification required of a Financial planner. In the second variation, Model 2, the person first completed approximately one year (or its full time equivalent) of study off the job at a TAFE institute or other provider; this study would then be followed by several further years of training with an employer. Either the whole arrangement could be completed under an apprenticeship/traineeship agreement or just the second part. More information about these training arrangements can be found in the main report of this research.

One of the features of training by means of an apprenticeship or traineeship that appealed to most respondents was the possibility of a balanced combination of on-the-job and off-the-job training. Some said they would be concerned if there was too much training off-the job, others expressed similar concern about there being too much training on-the-job.

Group training arrangements were supported by most respondents, particularly as a means of helping employers provide greater breadth of training than their own organisations could offer. However some went on to point out that, because of the highly competitive nature of financial planning and the high dependence of companies on strong and lasting relationships being developed between customers and their Financial planners, there might be some reluctance to allow apprentices/trainees to move to another employer. Nevertheless, under group training arrangements, an apprentice or trainee is not necessarily required to move from one employer to another, so a group training organisation might still be able to benefit some employers (particularly small ones) and promote New Apprenticeships by taking care of the bureaucratic matters the company would otherwise have to deal with in employing and training an apprentice or trainee.



## Summary

In recent years the demand for Financial planners has increased markedly. This demand is generally thought to have been driven by two related factors: firstly, the introduction of new regulations and licensing requirements for organisations and individuals giving financial advice; and secondly, an increasing national focus on superannuation and investment as a means of funding retirement.

The new demand for Financial planners has led to a corresponding increase in demand for training. Adding to this increased training demand, are employees who, because of industry changes (such as the introduction of banking by internet and phone) are feeling less secure in their jobs and have been seeking to upgrade their qualifications and switch to working as Financial planners.

Respondents interviewed generally saw New Apprenticeships as a feasible training option for Financial planners. They saw it particularly as a means of meeting the need for existing employees to upgrade their qualifications and become Financial planners. They also believed New Apprenticeships could offer a clear and secure path for people outside the industry wishing to become Financial planners.

However, some respondents questioned the effectiveness of apprenticeships and traineeships as a means of training people as Financial planners from scratch (that is, without any relevant experience in the industry). It was generally agreed that to train from scratch all the way up to Financial planner qualification might be too arduous for some people, and that employers would be wary of entering into such long contracts of training. Most felt that some sort of two-stage approach might be a better, both from the perspective of the student and the employer. Several two-stage models were proposed. In one, the individual completed a first phase of training equivalent to a lower level (e.g. certificate III) apprenticeship/traineeship before embarking on a second phase which extended the training to diploma level. In another, the individual undertook about a year of off-job training (e.g. TAFE) prior to completing the second phase of the apprenticeship/traineeship with an employer. Other variations of this second model were also developed.

Age of apprentices/trainees was an issue raised by several respondents. Financial planners needed to be able to present an image of experience and maturity to clients in order for their advice to be respected and accepted. If they completed an apprenticeship at too young an age, they might find difficulty in working effectively in the early stages after graduation.

Group training was seen as a useful means of helping some employers provide greater breadth of training than their own organisations alone could offer. It was also seen as a means of encouraging employers to consider apprenticeships and traineeships by relieving them of the bureaucratic associated processes involved. However, some respondents felt that employers might not want to take up the option of rotating their Financial planning apprentices/trainees with other employers because of the sensitive information they would take with them and the break in continuity of work with clients.

## References

Australian Bureau of Statistics (ABS) 1997 *Australian Standard Classification of Occupations*, 2nd ed, Catalogue no., 1220.0.

# Information technology

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## Background

Within the unit group Computing support technicians, coded 3294 in the second edition of the ASCO classification system (ABS, 1997) there is one occupation specified: Computing support technician (ASCO 3294-11)

Computing support technicians ‘provide technical advice and support to users of computer software and hardware.’ (ABS, 1997, p. 253). Only one occupational title is listed under the ASCO 3294-11 classification, that being: Computing support technician. The tasks Computing support technicians perform may include:

- determining software and hardware requirements to provide solutions to problems,
- adapting existing programs to meet users’ requirements,
- answering queries on software and hardware problems,
- installing and downloading appropriate software,
- ensuring efficient use of applications and equipment.

The JobOutlook web-page on the Department of Employment and Workplace Relations website <http://jobsearch.gov.au/joboutlook/> (accessed 22 March 2004) lists two occupations: IT technician (hardware) and IT support. The tasks listed for the IT technician (hardware) are similar to the first four of those cited above. However, for the IT support person, the tasks are:

- set controls required to prepare, start, cease or change modes of computer system operations, according to program and data requirements,
- select and load input and output, peripheral or ancillary equipment with discs, tapes or printouts,
- schedule computer job flow,
- monitor equipment for errors or stoppages and take remedial action,
- sort and distribute output to users and file computer information,
- undertake back-up and recovery activities,
- may perform routine maintenance and cleaning of equipment,

## Contextual information

Because there are no specific data available for the occupations of IT technicians (hardware) and IT support, the JobOutlook web-page on the Department of Employment and Workplace Relations website <http://jobsearch.gov.au/joboutlook/> (accessed 22 March 2004) lists data for a group of similar occupations, namely, IT technicians (hardware), IT support, IT operators and IT help desk (note: taken together, these are referred to as the ‘IT technician group’ in the rest of this section dealing with statistics). JobOutlook states that there were 29 300 persons employed in these four occupations in May 2003. Almost a third (32.5%) were employed in Property, and Business services and a further 12.5% were employed in Government administration and defence. The remainder was fairly evenly divided between Communication services (9.5%), Finance and insurance (9.1%) and Manufacturing (7.4%). In fact, IT technician group personnel are employed across almost all industries. In discussing the wide employment of IT personnel across many industries one respondent used the terms ‘vertical IT employment’ to identify IT personnel employed directly in the IT industry, and ‘horizontal IT employment’, to identify IT

personnel working in other industries (working, for example, in businesses, schools, hospitals, and the like).

Other data from JobOutlook shows that 91% of the IT technician group were employed in full-time jobs and that males outnumbered females by a factor of two and a half times (71.8% of the group were males compared with 28.2% females). The average weekly earnings of the IT technician group was \$897 before tax, just a little higher than the average of \$750 for all occupations.

Nationally, the proportions of IT technician group employees in each State/Territory closely resemble those of all occupations combined. Just over one third (34%) of the IT technician group work in New South Wales and Victoria (24%) and Queensland (19%) account for a major proportion of the remainder. In Western Australia there are a further 11%, South Australia 6%, Australian Capital Territory 4%, Tasmania 2%, and Northern Territory 1%.

Analysis by age shows the proportion of IT technician group employees aged 25 to 34 years to be significantly higher than for the workforce as a whole (39.9% for the IT technician group compared with 23.7% for all occupations). In fact, the proportion of IT technician group employees exceeded all occupations combined across the entire age bracket from 20 to 44 years (85.2% to 63.6% respectively). It was only in the younger (15-19) and older (45 and over) ages that the opposite was the case.

Employment levels for the IT technician group have stayed relatively constant at around 30 000 employees over the years 2001 to 2003. Prior to that, there was steady growth from a figure of approximately 16 000 in 1998. Over the five year period from 1999 to 2003 the growth in employment for the IT technician group was nearly seven times that of the workforce as a whole (73.7% compared with 10.8%). However, for the last two years of this period, 2002 to 2003, this difference had disappeared with the IT technician group showing a slightly negative growth rate (-4.6%) compared with a corresponding small growth for the workforce as a whole (4.2%).

Despite the drop in growth over the last few years, the JobOutlook web-site predicts 'moderate' growth in IT technician group occupations up to 2009-10. This prediction is based on the overall growth trend observed over the years 1990 to 2003 and the fact that the mix of industries employing IT technician group personnel is judged to be very favourable towards employment growth prospects.

The JobOutlook web-site rates the vacancy level for IT technician group as 'average'. About one third (31%) of the job vacancies were expected to arise as a result of employees changing jobs but remaining in the occupation. A further 62% were expected to result from existing employees moving out of the occupation, and the remaining 7% from employment growth in the occupation.

According to ABS statistics (May 2002) quoted in JobSearch, 21% of existing IT technician group employees had diplomas and advanced diplomas, 22% had bachelor degrees and 6% had qualifications above bachelor degree.

## Current training arrangements

The level of training specified for the associate professional level occupations in the IT technician group was generally an AQF diploma or higher. In some instances, relevant experience is required in addition to the formal qualification. In March 2004, JobOutlook listed thirteen diploma courses and four advanced diploma courses for IT technician group occupations. These are offered by numerous VET providers across Australia.

Entry to the diploma courses typically requires completion of Year 12 (and/or relevant employment experience, in some cases). Minor variations in entry requirements exist between providers within individual States and Territories and between State/Territory jurisdictions.

## Organisations interviewed

Type of organisation	Position of person(s) interviewed
Industry Training Advisory Board	National Executive Officer
Industry Training Advisory Board	Executive Officer
Industry Association	Manager, Membership Standards
Employer Association	Education and Skills manager
Registered Training Organisation	Workplace Training Coordinator
Group Training Organisation	Chief Executive Officer

## Issues arising from interviews

### Industry related issues and expected trends

All respondents reported that the IT industry had experienced a decline over the past two or three years but there was also general agreement that the industry was now re-entering an overall phase of growth. One respondent noted that, some sectors of the industry, coming from a small base, were growing quite fast.

Some respondents distinguished between ‘vertical’ and ‘horizontal’ sectors of the industry. The vertical sector was the pure IT component, comprising people employed by IT companies who worked with or developed IT technology and hardware. The horizontal sector was the component that supported other industries in their use of IT; workers in the horizontal sector were often employed by organisations in other industries to manage or assist with the application of IT to their operations. One respondent pointed out that the greatest proportion of associate professionals was likely to be found in this horizontal or ‘user’ sector of the industry.

Another respondent suggested that there was an artificially high number of ‘professionals’ in the industry because employers had been treating IT diploma qualifications as the equivalent of a degree and consequently classing their TAFE graduate employees as professionals.

### Existence of associate professionals

Whilst the term associate professional was relatively new to the IT industry, respondents generally thought it would be well accepted. As a classification, associate professional would be widely applicable across the industry, particularly the horizontal sector. Occupations which were identified as falling within the associate professional classification included Network administrators, Systems engineers, IT technical personnel, Help desk personnel, Database administrators, and even the lower levels of the Programming occupations.

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We've never been able to find a suitable designation. We've always stuck with Associate, but I think associate professional is a good term which would suit our industry.

Industry association respondent

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### Awareness of and existence of New Apprenticeships

There was agreement amongst respondents that apprenticeship/traineeships were little used in the IT industry and that even those who were familiar with the concept were largely unaware of the possibility of apprenticeships/traineeships extending up to diploma/advanced diploma levels.

## Acceptance of the concept of Apprenticeship

There were mixed opinions about how well accepted the concept of a New Apprenticeship would be in the IT industry. All respondents were pessimistic about the chances of it being embraced by employers if the term *apprenticeship* were used because the term was seen to lack the necessary status for an associate professional occupation in the IT industry.

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For a starter, never call them apprenticeships. We don't have apprenticeships in our industry – we are not a trade industry or a user industry.

ITAB respondent

Apprenticeships don't exist in our industry, they have got bad connotations. Certainly they have got connotations of trades but I think, probably more importantly, they have got connotations of having to serve a set time. When the New Apprenticeship scheme was introduced, we argued from the word go ... that apprenticeship was the wrong word for the industry.

Employer association respondent

The term apprenticeship is definitely not useable in the IT industry.

ITAB respondent

I think people in the industry would tend to associate the term apprentice with trades and that sort of thing.

Industry association respondent

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Leaving aside the problem of terminology, most respondents were positive about the prospect of New Apprenticeships being used in the industry at the associate professional level. One suggested that it might be more commonly used in the horizontal sector of the industry (such as IT occupations in the health industry) than the vertical sector. In the vertical sector, Internet service providers were singled out as one of the more likely categories of employer to use apprenticeships/traineeships at associate professional level '...because they were newer and more innovative, and more open to new ideas'. Another felt that the full contract of employment and structured training would be attractive features, 'because the IT industry operates under contracts anyway'.

One of the factors most often referred to in the context of New Apprenticeships at associate professional level gaining acceptance in the IT industry was the need for adequate promotion and support of the concept.

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If a system of New Apprenticeships at associate professional level is going to be implemented, then it is important that there are enough people around who understand the process so they can support the RTOs and the employers.

ITAB respondent

There would be very few apprenticeships in the IT industry at associate professional level. It's not that they wouldn't be excited about the idea – so many people seem to be doing that sort of job without the piece of paper. I think if it was better known they would be jumping at it.

Registered Training Organisation respondent

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## Issues affecting the feasibility of New Apprenticeships

As one respondent pointed out, acceptance of the concept of New Apprenticeships for associate professionals by employers would be the key to its acceptance by all facets of the IT industry. This respondent went on to suggest that the best way to win the support of employers would be to heavily involve them in developing and adapting the scheme to suit the industry.

Several of the respondents saw the product of New Apprenticeships at associate professional level, in terms of useable skills and experience, as being superior to that of degree study. Accordingly, they suggest that this advantage should not be overlooked in promoting the concept to employers.

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Quite honestly, give me the choice of someone with a degree or someone with an advanced diploma (there is only about only half a year difference between the two) and I would always pick the advanced diploma because that person would have far more practical experience. With a degree qualified person it is still about the year before they are much use to you.

Group Training Organisation respondent

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For employers, and to a lesser extent, employees, one of the negative aspects of the New Apprenticeship scheme is the complexity of having three parties all formally involved in the training arrangement, namely, the employer, the apprentice and the training provider. Adding to the complexity is also the bureaucratic processes and involvement of a statutory training authority. As one respondent pointed out, this complexity detracts from the attractiveness of the concept when compared with the simplicity of an individual privately completing a degree and then finding a job with an employer. If New Apprenticeships are to be made sufficiently attractive to the IT industry for it to be accepted and the various benefits realised, the concept must be clearly understood by all concerned and support must be provided.

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It is a three way process. You have got to get the employer, the trainee and the trainer together, which makes it much more difficult. This is one of the reasons the industry prefers to employ trained people and then augment with [their own] training.

Employer association respondent

The concept of New Apprenticeships for associate professionals could be feasible so long as the infrastructure support is there. ... If it is put in place, it needs to be supported or it won't be taken up by IT – because the industry does not have a history of apprentice training.

ITAB respondent

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Most respondents saw a need for the concept of New Apprenticeships for associate professionals to be actively marketed to the IT industry in order for it to gain acceptance. Some of the benefits identified in discussions with respondents which could be used in marketing included: more structured training, security of employment while in training, and better quality training outcomes in terms of skills and experience. To these, one respondent also added that, if the two stage apprenticeship/traineeship comprising one year of diploma study followed by several years on-the-job training with an employer was adopted, the overall cost of training would be lower than that of a degree qualified person.

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Currently in Australia, about 25 to 30 percent of [diploma] graduates end up unable to get a job in the industry. One of the reasons is that there are large numbers in the industry who are degree qualified, so the industry tends to see the necessary qualification as being a degree or nothing. This may not be the most desirable thing for the industry – most people who come out of a three year degree are already out of date in what they have learned before they get into the job. ... I think if we do something like that which we have been discussing [one year of diploma study followed by two years with employer] it will be as attractive as a degree course and provide a person at half the cost.

Group Training Organisation respondent

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Finally, as stated earlier, use of the term apprenticeship would impede acceptance of the concept of New Apprenticeships at associate professional level. Some other term would need to be used.

## Usefulness of financial incentives

Most of the respondents saw financial incentives to employers as a useful means of encouraging the uptake of apprenticeships and traineeships for associate professionals. However, one went on to say that their usefulness would depend on the criteria for eligibility, noting that there were many unemployed people with degrees who were keen to enter the IT industry but would not be eligible for apprentice/trainee training because of their higher qualification which could be quite unrelated to IT. Another suggested that incentives would be more important to employers in relation to new entrants to the industry rather than employees who were upgrading or gaining recognition for existing skills. This was because employers would be more wary about entering into contracts of training with new entrants because less was known about their ability and knowledge.

However several went on to point out that the rate would have to be considerably higher than those which apply to lower level apprenticeships and traineeships.

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Information Technology is a very expensive thing to teach. When [Enterprise A] and [Enterprise B] looked at cadetships as a means of providing training, they said the \$8 per hour they would get for cadetship training would not even start to cover their costs, so they pulled out of the idea. .... [Nevertheless] I think incentives would make a difference because it is a way of supplementing what is a very expensive program.

ITAB respondent

It comes down to the rate of funding. For example, under a cadetship trainers can receive funding for the training, but very few RTOs were prepared to deliver it at the rate offered. This was because they could do certificate II training at the same level [of funding] instead of the more complicated training required for a cadetship. So the system works against acceptance of higher level training.

ITAB respondent

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## Possible arrangements for New Apprenticeships

While most respondents thought it would be possible for a person to undertake an apprenticeship or traineeship to associate professional level from scratch (i.e. no prior knowledge or experience), most favoured an arrangement in which the person undertook the training in two stages. In proposing a two-stage model, one respondent noted that the industry had tried to introduce apprenticeship/traineeship at AQF certificate IV level following a conventional format but that it had enjoyed little success.

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To make the person attractive to employers you would have to have this first year of training, which must first be successfully completed and then be followed by two years training on the job. It is the only way it would work. If they don't do that they would only be emulating the already unsuccessful scheme aimed at providing New Apprenticeships at certificate IV level. I think, in the case of IT, they will be wasting their time if they just try to follow the same concept as the traineeship program.

Group Training Organisation respondent

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The two-stage arrangement which was most preferred was one in which the person first completed about one year of full-time study off-the-job and then completed the training through several additional years on the job. Many suggested that this first year of study could incorporate recognised industry courses, two that were frequently mentioned in this context were CCNA (Cisco Certified Network Associate) and MCSE (Microsoft Certified System Engineer).

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I think in the scheme we have been talking about, the first year should include a professional qualification such as the CCNA or the MCSE. This would make them very attractive to industry. The qualifications could be incorporated into the training package as elective programs. I am sure the ITABs would be quite happy to allow this.

Group Training Organisation respondent

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One respondent likened such a scheme to a pre-apprenticeship training program followed by an apprenticeship. Other factors which supported the concept of a two-stage apprenticeship/traineeship were the likely reluctance of employers to take on young inexperienced people (such as school leavers) with a view to training them all the way to associate professional level, and the concerns employers would have regarding the possibility of inexperienced new entrants to the industry being involved with critical equipment and processes.

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Employers may be reluctant to take on a young person of, say 18, for a long contract of three years or more. They might prefer to sign them for a certificate III over 12 months, then go on to higher level training commitment. Employers would be happier to contract people for higher level training after they had proved themselves.

Registered Training Organisation respondent

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The option of group training at associate professional level was raised by some respondents. From an employee standpoint, group training was seen as potentially beneficial in that it enabled employees to receive broader training than would be possible with a single smaller employer (it was noted, incidentally, that the major proportion of the smaller employers were in the vertical sector of the IT industry). However, as one respondent pointed out, the industry tends to be very focussed on specific skill sets, so having broad skills exposure is not necessarily valued by an employer. In addition, some employers, internet service providers for example, may not like

employees coming in, learning all about their systems, and then taking valuable knowledge to a competitor in the industry.

With regard to delivery of training in an associate professional apprenticeship or traineeship, distance education and on-line training were viewed as practicable means of delivering some components of the training and as several respondents mentioned, vendor training plays a significant role in the IT industry.

## Summary

Although statistical data show that overall employment growth in the IT technician group of occupations began to grow strongly in the late 1990s, growth tapered off markedly in 2002-2003. However, taking into account the overall trend in growth since 1990 and the very favourable growth prospects of the industries in which IT technician group personnel serve, the JobOutlook website predicts moderate growth in employment up until 2010. In the opinion of respondents to this study, the industry, having experienced a decline over the two years to 2003 was beginning a new phase of growth.

Distinctions are made between two sectors of the IT workforce: a 'vertical' component, comprising people employed by IT companies who work with or develop IT technology and hardware, and a larger 'horizontal' component in which IT personnel are employed by organisations outside of the IT industry to manage and assist in the application of IT to their operations.

Providing the term apprentice was not used, the prospect of contracted training arrangements such as New Apprenticeships being used at the associate professional level was reasonably good, particularly in the horizontal sector, and some of the vertical sector organisations such as internet service providers. Several respondents suggested that diploma level study through apprenticeships or traineeships could give workers more useable skills and experience than degree study through higher education. However, because the IT industry was largely unfamiliar with New Apprenticeships, the concept would have to be actively promoted in order to gain acceptance.

A two-stage training arrangement in which the first stage comprised one year of full-time study was thought likely to be most highly preferred by employers. Employers were not expected to embrace group training as enthusiastically as in some other industries, firstly because the IT industry tends to be very focussed on specific skill sets, and secondly because employers would perceive the exchange of employees with their competitors as a risk to confidentiality of the knowledge and products they develop.

## References

Australian Bureau of Statistics (ABS) 1997 *Australian Standard Classification of Occupations*, 2nd ed, Catalogue no., 1220.0.



# Real estate

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## Background

Real estate associate professionals fall within the sub-major grouping of Business and administration associate professionals under the ASCO coding system (ASCO code 3293). The definition provided for Real estate associate professionals by the second edition of ASCO is “Real estate associate professionals manage real estate agencies, supervise the leasing of rental properties, arrange the sale and lease of real estate and assist clients to find suitable properties” (ABS, 1997, p. 252).

The prescribed skill level requirement for this occupation according to ASCO is an AQF diploma or higher, or at least three years relevant experience. Additionally, registration and licensing is required for Real estate agency managers, and Real estate sales persons.

## Contextual information

Real estate associate professionals are mainly employed in the property and Business services industry. Information from the Job Outlook site on the Department of Employment and Workplace Relations (DEWR) website (<http://www.jobsearch.gov.au/JobOutlook/default.aspx>) indicates that 92% of Real estate agents and Property managers are employed in the Property and business services industry.

Real estate forms a very large occupational group, with there being an estimated 66,300 Real estate agents and Property managers as of May 2003. About 86% of workers in this occupation are employed on a full-time basis, and 14% part-time. About 60% of Real estate agents and Property managers are males. Their average weekly earnings are about \$750.

Further data supplied by Property Services Training Australia (2003) indicates that 41% of Real estate workers were employed as Sales staff, 18% as Property managers, 5% as Leasing staff, 3% as Property valuers, and the rest as ‘Other’.

As would be expected, the majority (78%) of Real estate agents and Property managers are employed in the eastern states (Victoria, Queensland and New South Wales). This is consistent with the trend for all occupations (77% of all workers are employed in the three eastern States).

In terms of age profile, 51% of Real estate associate professionals were aged 45 or over during 2002. This compares to 34% for the Australian labour force overall. In contrast, only 10% of Real estate associate professionals were aged under 25, compared to 18% for the Australian labour force overall. This indicates that this occupational group is somewhat older than the average for the Australian labour force.

Real estate associate professionals tend to work somewhat longer hours than is average for the Australian labour force. During 2002, 54% of Real estate associate professional worked over 40 hours per week, as compared to 30% who did so for the overall Australian labour force.

Employment growth for Real estate agents and Property managers has been strong (25% over the last five years and 20% over the last two years). Future employment growth is expected to be strong. The unemployment rate for these workers is 4%, which is below that of the national unemployment rate (5%). Vacancy levels for this occupation are average, with about two thirds of vacancies expected to be due to people changing jobs within the industry.

The Real estate market has undergone ‘boom’ times recently (see for example, *Final report of the real estate working party*, 2003), with housing affordability being increased due to a combination of factors such as the government first home owners’ grant and low interest rates. These factors have resulted in an increase in demand for Real estate agents. However, changes in economic conditions may have an effect on the housing market and, consequently, level of demand for agents. As an example of changing economic conditions, there have recently been two one-quarter percent rises in interest rates.

## Current training arrangements

Certain training needs to be undertaken in order to become a licensed agent, as there are registration and licensing requirements for Real estate associate professionals in each State and Territory. The training varies from State to State depending on licensing requirements. There is also a Real estate stream of the Property Development and Management training package, which was endorsed in 2001. This training package contains the following Real estate qualifications:

- Certificate III in Property (Real estate),
- Certificate IV in Property (Real estate),
- Diploma in Property (Real estate).

As an example of training required for registration and licensing, the Real Estate Institute in NSW delivers a Diploma in Business (Real estate management) course. The NSW government approves this course for the purposes of licensing. In Queensland, an organisation called Property Training Queensland delivers courses for Real estate agent licensing (certificate IV in Real estate award), and Employee Registration (Property management). The training package is currently under review, and the National Industry Training Advisory Board is currently seeking endorsement of a new Real estate training package (see [www.pstrain.com.au](http://www.pstrain.com.au)).

The Real Estate Institute of SA (2003) points out however that there is considerable variance in training qualifications between States, with some States requiring a higher minimum level qualification than others depending on registration and licensing requirements. The difference in licensing arrangements also limits portability of qualifications.

Training for Real estate associate professionals is delivered through a gamut of providers including public and private RTOs, group training companies and Real estate institutes. There are also Real estate New Apprenticeships available in most states and territories in the areas of sales, Property management, and Corporate/Agency support. They are currently not available in Western Australia or the Northern Territory. For Real estate, New Apprenticeships preceded the training package qualification.

## Organisations interviewed

People in six organisations were interviewed for this case study. The table below provides information on the type of organisation and the position of the person interviewed.

Type of organisation	Position of person(s) interviewed
National Industry Training Advisory Board	Chief Executive Officer
Real Estate Agency in Perth	Director
Real Estate Agency in Melbourne	Agent and union representative
State ITAB	Executive Officer
NSW TAFE	Lecturer in Property Management
Canberra Institute of Technology	Lecturer in Real Estate

# Issues arising from interviews

## Industry related issues and expected trends

One respondent mentioned that they expected strong industry growth in the longer term, although the industry is susceptible to booms and busts. Another respondent reiterated this point by saying that Real estate is a market driven business – it is very reliant on market trends. Another respondent mentioned that Real estate has traditionally been an insular industry, with each state doing their own thing. The licensing issues raised in the section above (on current training arrangements) support this statement.

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Expect there to be strong industry growth in the longer term. It has booms and busts but is going well.

National ITAB respondent

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One other issue raised in relation to this industry is that large proportions of agents are paid on a commission basis.

## Awareness of New Apprenticeships for Real Estate associate professionals

There is an awareness of the New Apprenticeship scheme for Real estate agents as they are available in most States and Territories. However, these apprenticeships and traineeships generally tend to be referred to as traineeships, rather than apprenticeships. Awareness of New Apprenticeships for Real estate workers may be less in Western Australia and the Northern Territory, as they are currently not available there.

## Acceptance of the concept of New Apprenticeships for Real Estate associate professionals

Most of the respondents said that there was acceptance of the concept of New Apprenticeships for Real estate agents. The exception was one respondent who stated that “traineeships were a waste of money” because the industry is so reliant on the state of the market. Even though there may be a lot of Real estate agents at the moment, if there is a downturn in the market many of these agents will be out of a job. This respondent thought that there should be training for Real estate workers, but that it should be for licensing purposes (implying a more compliance-based approach to training).

However, other respondents were more positive. For example, one respondent stated that the concept is feasible and that the Real Estate Institute of Australia is favourably disposed towards the concept of New Apprenticeships for Real estate associate professionals. Another respondent said that there is acceptance of the concept due to licensing requirements. One respondent who had involvement in the set up of traineeships for Real estate workers said that although there is acceptance of the concept now, that this had been difficult to achieve and that there had been resistance to the concept. A couple of the reasons given by the respondent for this resistance were a lack of education by employers, and a fear of the unknown. Another respondent brought up the affordability of apprentices and trainees, especially by small business, as an issue.

The overall picture given by respondents is that although there is acceptance of the concept of New Apprenticeships for Real estate associate professionals, there has been some cultural resistance to the concept.

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The traineeships are good. They provide a clear entry pathway and are good to have available. They provide an employable person with enhanced career prospects.

Real estate agent and union respondent

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## Issues affecting the feasibility of New Apprenticeships for Real estate associate professionals

The main issues raised were the culture of training in the industry (as alluded to above), cost for small business, an industry tradition of payment by commission.

A couple of respondents referred to the culture of training, or lack thereof, in the industry. One respondent stated that there was a lack of a training culture within the industry because it was market driven, and that there was a high turnover of workers within the industry. This respondent also mentioned that there was pressure to do the training as soon as possible due to licensing requirements. Another respondent who has been involved in the introduction of traineeships in the industry mentioned that initially there had been resistance to them.

Three of the respondents mentioned that payment by commission could be an issue, and that employers may not be willing to pay an apprentice wage. However, one respondent did mention that it does not necessarily have to be an issue as some Real estate agents get paid a salary. Another mentioned that some agents are on retainers.

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For sales representatives, the commission payment method could be a problem in New Apprenticeships.

Real estate agency director

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One respondent raised the issue of affordability of New Apprenticeships for small businesses, while another mentioned in relation to funding that a lot of the training in the Real estate industry is done on a fee-for-service basis.

## Possible arrangements for New Apprenticeships for Real Estate

The current arrangements for apprenticeships that are taking place at the certificate III and IV level in Real estate and Property management are a mix of generic, technical and legal skills delivered off- and on-the-job. Two respondents mentioned however that there should be more on-the-job training provided than there currently is.

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There is not enough on-the-job training and assessment. A lot of the traineeship is done in the classroom.

ITAB respondent

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A respondent in Western Australia thought that more on-the-job than off-the-job training would be preferable for New Apprenticeships, as much of the work in this area is practical. This respondent also envisaged the need to teach technical and generic skills together, rather than as separate components of the course. An example given was that Acts and legislation (which are taught in the classroom) need to be related to a variety of generic skills such as problem solving skills, risk management skills, inspection skills, and powers of observation.

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In the apprenticeship, the technical skills and more generic skills need to be taught together rather than separately. The students need to learn about the relevant acts and legislation in the classroom, but they need to be related to other more generic skills.

Real estate agency director

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Another respondent indicated that the time to complete the traineeship was an important factor in developing the necessary competencies for the work. Currently, there is variation in terms of the expected duration of the traineeship. This respondent saw repeated application of what is being learnt as an important part of the apprenticeship/traineeship. Related to this, the respondent questioned the validity of giving RPL for new entrant trainees, given that these new entrants are supposed to be starting from a zero base.

One respondent in NSW mentioned linkages between licensing requirements and training package qualifications as being a possibility in the future. This would provide added incentives for people to go on to a full qualification.

One respondent indicated that New Apprenticeships for Real estate could represent an opportunity for people coming in from school, as currently a large portion of entrants in the industry are mature aged career changers. Similarly, one respondent from NSW indicated that there may be a role for this type of training through a VET in schools linkage (at the certificate II/III level).

One other possibility that was mentioned was the possibility of having a pre-apprenticeship program for sales people on commission. One of the possible barriers to New Apprenticeships in Real estate discussed earlier was that a large proportion of Real estate agents work on a commission basis.

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A pre-apprenticeship program of 12-18 months would be a better option for sales positions.

Real estate agency director

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## Summary

Demand for Real estate associate professionals is strong at the moment, however it is volatile, and subject to changing economic conditions.

There are registration and licensing requirements for Real estate associate professionals in each State and Territory, with associated training that needs to take place. However the requirements for licensing and consequent training are not nationally consistent, with some States requiring higher level minimum qualifications than others. There are also New Apprenticeships available in most States (with the exception of Western Australia and Northern Territory).

Within the Real estate industry, the New Apprenticeships are generally referred to as traineeships. Most respondents accepted the concept for Real estate, but implication was that the aim of the training was to comply with licensing arrangements, rather than there being any culture of training in the industry.

Possible barriers to New Apprenticeships for Real estate associate professionals included the lack of a culture of training in the industry, the tradition of payment by commission for Real estate agents, and its affordability for small business.

The preferred training arrangements for the New Apprenticeships appeared to be a mix of legal, technical and generic skills, with much of it being taught on-the-job. One respondent indicated that the generic skills should not be taught separately from the other skills but integrated into the overall training. VET in schools and pre-apprenticeships were also seen as being possibilities for the Real estate industry.

## References

Australian Bureau of Statistics (ABS) 1997 *Australian Standard Classification of Occupations*, 2nd ed, Catalogue no., 1220.0.

Property Services Training Australia 2003 *Property Services – Towards 2010*, Property Services Training Australia, Hall, ACT.

Real Estate Institute of South Australia 2003 *Submission to productivity commission – Review of mutual recognition (in the real estate industry)*, available at: [www.reisa.com.au/pdf\\_files/Mutual\\_Rec\\_Sub.pdf](http://www.reisa.com.au/pdf_files/Mutual_Rec_Sub.pdf)

# Welfare and community services

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## Background

Welfare associate professionals fall within the sub-major grouping of Health and welfare associate professionals under the ASCO coding system (code number 3421). The definition provided by ASCO for welfare associate professionals is “Welfare associate professionals provide support, information and advice to clients on emotional, financial, recreational, health, housing and other social welfare matters and evaluate and coordinate the services of Welfare and community service agencies” (ABS, 1997, p. 274).

Within this case study however, interviews were conducted with organisations that do not strictly fall within this classification. In particular, a significant proportion of interviews were conducted in the area of (diploma qualified) Childcare workers, which does not fall under ASCO code 3421. This occupational group was nevertheless of particular interest as there are a considerable number of New Apprenticeships occurring at this level.

There is no occupation in ASCO for diploma level qualified Childcare workers. Under ASCO there exists the occupational grouping of child care co-ordinator, which falls under major grouping of Managers and administrators, and Childcare worker, which falls under the major ASCO grouping of Intermediate Clerical, Sales and Service workers. diploma level Childcare workers, which are referred to by titles such as Qualified child care worker, Group leader, or Program leader do not fit into the ASCO classification. One of the problems with current ASCO, which dates back to 1997, is that it has become outdated due to changes in the structure of occupations. In the case of Childcare workers, the diploma qualified occupation is required due to licensing arrangements in the industry.

## Contextual information

Information pertaining both to Welfare and community workers, and Childcare workers will be presented here, as much of the interview data collected was concerned with Childcare workers.

### Welfare and community workers

Information from the JobOutlook site on the Department of Employment and Workplace Relations (DEWR) website (<http://www.jobsearch.gov.au/JobOutlook/default.aspx>) indicates that Welfare and community workers are a large occupational group with approximately 26,000 workers. About two-thirds of these people are employed in the Health and community services industry. A further 18% are employed in Government administration and defence, with the rest being employed across Property and business services, Personal and other services, and Education. This mix of industries is favourable for employment growth prospects.

The majority (75%) of Welfare and community workers are employed in the eastern States, with 29% being employed NSW, 29% in Victoria, and 17% in Queensland. For all occupations, 77% of all workers are employed in these three eastern States. Just over 70% of Welfare and community workers are employed full-time and just over three-quarters are female. Average weekly earnings are about \$800.

In terms of age, during 2002, 42% of Welfare and community workers were aged 45 and over. This compares to 34% for Australian labour force overall. Only 5% of Welfare and community workers were aged under 25, as compared to 18% for the Australian labour force overall. These figures imply that the Welfare and community workforce is somewhat older than the Australian labour force overall.

During 2002, about half of Welfare and community workers worked less than 35 hours per week, with 21% working more than 40 hours. For the Australian labour force overall, 40% of workers worked less than 35 hours per week, and 30% more than 40 hours during 2002.

An educational profile of these workers (available from <http://www.jobsearch.gov.au/Training/default.aspx>) indicates that as of May 2002 41% have obtained bachelor degrees, 20% diploma or advanced diploma, 8% certificate II or IV, 7% certificate I or II, 7% graduate diploma/certificate, 4% postgraduate degrees, and 12% no post school qualifications. This data indicates that VET level qualifications, particularly at the diploma/advanced diploma level, are a significant source of qualifications for these workers. The main fields of study for all the qualifications are Society and culture (62%), Health (11%), and Management and commerce (11%).

Employment growth for Welfare and community workers has been strong (an average of 6.7% per year for the last five years to May 2003), and is expected to be very strong in the future (to 2009-10). However, unemployment for this group of workers is above average.

## Childcare workers

Childcare workers are a very large occupational group comprising approximately 84,200 workers as at May 2003. About 70% of Childcare workers are employed in the Health and community services industry. The remaining 30% of these workers are distributed across Education, Personal and other services, Government administration and defence, and Cultural and recreational services.

Eighty percent of Childcare workers are employed in the eastern States (34% in NSW, 26% in Victoria, and 20% in Queensland). Just under a half of Childcare workers are employed full-time and almost 96% are female. Average weekly earnings for Childcare workers as of May 2003 was about \$500.

In terms of age, during 2002, 22% of Childcare workers were aged 45 and over. This compares to 34% for Australian labour force overall. However, 30% of Childcare workers were aged under 25, as compared to 18% for the Australian labour force overall. These figures imply that Childcare workers are quite young as compared to Welfare and community workers and the Australian labour force.

During 2002, about 60% of Childcare workers worked less than 35 hours per week, with 13% working more than 40 hours. For the Australian labour force overall, 40% of workers worked less than 35 hours per week, and 30% more than 40 hours during 2002. These figures may well indicate that a large proportion of Childcare workers work on a part-time or casual basis.

An education profile of Childcare workers (see <http://www.jobsearch.gov.au/Training/default.aspx>) indicates that as of May 2002, 17% of Childcare workers had attained diplomas/advanced diplomas, 15% certificates III or IV, 9% certificate I or II, 7% bachelor degrees and 1% postgraduate degrees. Just under a half (49%) of Childcare workers have no post-school qualifications. This is not surprising, given that there are a variety of skill levels required across Childcare. Nevertheless, VET is an important source of qualifications for Childcare workers. Based on the numbers employed in this occupation, the 17% with diploma/advanced diploma level qualifications translates into approximately 14,300 workers.

Employment growth for Childcare workers has averaged 3.8% per year for the last five years, and 6.6% per year for the past 10 years. Growth is expected to be very strong into the future (to 2009/10). Unemployment for this group of workers is above average.

## Current training arrangements

A variety of training qualifications are available within the Community Services Training Package Qualifications Framework. These range from certificate I through to advanced diploma level. At the diploma/advanced diploma level, qualifications are available in areas such as:

- Disability work,
- Children's services,
- Community services (both generalist and specialist fields),
- Community development,
- Employment services,
- Community services management,
- Social housing, and
- Youth work.

Apprenticeships and traineeships are also available for some of these qualifications. Most qualifications at certificate II to certificate IV level, as well as some diploma level qualifications, are available as apprenticeships and traineeships. For example, diploma level apprenticeships and traineeships are available in the area of Children's services.

In relation to Children's services, a variety of qualifications are available. At the diploma level, qualifications are available for Out of school hours care, and for Children's services. Workers at this level have supervisory or managerial responsibilities. More details on these qualifications are available at the Community Services and Health Training Australia website located at [www.cshta.com.au](http://www.cshta.com.au)

## Organisations interviewed

Eight organisations and one New Apprentice were interviewed for this case study. The table below provides information on the type of organisation and the position of the person interviewed.

Type of organisation	Position of person(s) interviewed
Industry Training Advisory Board (National Office)	CEO and Project Consultant
Industry Training Advisory Board (ACT Office)	Executive Director
Private RTO	Executive Officer
Group Training Company	Head of Children's Services Department
Group Training Company	Joint Owner
Early Childhood Centre	Director
Union	Branch Advocate
Union	National Industrial Officer
Early Childhood Centre	Apprentice/trainee in early childhood



## Issues arising from the interviews

### Industry related issues and expected trends

Respondents indicated that the Community services industry overall is a growing area. This growth is not only in terms of number employed, but also in the breadth of occupations in the industry (see also earlier comments on problems with the current ASCO classification system). A respondent from one of the unions in this sector indicated that there are three reasons for this. They are:

- The de-institutionalisation and contracting out of services by government meaning that different types of work have arisen that would not exist in institutions, for example, lifestyle workers;
- An awareness of different types of work, for example lifestyle workers that help disabled people be independent; and
- An increase in multicultural and women's services, domestic violence services and the like.

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The Welfare and community worker industry is a growing industry. There have been several new job classifications come on board in recent years.

Union respondent

Other trends mentioned were that the Welfare and community sector was female dominated, and that the workforce was older than some others.

Within the Childcare sector, respondents indicated that there had been large growth in the sector over the past several years. Data provided by one respondent indicated that:

- Private providers comprise 79% of Childcare centres, up from 55% ten years ago,
- The number of Childcare workers has increased from 26,641 in 1992 to 78,565 in 2002/03,
- The number of private centres has increased in number from 1,264 in 1992 to 3,291 in 2002,
- The number of community based centres has dropped from 1,028 in 1992 to 899 in 2002.

Other issues mentioned by respondents in relation to the Childcare industry were that it is low paid in comparison to other industries (as indicated by the contextual information), and that there is a high level of turnover within the industry. One respondent indicated that it may be a transient industry. The *Childcare Workforce Planning Project – 2002* found that issues such as lack of career structure, the poor status of Childcare in the eyes of the community and the staff themselves, and poor conditions of employment were affecting the retention of staff within Childcare in the ACT.

There are also licensing requirements within Childcare whereby in most states there is a requirement to have a 'qualified' Childcare worker generally at the diploma level. Licensing also exists in other parts of the Welfare and community industry, however it appears to be strongest within Childcare.

### Existence of associate professionals

The respondent from the National ITAB indicated that there are a vast variety of jobs at associate professional level in Health and community services including in Children's services, Child protection, Aged care, Disability care, Youth work, Lifestyle and leisure, Ambulance, Dental technology and a variety of Health technicians. However, they are not referred to as associate professionals. In the Community services area they are often referred to as professionals, and in

Health para-professionals. Other respondents also indicated that the term associate professional is not used.

## Awareness and existence of New Apprenticeships

Awareness of the concept of New Apprenticeships was variable. There would seem to be greater awareness in occupations such as Childcare where there are licensing requirements, and possibly also Aged care and Disability services. Often New Apprenticeships are referred to as traineeships. One respondent thought that the overall level of awareness in Welfare and community services would be low because many people thought apprenticeships referred to the trades and young people.

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There is a low level of awareness of the apprenticeship scheme. People in the industry don't see how it relates to them. They see apprenticeships as applying the trades, young people, and males.

Union respondent

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An ITAB respondent indicated that New Apprenticeships at diploma level currently exist in Children's services in every State and Territory. There are also some New Apprenticeships in other Community welfare areas such as Disability services and Aged care. However, they are most prevalent in Children's services and many of these are existing workers. Much of the impetus behind these New Apprenticeships would appear to be the licensing requirements in the sector.

## Acceptance of the concept of New Apprenticeships

A group training company respondent indicated that in the area of children's services, there was a huge demand for diploma qualified people in rural areas, and that New Apprenticeship pathways would be useful there. Currently, some Childcare centres are struggling to meet licensing requirements because of the difficulty in attracting diploma qualified staff.

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There is a huge shortage of diploma qualified people in rural areas.

Group training company respondent

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A respondent from an ITAB also mentioned that the role of diploma qualified people in Community services and Health is expected to expand, and that New Apprenticeships could be useful in helping to meet the resulting demand across the sector. However, this respondent also indicated that the recruitment pool would be people over 45 coming in from other industries. There was also mention made that licensing may be introduced into some of the Medical technician jobs, and that New Apprenticeships could be a useful pathway to meet the licensing requirements.

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In the future, the role of diploma level people will expand. The recruitment pool for these will be people over 45 who have qualifications in another industry.

ITAB respondent

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Another respondent thought that New Apprenticeships would work for medium sized businesses, but that smaller employers would need structural (in terms of flexibilities) and financial incentives in order for them to work.

## Perceived benefits of New Apprenticeships

There were perceived benefits of New Apprenticeships for both employees and employers. Respondents saw benefits for employees in terms of:

- providing formal qualifications,
- getting a job and studying at the same time,
- earning money,
- being able to apply skills learnt to the job, and

- being empowered by having skills recognised by recognition of prior learning.

For the employer, benefits were perceived to be that:

- they are getting a trained worker,
- their employee has a recognised qualification,
- they receive financial incentives (for training below diploma level),
- the employee is more likely to stay on if they did the apprenticeship/traineeship with the employer,
- the course can be tailor made to the needs of the employer, and
- assessment of on-the-job activities can be more meaningful than simulated classroom assessment.

## Issues affecting the feasibility of New Apprenticeships

The issue most often mentioned by respondents that may affect uptake of New Apprenticeships, particularly in regard to Childcare, was award conditions within the industry. The majority of respondents thought that the poor pay at the end of the training was a disincentive to undertake the training. Indeed, diploma qualified Childcare workers, were only earning about \$525 per week at the time the interviews took place in mid-late 2003 (see also contextual information).

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Awards are a problem in the industry. The community services sector in general is not high paying. The pay scales are too gradual from entry level up until someone gets a diploma.

State ITAB respondent

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Another issue that was mentioned by respondents, once again for the Childcare industry, was that of release time to do the training. Since most of the employers in the industry are, as one respondent put it, 'small cash strapped organisations' arranging relief for employees who are away at training can be problematic.

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Getting release of students to do the training is an issue in some areas.

Group training company respondent

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Lack of state funding for apprenticeships and traineeships was another issue raised by respondents, although this seemed to vary by State. For example, whereas there was no funding for Diploma level apprenticeships and traineeships in NSW, funding was available in the ACT. However respondents agreed that funding was a determinant in taking on apprentices or trainees.

One respondent thought that the delivery of and access to training was an issue given that the Welfare and community workforce was regionalised and composed mainly of small organisations. Flexible delivery options were seen as being important here. One other respondent also expressed concern in relation to Childcare that Childcare centres do not have staff, both in terms of ability and time, to do on-the-job training effectively.

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Because the sector is mainly composed of small businesses, for New Apprenticeships to be taken up there would need some form of structural and financial assistance.

Union respondent

## Usefulness of financial incentives and funding

State funding policies for apprenticeships and traineeships at diploma level varied between States and Territories. A couple of respondents mentioned that in NSW there was a lack of funding for apprentices and trainees at the associate professional level, and that there is also a policy of not funding existing worker apprenticeships and traineeships. In contrast, in the ACT, two respondents mentioned that the government funds diploma level apprenticeships and traineeships for Children's services. Indeed, one respondent claimed that the ACT was very generous with its training funds. Another respondent from a group training company thought that State Funding for existing workers was a more important consideration than the

Commonwealth incentives in employers choosing whether or not to take on an apprentice or trainee.

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State government policy is an important factor in traineeships. If the training is paid for, it is irrelevant as to whether the organisation gets the incentive or not.

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Group training company respondent

Other respondents thought that financial incentives could be useful for both employees and employers. They were seen to assist employees as many employees do training in their own time, and employer incentives can mean that employees get time off during work to undertake training. On the other hand, employers can benefit, as off-the-job training is a cost for employers because they need to find relief staff while employees are away on training.

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Financial assistance to get a pool of diploma level qualified people would also assist in getting a good pool of casual staff.

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State ITAB respondent

One respondent mentioned that some small businesses have taken an innovative approach by forming clusters to split costs associated with the WELL program<sup>1</sup>.

## Possible arrangements for New Apprenticeships

Most of the training arrangements that were discussed by respondents referred to the situation in the Childcare industry. The training approaches that were discussed were workplace based.

One respondent from the ACT discussed a 'children's services workplace apprenticeship model' (called a cadetship) that was proposed in the *Childcare Workforce Planning Project – 2002* (Community & Healthworks!, 2002) in consultation with industry and the Industry Training Advisory Board. This model is aimed at alleviating the recruitment, training and retention problems of the Childcare industry in the ACT. The model is based around a four-year cycle, rather than traditional two-year diploma, so that the student has sufficient time to gain both practical and theoretical skills. This approach also gives the student sufficient time to acclimatise to the demands of the job role. The final year of the apprenticeship allows the student to specialise in particular areas. Although there is a theoretical component to this apprenticeship, much of it is practical. The structure of the cadetship is based around issues in the workplace, and they are used as a basis for subjects undertaken.

In addition to this proposed model of training, a group training company operating in rural areas in NSW/ACT provides a fully on-the-job diploma level apprenticeship/traineeship for Childcare workers. Elements of their approach to training are that:

- it is entirely work-based (trainers come on site for one day per month),
- Recognition of prior learning (RPL) or Recognition of current competency (RCC) are used as mechanisms to tailor the traineeship to the needs of the student and organisation, and to speed up the traineeship. The level of RPL/RCC provided is determined by an initial skills audit performed by the group training company,
- there is a major emphasis on building trust and relationships between the trainee's organisation and the group training company,
- a trainer from the group training company visits the Childcare centre once/month to talk to the trainee, director and other staff, and to decide on cognitive development for the next month,
- there is the conduct of an issues based workshop once/month, and

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<sup>1</sup> The WELL program is the Workplace English Language & Literacy (WELL) program. It comes with a 75% subsidy of the cost of training, and is a staff development program aimed at developing "on the job" communication skills as well as other employment and vocational training needs.

- a ‘many’ voices approach to marking assignments is used whereby assignments are assessed by someone other than the person who comes out to do the workplace training so that the trainee can get different perspectives.

A director of a Childcare centre using the services of this group training company thought that the value of this approach to training is that the course is tailor made to the individual student, and that in this context, the initial skills audit is very important.

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The course is tailor made to meet the needs of the student. In this context, the initial skills audit is very important in setting up the course. If the course is tailor made, this means that time is not wasted doing topics the student is either already competent in, or is not relevant to their needs.

Early childhood centre director

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Another respondent from a group training company also discussed a completely work-based traineeship. The structure of this traineeship has similarities to the approach discussed above. The traineeship consists of on-the-job training as well as more formal structured training at the workplace. RPL mechanisms are also used and a representative from the group training company goes out to see the trainee every four to six weeks. About half the time the representative spends at the trainee’s workplace is on assessment issues. One other RTO respondent indicated that for New Apprenticeships in Children’s services and Aged care, they use RPL and a combination of on-and off-the-job training.

In addition to these workplace based training models, an ITAB respondent thought that for Welfare and community occupations generally, a mixed mode approach to training was required including classroom, self-paced, and on-the-job training. The respondent also thought that combinations of cross-occupational, cross industry and technical skills were required for the apprenticeships and traineeships. Another respondent from a union thought that in relation to Childcare, training on-the-job was important in conjunction with workshops and day and weekend courses.

## Summary

Diploma level Childcare workers do not fall within the ASCO classification for Health and Welfare associate professionals because the ASCO system, which dates back to 1997, does not accurately reflect the current structure of occupations in the Welfare and community services sector. However, they have been included as a major focus of this case study because they represent an important component of the Welfare and community services sector that has taken up New Apprenticeships as a training path.

Respondents to this study indicated that the Community services industry is growing not only in the number of employees, but also in the breadth of occupations in the industry and, for Childcare in particular, there has been considerable growth in recent years. The roles of diploma qualified people in Community services and Health are expected to grow and it was suggested that apprenticeships and traineeships could be useful in helping meet the increased demand.

Both for the Community services industry as a whole and the Childcare sector, licensing requirements have been a main impetus behind the uptake of New Apprenticeships (often referred to in the industry as traineeships). New Apprenticeships at diploma level may be found in Community Welfare areas such as Disability services and Aged care, but by far the greatest number are in Children’s services. Many of the apprenticeships are taken up by existing workers seeking to acquire or improve their qualifications.

Respondents described a variety of training arrangements used in new apprenticeships in the Welfare and community services area, mainly in Childcare. One version took the form of a four year apprenticeship, mostly practically based. Two others, operated by group training companies, were entirely work-based with trainers visiting the worksite. An ITAB respondent favoured, for

Welfare and community occupations, a mixed mode approach combining classroom, self-paced and on-the-job training, recommending also that there be cross-occupational and cross-industry components to the apprenticeships.

## References

Australian Bureau of Statistics (ABS) 1997 *Australian Standard Classification of Occupations*, 2nd ed, Catalogue no., 1220.0.  
Community & Health Works! 2002 *Childcare workforce planning project – 2002*, Community & Health Works.