



Government of Western Australia  
Department of Training  
and Workforce Development



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# STATE GOVERNMENT **RESPONSE**

## REVIEW OF SKILLS, TRAINING and **WORKFORCE DEVELOPMENT**

July 2020



[jobsandskills.wa.gov.au/trainingreview](https://jobsandskills.wa.gov.au/trainingreview)

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The McGowan Government welcomes the Report on the Review of Skills, Training and Workforce Development.

The Government recognised that as part of its recovery planning an urgent review of skills, training and workforce needs was required due to the significant disruption and market changes arising from COVID-19.

The Review team formed in late May and delivered its report to the State Recovery Controller on 30 June 2020.

The Review team undertook extensive consultations with business, industry associations, community representatives and government agencies. More than 238 stakeholders were consulted through meetings with the Review team and 74 written submissions were received.

Feedback provided at the State Government's COVID-19 Recovery Ministerial Roundtables was also integrated to form overall recommendations.

There was considerable alignment across business and community leaders about needed interventions.

The State Government wishes to sincerely thank stakeholders for their considered input into the Review at a time when business and community members continue to be under considerable pressure in managing the dynamic environment.

The Government is committed to advancing immediately almost all of the recommendations arising from the Review. For a small number of recommendations, while supported, it is appropriate they be considered in the Reforming and Transforming phase of the State's recovery and after there has been an opportunity to observe the impact of initial interventions and market recovery. The Government response to each of the recommendations is set out at Appendix 1.

Due to the clear messages from stakeholders about the need for skill-set training, more courses with lower fees and assistance for displaced apprentices and trainees, findings from the Review were relayed to Government as part of its recovery response in late June. Consequently a number of Government responses to the review have been recently announced.

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## Background

On 21 May 2020, the Premier and the Minister for Education and Training jointly announced the establishment of an urgent review of skills, training and workforce development in response to COVID-19's impact on the Western Australian workforce.

The objectives of the Review were to:

- identify practical training solutions in response to COVID-19 to meet industry needs, and ensure maximum opportunities for Western Australians to benefit from employment, skills, training and workforce development during this period of economic recovery;
- ensure a coordinated, effective and efficient means for business to navigate the training system and deliver outcomes for the state on an ongoing basis;
- establish a direct pathway for business to discuss and implement training solutions with the primary state provider, TAFE;
- consider opportunities for training to be reframed to be more responsive, quicker in skilling people and more accessible in reach and cost; and,
- identify options so that people are able to stay engaged through training and reposition their skills for new work directions.

The Review was led by Ms Anne Driscoll, Director General, Department of Training and Workforce Development, Ms Michelle Hoad, Managing Director, North Metropolitan TAFE and Ms Terry Durant, Managing Director, South Metropolitan TAFE. The Managing Directors of North Regional, Central Regional and South Regional TAFEs were regularly consulted and involved throughout the Review.

The Review Report was submitted to the State Recovery Controller on 30 June 2020 and was considered by the State Government on 20 July 2020.

The Review Report can be found at [jobsandskills.wa.gov.au/trainingreview](https://jobsandskills.wa.gov.au/trainingreview).

## State Government response to the review recommendations

The State Government response to the Review recommendations is outlined below. The Department of Training and Workforce Development and TAFE colleges will commence implementation of supported recommendations between July and December 2020, as part of the Restarting and Stimulating phase of the State Recovery Plan. Recommendations that are supported in principle will be subject to further consideration as part of the Reforming and Transforming phase commencing in January 2021.

### Addressed by recently announced initiatives

The following recommendations have been addressed by recently announced initiatives and have been implemented as part of the State Government's immediate COVID-19 recovery response.

	Observations	Recommendation/s	State Government response
1.1	Many workers have already, or will in the future, lose their job due to a contraction in industries impacted by COVID-19. These workers often have highly transferable "soft skills". By acquiring new skills in alternative occupational contexts they will be more competitive in seeking employment. In the event a job outcome doesn't initially arise, the new skills obtained should link to a full qualification.	Provide fee-free skill sets for displaced workers, focusing on practical introductory skills and industry-specific skills to transition to new employment opportunities where there is jobs growth or demand.	Recommendation supported and addressed by the State Government's <i>Skills Ready</i> recovery package announced on 2 July 2020, which includes free job-ready skill sets for jobseekers and workers displaced by COVID-19.
1.2	Businesses find that some jobseekers are not job ready and need support to overcome barriers to enter/re-join the work force. Work readiness, numeracy, literacy and digital skills were identified as important pre-entry requirements. Courses of this nature are more successful if they include, or link to, practical job related skills.	Provide fee-free skill sets for jobseekers including those who are unemployed, focusing on work readiness and employability, foundation digital, numeracy and literacy skills.	Recommendation supported and addressed by the State Government's <i>Skills Ready</i> recovery package, which includes free entry-level skill sets for jobseekers.
1.3	COVID-19 highlighted that a number of small businesses need contemporary digital and resource management skills to be more agile and reposition their business activities.	Fee-free skill sets that include financial, resource management and digital skills be made available to support existing businesses and those businesses needing to reposition.	Recommendation supported and addressed by the State Government's <i>Skills Ready</i> recovery package, which includes the free Operating a Small Business Skill Set to support those already operating a small business.

	Observations	Recommendation/s	State Government response
1.5	Apprenticeship data indicates that there has been an increase in the number of apprentices and trainees that have been suspended or terminated as a result of business disruption during COVID-19. This trend may worsen as changes are made to JobKeeper and other Commonwealth incentives cease.	Provide an incentive for employers to re-engage an apprentice or trainee whose training contract has been cancelled since 1 March 2020.	Recommendation supported and addressed by the State Government's new Apprenticeship and Traineeship Re-engagement Initiative announced on 2 July 2020, which provides a one-off payment of \$6,000 to employers who take on a displaced apprentice or \$3,000 for those who take on a displaced trainee.
1.8	<p>Course costs are seen as a barrier to people participating in training and employers investing in apprenticeships. The 50% fee reductions for some courses introduced at the beginning of 2020 were viewed very positively. Stakeholders were of the view that more courses should have reduced fees, especially those important to economic recovery, including:</p> <ul style="list-style-type: none"> <li>• Building and civil construction trades that have been subdued for some time and will have more work due to stimulus measures;</li> <li>• Courses for people disproportionately impacted by COVID-19; women, youth, Aboriginal people and people with disabilities;</li> <li>• Pre-apprenticeship courses to support entry into needed trades, and</li> <li>• Skills needed in regions.</li> </ul>	Expand the <i>Lower Fees, Local Skills</i> initiative by adding additional courses which are aligned with the industry and social recovery needs of the WA economy.	Recommendation supported and addressed by the State Government's <i>Skills Ready</i> recovery package announced on 2 July 2020, which includes an expansion of the <i>Lower Fees, Local Skills</i> initiative to a further 39 high priority courses, taking the initiative to 73 courses in total.
2.7	Businesses greatly value pre-apprenticeships as a preparation for entry into an apprenticeship. Work placements during training often provide critical connections that lead to employment.	Increase access to pre-apprenticeships by decreasing costs and increasing available training places to grow the pipeline of trades in regional and metropolitan WA.	Recommendation supported and addressed by the State Government's expanded <i>Lower Fees, Local Skills</i> initiative, which includes increased places and reduced fees for a further six pre-apprenticeship courses in areas including automotive electrical technology, engineering, plumbing, and building and construction.

## To be progressed July to December 2020 – Restarting and stimulating phase

The following recommendations are supported and implementation will be commenced as part of the Restarting and Stimulating phase of the State Recovery Plan. Implementation can be progressed with existing funding as part of the core business of DTWD and the TAFE colleges. Some recommendations will require collaboration with other agencies as indicated.

	Observations	Recommendation/s	Indicative commencement
1.4	Business has embraced the responsiveness of TAFEs in delivering blended modes of learning in response to COVID-19. They are keen to see these new forms of distanced delivery continue, improving accessibility, especially for people working and living remotely. For some people and circumstances remote learning is not available and/or appropriate.	New skill sets be delivered partly or fully online to enhance accessibility, while retaining necessary practical components of the training where required.	Recommendation supported.
1.6	Aboriginal stakeholders and businesses that successfully attract and retain Aboriginal staff consistently emphasised the importance of cultural competence in their businesses. Effective client services also require cultural competence.	Cultural competence training for business be funded, delivered by contracted Aboriginal organisations and promoted as an important platform to support the attraction, recruitment and retention of Aboriginal employees.	Recommendation supported.
1.7	Aboriginal and community stakeholders identified a number of barriers that inhibit sustained employment for Aboriginal people. Cultural guidance for course design, practical outcomes for participants that increase employability and pastoral care by community leaders was seen as important.	<p><b>1.7.1:</b> Develop in consultation with Aboriginal stakeholders an employment enabling program for Aboriginal youth that includes wrap-around support, mentoring, independent living skills such as budgeting and nutrition and obtaining a Driver's License.</p> <p><b>1.7.2:</b> Explore the development of a "caring for country – caring for self" program for Aboriginal youth to develop self-esteem, pride, and confidence that will lead to employability and job opportunities on country (e.g. tourism).</p>	Recommendation supported.
1.10	Business and community stakeholders feel that the value of VET as a career option is not well understood or promoted to school students, parents, counsellors and teachers. They are of the view that TAFE and DTWD need to partner with the Department of Education and schools to better promote VET. Young ambassadors that students identify with,	<b>1.10.1:</b> Promote VET as a desirable post-secondary career pathway by joining with the Department of Education's <i>Career development is everybody's business</i> roadshow and partner with schools in career advice to students, parents and teachers.	Recommendation supported. Implementation to be progressed in collaboration with the Department of Education.

	Observations	Recommendation/s	Indicative commencement
	<p>economic data to demonstrate the VET value proposition, as well as impactful promotion using multi digital channels should be used.</p> <p>Employers noted that job candidates don't often have the appropriate STEM skills to be successful, given the technical component of many VET qualifications.</p>	<p><b>1.10.2:</b> "Join-up" VET funding from the Department of Education and DTWD, so schools and TAFEs can collaboratively plan how funding will be best used to align VET programs with student needs and future workforce priorities and opportunities.</p> <p><b>1.10.3:</b> Consider ways to maintain appropriately diverse career pathway selections by students, and specifically how to ensure that no one pathway is inadvertently incentivised over another.</p>	<p>Recommendation supported.</p> <p>Implementation to be progressed in collaboration with the Department of Education, initially as a pilot.</p> <p>Implementation to be progressed by the Department of Education with support from DTWD.</p>
1.11	<p>Increasing skilled people in health and community services to meet demand is a priority. Course fees have been reduced to encourage more students but there is limited availability of required practical work experience places to supplement the training.</p>	<p>A work placement program for health and community services be implemented by DTWD, TAFEs and funded health training providers to address the barriers of securing student placements in the workplace.</p>	<p>Recommendation supported.</p>
2.3	<p>A number of businesses were concerned that there will not be sufficient supply of skilled tradespeople to meet long term needs resulting in labour shortages with resultant poaching and excessive labour costs.</p> <p>While some employers were reluctant to modify existing apprenticeship models others wished to explore/pilot alternative approaches.</p>	<p><b>2.3.1:</b> A review of the current apprenticeship model be undertaken in consultation with all key stakeholders to consider alternative models, including dual and combination trades, options for front-ending apprenticeships with a theory block, the "chunking of skills" over the apprenticeship, and utilising Recognition of Prior Learning (RPL) more effectively.</p> <p><b>2.3.2:</b> In response to Government stimulus packages for residential housing, and in association with a major builder, pilot shortened apprenticeships in low risk, non-licensed trades that require speed to market and an increased pipeline of skills.</p>	<p>Recommendation supported.</p>
2.4	<p>Engineering and electrical trades are in high demand across many WA industries. There is concern that apprenticeship intake will not be sufficient to both support existing activity and grow capacity in new industries such as defence and advanced manufacturing.</p>	<p>Implement initiatives over a 12-month period to protect and grow the pool of engineering and electrical trades that support the defence industry, manufacturing, resources and associated supply chains.</p>	<p>Recommendation supported.</p>

	Observations	Recommendation/s	Indicative commencement
	Strategies are needed to ensure defence industry businesses invest in training in anticipation of new work and other industry sectors are incentivised to shore up their own future supply.		
2.6	Small to medium business are confused by the array of incentives available to support the employment of an apprentice or trainee. They also find the claim process time consuming. They need better digital and one-on-one support to guide them.	Simplify processes for employers to access and claim the various employer incentives available.	Recommendation supported.
3.1	<p>People that have not had a job for some time will have particular difficulty in moving to employment.</p> <p>Agencies and employers will need to work collaboratively to support people in their job readiness and provide links to employment.</p>	Pilot an entry-level (pre-employment program) that applies to selected Government projects obliging contractors to be involved in a collaborative approach to train jobseekers upfront with a view to employment.	Recommendation supported. Implementation to be progressed in consultation with procuring agencies.
3.2	The short term nature of Government procurement contracts is a significant barrier to the employment of apprentices. A smoothing of stimulus projects, particularly in the regions would ensure that employers had certainty of work to support the engagement apprentices and trainees.	Where possible, procuring agencies sequence construction stimulus projects, bundle projects or utilise group training organisations to provide sufficient certainty for business to commit to apprentices and trainees.	Recommendation supported. Implementation to be progressed in consultation with procuring agencies.
3.3	<p>Unlike Government works and infrastructure procurement contracts, Government purchasing of community support services in some cases may not currently entail a commitment to training or employment outcomes. Government expenditure in the care economy could be more effectively leveraged for jobs and skills.</p> <p>The attainment of transferrable qualifications in the health and community care is important both in assuring quality services as well as enabling people, often women, to have transferable skills.</p>	Clear training obligations should be embedded contractually when government purchases services in the care economy.	Recommendation supported. Implementation to be progressed in consultation with procuring agencies.

	Observations	Recommendation/s	Indicative commencement
4.1	<p>Major resource sector organisations are committed to recruiting and developing staff that are local to the Pilbara. A genuine commitment and valuing of Aboriginal people and women is evident.</p> <p>Many companies indicated they want their training in situ in the Pilbara, by the local TAFE.</p> <p>Resource companies indicated a preparedness to support this in kind with equipment, lecturer development, and provision of expertise. Staff retention of skilled lecturers in the Pilbara is a problem due to high salaries offered by resource companies. Some resource companies favour metropolitan based training for their staff.</p>	<p>A Pilbara Specialist Centre be established in partnership with the resources sector to improve access to trade training and support. Focussed on North Regional TAFE, this centre would be supported by the metropolitan TAFEs.</p>	<p>Recommendation supported.</p>
4.2	<p>Heavy diesel mechanics continue to be in short supply across all relevant sectors.</p> <p>Members of the agricultural industry perceive that dedicated agricultural equipment training is not sufficiently resourced and are strongly of the view that a dedicated centre of excellence is needed. Their preferred site is Muresk Institute.</p>	<p>An Agricultural Machinery Training Centre be established at Muresk Institute to support the agricultural industry and its supply chain.</p>	<p>Next steps and ongoing</p>
4.3	<p>The availability and high level of maritime training available at Fremantle TAFE campus and other regional campuses is not well known in some sectors. Further direct contact with industry to communicate capacity and arrange training responses has commenced.</p> <p>North Metropolitan TAFE has been working with the resources sector to meet its rail training needs, and these were further clarified in discussions.</p>	<p>Metropolitan TAFE colleges work with regional TAFEs to build rail and maritime capability in WA to meet resource and agricultural industry needs.</p>	<p>Recommendation supported.</p>

	Observations	Recommendation/s	Indicative commencement
4.4	Regional stakeholders wish to see a greater connection between employers and TAFE to ensure training is aligned to local needs. Latest local labour market data is needed to inform these discussions.	TAFE regional colleges are employing new Regional Industry Engagement managers whose role will be to ascertain local training and workforce development needs. These staff will liaise with key regional stakeholders, and interrogate current labour market information, so as to identify local skills and employment needs, and inform training priorities and pathways for the needs of industry and the community.	Recommendation supported.
4.6	The tourism and agricultural sectors are concerned that the absence of Working Holiday Visa travellers will result in staff shortages at critical times such as seasonal fruit picking, harvest and small windows of high season tourism.	The WA Government approach the Commonwealth Government to extend Working Holiday visas for workers already in Australia, and TAFE work with industry to support skilling of people seeking to work in the regions.	Note that the Commonwealth Government has established a process for extending temporary work visas.  The recently announced <i>Skills Ready</i> recovery package included job-ready skill sets in agriculture and hospitality.
4.7	The regions are increasingly dependent on on-line technologies for business and personal use.  At the same time connectivity and availability of digital resources is not available to all – so different channels are important.  Training is needed for business and the community to ensure that digital channels are optimised.	Specific digital skills training be developed and delivered by TAFE to assist regional communities.	Recommendation supported.
5.1	Skill sets were consistently favoured by employers and community stakeholders as a means to progressive and agile skills attainment. It is important that skills build to a visible and transferrable record of attainment.	Increase the agility and responsiveness of the training sector to meet industry needs and individual career aspirations, through the timely development and delivery of skill sets.  Skill sets should be designed and, where necessary, accredited in WA for local conditions, and aim to provide a pathway to a full qualification.	Recommendation supported.

	Observations	Recommendation/s	Indicative commencement
5.3	Industry feedback indicated that skills are often acquired over time, jobs and places. An accessible and trusted record of skills attainment is needed as a progressive record of achievement for sharing with potential employers.	Work with the National Centre for Vocational Education Research and the Commonwealth Government to further evolve the creation of a skills passport concept so that students can access their school, accredited training and higher education history from one system (preferably an online portal), and as functionality increases, this be promoted and made available to prospective employers as a trusted and comprehensive information source.	Recommendation supported.
5.4	On-line training and remote learning is efficient for business, and makes training more accessible to a wider number of people, including those in the regions. On-line capability needs to grow. At the same time, face to face learning has an important place and not all people have digital equipment and accessibility.	<p>5.4.1: Enhance the capability of the training sector to develop and deploy online content and remote learning to students no matter where they live, recognising the need to address some practical components of the curriculum through face-to-face or blended delivery modes</p> <p>5.4.2: Invest in the application of new technologies to simulated work and training environments, including for remote assessment and delivery in-the-field and onsite.</p>	Recommendation supported.
5.5	Some businesses indicated a preparedness for in-kind support and provision of equipment to ensure training is contemporary.	Capitalise on, and encourage further industry support and provision of contemporary equipment and expertise to complement TAFE resources.	Recommendation supported.
5.6	The direct engagement of senior TAFE and DTWD staff with business leaders has been invaluable. There are many direct actions that flow from initial consultations.	TAFE to follow up with businesses and industry representatives on the opportunities for partnerships, return-to-industry, training programs and skill sets identified during the Review (see Appendix 3).	Recommendation supported.

	Observations	Recommendation/s	Indicative commencement
5.7	COVID-19 has demonstrated the importance of new technologies and diversification. DTWD in concert with TAFE needs to undertake skills gaps analysis and training for key industry sectors. Work to mobilise capacity in the Defence sector is an example of VET resources positioning to support Government priorities.	Position TAFE capability to support major government industry development priorities to diversify the State's economy, and to meet the needs of infrastructure projects that will be brought forward, including: <ul style="list-style-type: none"> <li>• Defence;</li> <li>• Advanced manufacturing/METS;</li> <li>• Resources including critical minerals;</li> <li>• Energy, LNG and renewable hydrogen;</li> <li>• Precision agriculture and agri-foods; and</li> <li>• METRONET and rail.</li> </ul>	Recommendation supported. Implementation to be progressed in collaboration with the Department of Jobs, Tourism, Science and Innovation, and lead agencies on major diversification and infrastructure projects.
5.8	Training quality and relevance requires lecturers with current knowledge of workplace practice and equipment. Aboriginal lecturers are needed to provide authentic cultural training as well as course delivery in all industry sectors.	Improve the diversity and currency of the VET workforce by: <ul style="list-style-type: none"> <li>• Increasing Aboriginal lecturers, particularly to deliver culturally relevant units;</li> <li>• Utilising return-to-industry options in partnership with business; and</li> <li>• Developing new teaching modes and technologies.</li> </ul>	Recommendation supported.
5.9	The VET value proposition is not well understood. Impactful and multi-level messaging is needed to demonstrate the importance, diversity and income returns possible in the VET sector.	The Government undertake a broader and more concerted promotion of the value of VET and TAFE through a marketing campaign that effectively engages the community (emphasising the career and training opportunities through TAFE).	Recommendation supported.
5.10	Feedback from business and community stakeholders was that the consultation process was highly useful in developing relationships, understanding issues and establishing lines for direct contact when needed.	Building on relationships developed through the Review process, TAFE and DTWD executives continue to meet business and community leaders to ensure ongoing industry engagement.	Recommendation supported.
5.11	VET courses need to be easier to find, understand and enrol in.	Digitally enhance the navigation to training and course information for prospective students, employers, career advisors.	Recommendation supported.

	<b>Observations</b>	<b>Recommendation/s</b>	<b>Indicative commencement</b>
5.12	Businesses were unclear about the best way to contact TAFE to solve their training needs.	Promote the first point of contact as the local TAFE, which will guide an appropriate response, including drawing from the combined TAFE network capability when required.	Recommendation supported.
5.13	The economic and labour market is dynamic and multiple sources and perspectives are needed to bring it together in a meaningful way that is current.	DTWD and TAFEs continue to focus on real-time data to inform the skills development of Western Australians and training priorities for the State, including partnering with other agencies on Government initiatives and economic directions.	Recommendation supported.

## To be commenced July to December 2020 – Supplementary funding to be considered internally by DTWD

The following recommendations can be implemented in part without additional funding, but a modest redirection of training funds is required to get meaningful momentum to complex projects and/or implement relatively low cost initiatives.

	Observations	Recommendation/s	Indicative commencement <sup>1</sup>
1.9	<p>There is a need to provide quality career advice and support services for the significant number of people that have lost employment, or whose job prospects have worsened as a result of COVID-19.</p> <p>The number of people needing assistance is expected to significantly grow post September as JobKeeper and JobSeeker arrangements are modified.</p>	<p>The capacity and coverage of the Jobs and Skills Centres (JSC) network be increased to ensure services are available to guide people on new career options and job application preparation.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• developing further products and services for the JSC network (career videos, webinars online resources, etc.);</li> <li>• providing a more comprehensive job matching services; and</li> <li>• lifting industry engagement; and</li> </ul> <p>For a two-year period, additional resources are needed to:</p> <ul style="list-style-type: none"> <li>• establish new JSCs in unemployment hot spots such as Midland and Armadale;</li> <li>• increase services to Aboriginal people; and,</li> <li>• address disproportionately low resources in some regions.</li> </ul>	<p>Recommendation supported.</p>

<sup>1</sup> See page 54 for definition of timeframes.

	Observations	Recommendation/s	Indicative commencement <sup>1</sup>
2.1	<p>Many sectors including resource, agriculture, defence and civil construction are seeing the need for highly skilled individuals with skills crossing two or more traditional trades.</p> <p>It was observed that hybrid trades are needed as well as the up-skilling of existing tradespeople into related occupational areas of specialisation.</p> <p>Feedback also indicated core trades are constantly changing due to new technologies.</p>	<p>High-level sophisticated trade apprenticeships and skill sets for the future be developed.</p> <p>This recognises the evolution of technical, diagnostic and data skills, and the merging of these with the mechanical, electrical and IT skills needed to work on the complex equipment now common in industry.</p> <p>These new apprenticeships will prepare people for critical jobs that increase the productivity and competitiveness of the Western Australian economy.</p>	<p>Recommendation supported in principle and initial actions to be commenced in July – December 2020.</p>
2.2	<p>Specific industries, such as transport, civil construction and resources, indicated they would like to establish new apprenticeships to address increasing complexity in job roles, and appropriately recognise the high level of training and skill required.</p>	<p>New apprenticeships be developed for occupations where there is increasing complexity, high risk and skills shortages, and which have been undergoing significant transformation of job roles and requirements. These include:</p> <ul style="list-style-type: none"> <li>• civil plant operations;</li> <li>• truck driving (linked to WA licensing structure and requirements);</li> <li>• rail and civil infrastructure;</li> <li>• operator and maintainer roles in big industry; and</li> <li>• maintenance of autonomous vehicles and equipment.</li> </ul>	<p>Recommendation supported in principle and initial actions to be commenced in July – December 2020.</p>

	Observations	Recommendation/s	Indicative commencement <sup>1</sup>
2.3	<p>A number of businesses were concerned that there will not be sufficient supply of skilled tradespeople to meet long term needs resulting in labour shortages with resultant poaching and excessive labour costs.</p> <p>While some employers were reluctant to modify existing apprenticeship models others wished to explore/pilot alternative approaches.</p>	<p><b>2.3.1:</b> A review of the current apprenticeship model be undertaken in consultation with all key stakeholders to consider alternative models, including dual and combination trades, options for front-ending apprenticeships with a theory block, the “chunking of skills” over the apprenticeship, and utilising Recognition of Prior Learning (RPL) more effectively.</p> <p><b>2.3.2:</b> In response to Government stimulus packages for residential housing, and in association with a major builder, pilot shortened apprenticeships in low risk, non-licensed trades that require speed to market and an increased pipeline of skills.</p>	Recommendation supported in principle and initial actions to be commenced in July – December 2020.
5.4	<p>On-line training and remote learning is efficient for business, and makes training more accessible to a wider number of people, including those in the regions. On-line capability needs to grow.</p> <p>At the same time, face to face learning has an important place and not all people have digital equipment and accessibility.</p>	<p><b>5.4.1:</b> Enhance the capability of the training sector to develop and deploy online content and remote learning to students no matter where they live, recognising the need to address some practical components of the curriculum through face-to-face or blended delivery modes</p> <p><b>5.4.2:</b> Invest in the application of new technologies to simulated work and training environments, including for remote assessment and delivery in-the-field and onsite.</p>	Recommendation supported.

## Supported in principle – Reforming and Transforming phase

The following recommendations are supported in principle and proposed for further consideration as part of the Reforming and Transforming phase. This will commence in January 2021 and be ongoing, noting that the recovery period is likely to be from two to five years in duration.

	Observations	Recommendation/s	Indicative commencement <sup>2</sup>
2.5	<p>Employment data shows that young people and women have been most impacted by COVID-19, with youth unemployment rising sharply from 12% to 16.3% between February and May 2020. Other disadvantaged groups, predominantly in part-time and casual work were more likely to be stood down or had their employment terminated from March 2020. Employers of apprentices repeatedly, and unprompted, indicated they would like to take young adults on as apprentices but there was a significant barrier due to adult apprenticeship wages being very high relative to the skill level of people early in their apprenticeship.</p> <p>Employers value women in their workforces, including in non-traditional trades. Incentives are viewed by employers as a significant factor in the decision to take on an apprentice or trainee.</p>	<p>Provide a significant increase to the loadings on employer incentives for apprentices and trainees who are mature aged youth (20-30 yo), women, Aboriginal, long term unemployed and people with a disability.</p>	<p>Recommendation supported in principle, subject to further analysis of labour market impact over the coming months.</p>
4.5	<p>There is a mismatch of willing and available workers around WA. Kalgoorlie employers in particular consider that there are many work opportunities in the Goldfields if people were incentivised to relocate.</p> <p>This was a view expressed by others in the agricultural sector also.</p>	<p>Government work with the Commonwealth and local governments to consider options to potentially incentivise workers and their families to relocate from a region with high unemployment to one that requires workers.</p>	<p>Recommendation supported in principle, subject to further analysis of labour market impact and discussion with the Commonwealth and local governments.</p> <p>To be progressed in collaboration with the Department of Primary Industries and Regional Development.</p>

<sup>2</sup> See page 54 for definition of timeframes.

	<b>Observations</b>	<b>Recommendation/s</b>	<b>Indicative commencement<sup>2</sup></b>
5.2	Aged and Disability care sector representatives were strongly supportive of the Enterprise Training Program in enabling just in time, tailored responses for its workforces. It was noted that while it has not been fully embraced by all businesses in the sector yet, it is highly regarded and will grow in take-up. Other sectors have sought to be included in the program.	Use the Enterprise Training Program model beyond the allied health and community services sector as a mechanism to address the skill needs of enterprises, where there is significant market growth or skill gap issues.	Recommendation supported in principle. Further implementation and funding implications subject to consideration as part of the Reforming and Transforming phase of the State Recovery Plan.