

Guidance for 2019-20 IRC Skills Forecast and Proposed Schedule of Work

Purpose

The Industry Reference Committee (IRC) Skills Forecast and Proposed Schedule of Work identifies proposed Vocational Education and Training (VET) training package development work necessary to meet the needs of industry and sets out the evidence of that need. The Australian Industry and Skills Committee (AISC) consider this information in prioritising and commissioning training package development work.

The IRC annual review of the Skills Forecast and Proposed Schedule of Work allows the identification of priority projects and provides the likely timing of training package development work over the next four years.

The Skills Forecast and Proposed Schedule of Work needs to provide the AISC with sufficient information on each project to consider:

- what work is to be commissioned
- clear evidence of employer and industry need
- alignment to Ministers' Priorities (see Appendix)

The Skills Forecast and Proposed Schedule of Work is to be developed in line with:

- Standards for Training Packages 2012
- Training Package Products Policy
- Training Package Development and Endorsement Process Policy.

Executive Summary

[½ page]

[Summarise the Skills Forecast and list 2019-20 projects]

Skills Forecast

Sector Overview

[Brief description of industry/sub-sector(s) and training package(s) incl.:

- *businesses involved (size, local/state/national/global, government/not-for-profit/for-profit, scope of work undertaken by those businesses)*
- *stakeholders (incl. peak representative bodies, regulators and licensing/regulatory or industry standards)*
- *challenges and opportunities (international/national/jurisdictional/regional level), including for collaboration on training package development across industry sectors.]*

Employment and Skills Outlook Overview

[Include supporting data. Data can be drawn from the Industry Insights Report, national and other sources including existing workforce plans and other industry specific sources]

[Describe employment and skill needs (current, emerging and priority)]

[Keep this section brief and high-level – provide detail on employment and skills outlooks for individual projects in the 'Project Details' section]

[Key Generic Skills - rank list of thirteen generic workforce skills by importance, see Appendix [2]]

Key Drivers for Change and Proposed Responses Overview

[Key Drivers - set out regulatory and legislative changes, technological/occupational changes, employer demand and industry support.]

[Proposed Responses - what needs to happen, occupations affected, impact of proposal on stakeholders including employers, employees, students, RTOs, and other IRCs/Training Packages. Highlight risks of not proceeding]

[Keep this section brief and high-level – provide detail on key drivers for individual projects in the 'Project Details' section]

Consultation undertaken

[List of stakeholders consulted in preparing this Skills Forecast and Proposed Schedule of Work. Provide information on issues and sensitivities raised in consultation]

Proposed Schedule of Work

2019-20	[Project title] <i>[Short descriptor, provide detail in 'Project Details']</i>
2020-21	[Project title] <i>[Short descriptor, if known include qualifications]</i>
2021-22	[Project title] <i>[Short descriptor, if known include qualifications]</i>
2022-23	[Project title] <i>[Short descriptor, if known include qualifications]</i>



List projects for each year

**Proposed Schedule of Work
2019-20 Project Details**

[Project number and title (i.e. Project 1 – Aviation refuelling)]

Description: [Short descriptor]

Rationale:
Noting broad sector drivers identified in ‘Skills Forecast’ section above, provide evidence of why this training package development project is needed. The AISC expect evidence such as:

- *What has changed in job role, workplace or industry to cause need for change*
- *Evidence of employer and industry need for graduates of revised components*
- *When were products last changed or reviewed - if in the last two years, why are further changes now necessary*
- *For low enrolment or new components in particular, clear evidence of demonstrated need and expected enrolments*
- *Confirmation that no existing components can meet this need, and identification of opportunities for cross-sector use of new/revised components*
- *Data: Employment data for related occupation outcomes, enrolment data for qualifications and units, and state and territory funding information for qualifications and skillsets.*

Ministers’ Priorities Addressed: [Summarise Ministers’ priorities directly addressed and how, or priorities considered but unable to be addressed. Refer Appendix]

Consultation Plan: [Summarise proposed consultation plan agreed by IRC that is commensurate with the level of suggested change and the breadth of industry sectors to which the product applies, identify significant stakeholders to be consulted and why, including other IRCs if relevant]

Scope of project overview:
[Timing - estimate duration of project and key dates]

Summary of components:
[x] Training Package(s) to be developed/revised
[x] qualifications to be developed/revised [x] skill sets to be developed/revised:
[x] Units of Competency to be developed/revised
[x] Skillsets to be developed/revised

[Please provide detail on individual components proposed for work in 2019/20 at Table A below as an excel attachment.]

2019-20



One per 2019-20 project

[Sign-off]

IRC Chair

Table A

Detail on training components proposed for work for 2019-20 (Microsoft Excel format)

Project Number	Qualification / unit / skillset	Code	Previous change (endorsement date)	Previous work (transition / update / establishment)	Work (new / update / deletion)	Entry level / trade / post-trade qualification	Expected date for endorsement
Project 1	Qualification	ABC12345	1/01/2001	Transition	Update	Entry level	01/01/2020
Project 1	Unit	ABCDEF1234	1/01/2001	Update	Update	N/A	01/01/2020
Project 1	Unit	ABCDEF5678	1/01/2001	Update	Deletion	N/A	01/01/2020
Project 1	Skillset	ABCDE12345	1/01/2001	Establishment	Update	N/A	01/01/2020
Project 2	Qualification	ABC12345	1/01/2001	Transition	Update	Trade	01/01/2020
Project 2	Qualification	ABC12345	1/01/2001	Transition	Update	Trade	01/01/2020
Project 2	Unit	ABCDEF5678	1/01/2001	Update	Deletion	N/A	01/01/2020
Project 2	Skillset	ABCDE12345	1/01/2001	Establishment	Update	N/A	01/01/2020

Appendix

- [1] Ministers' Priorities: • Obsolete and duplicate qualifications removed from the system • More information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed choices • The training system better supports individuals to move more easily between related occupations • Improved efficiency of the training system through units that can be owned and used by multiple industry sectors • Foster greater recognition of skill sets

- [2] Key Generic Skills:

1. Managerial / Leadership skills
Ability to effectively communicate with all functional areas in the organisation. Ability to represent and develop tasks and work processes for desired outcomes. Ability to oversee processes, guide initiatives and steer employees toward achievement of goals.
2. Entrepreneurial skills
Ability to take any idea, whether it be a product and/or service, and turn that concept into reality and not only bring it to market, but make it a viable product and/or service. Ability to focus on the very next step to get closer to the ultimate goal. Ability to weather the ups and downs of any business. Ability to sell ideas, products or services to customers, investors or employees etc.
3. Customer service / Marketing skills
Ability to interact with another human being, whether helping them find, choose or buy something. Ability to supply customers' wants and needs both via face to face interactions or digital technology. Ability to manage online sales and marketing. Ability to understand and manage digital products.
4. Financial skills
Ability to understand and apply core financial literacy concepts and metrics, streamlining processes such as budgeting, forecasting, and reporting, and stepping up compliance. Ability to manage costs and resources, and drive efficiency.
5. Technology use and application skills
Ability to create and/or use of technical means, understand their interrelation with life, society, and the environment. Ability to understand and apply a scientific or industrial processes, inventions, methods etc. Ability to deal with increasing mechanisation and automation and computerisation. Ability to do work from mobile devices rather than from paper.
6. Data analysis skills
Ability to translate vast amounts of data into abstract concepts and understand data based reasoning. Ability to use data effectively to improve programs, processes and business outcomes. Ability to work with large amounts of data: facts, figures, number crunching, analysing results.
7. Communication / Collaboration including virtual collaboration/ Social intelligence skills
Ability to understand and apply the principles of creating more value for customers with fewer resources (lean manufacturing) and collaborative skills. Ability to critically assess and develop content that uses new media forms and leverage these media for persuasive communications. Ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.
8. Language, Literacy and Numeracy (LLN) skills
Foundation skills of literacy and numeracy.
9. Science, Technology, Engineering and Maths (STEM) skills
Sciences, mathematics and scientific literacy.
10. Learning agility / Information literacy / Intellectual autonomy and self-management skills
Ability to identify a need for information. Ability to identify, locate, evaluate, and effectively use and cite the information. Ability to discriminate and filter information for importance. Ability to do more with less. Ability to quickly develop a working knowledge of new systems to fulfil the expectations of a job. Ability to work without direct leadership and independently.
11. Environmental and Sustainability skills
Ability to focus on problem solving and the development of applied solutions to environmental issues and resource pressures at local, national and international levels.
12. Design mindset / Thinking critically / System thinking / Solving problems skills
Ability to adapt products to rapidly shifting consumer tastes and trends. Ability to determine the deeper meaning or significance of what is being expressed via technology. Ability to understand how things that are regarded as systems influence one another within a complete entity, or larger system. Ability to think holistically.
13. Other generic skills
Please specify