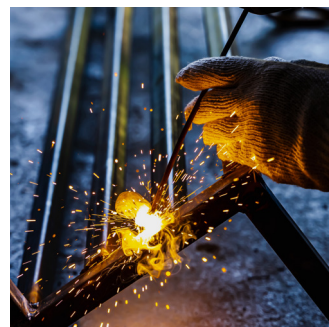
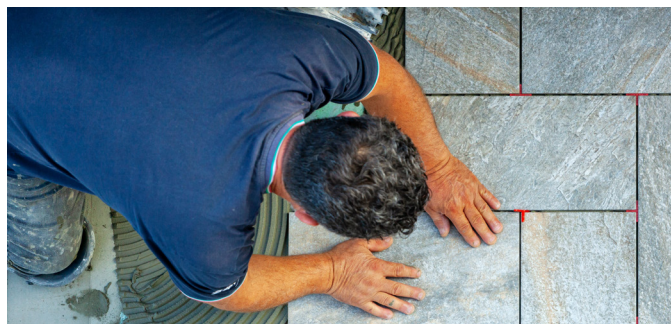


Tasmanian Skills Plan





Acknowledgement of Country

The Tasmanian Skills Plan was developed on the traditional lands of Tasmanian Aboriginal people. We acknowledge and pay respect to the knowledge and cultural practices embedded for all time within Tasmanian Aboriginal ownership of Country.

To deliver training and workforce development in Tasmania, we acknowledge the importance of understanding Aboriginal knowledge, languages, cultures and voices which provide important contributions and value across our workplaces, training providers, partnerships and communities.

We also acknowledge the different preferences and practices across communities and governments about references to Aboriginal people, including Aboriginal and Torres Strait Islander, Indigenous Australians, or First Nations. This document uses Aboriginal people throughout for consistency, unless as part of an existing name.

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Minister's foreword



In Tasmania, the learner is at the centre of our skills and training system.

When vocational education and training (VET) champions the learner's choices we get better outcomes for all. Better for learners, better for the industries that employ them, better for training providers that train them and better for communities that support them.

This Tasmanian Skills Plan enshrines this guiding vision in Tasmania's VET system.

It also makes clear how we will take action to support this vision and grow our skilled workforce to drive future productivity in our state. By investing in training to meet future workforce needs, the Government will also support the essential workers who build our homes, provide our food and care for our loved ones.

We will act with three clear principles:

- Skills for Jobs
- Supporting Learners to Succeed
- Building a Stronger, More Connected System

The Tasmanian Skills Plan is a comprehensive strategy to shape the future of Tasmania's workforce through responsive, innovative VET tailored to the needs of learners and the needs of their industries and businesses.

By working together with industry through Industry Skills Compacts between the Tasmanian Government and key industry peaks, we can improve how training is matched to industry need. These agreements recognise that many hands make light work, and that all parties bring different strengths and responsibilities to delivering shared outcomes.

We have also heard from stakeholders that they need a seamless training and workforce development system. The plan reinforces the clear place-based direction of our Youth Jobs Strategy with stronger collaboration between the education and training sectors.

The plan reflects the voice of learners and commits to providing training that is matched to employment opportunities and is accessible across our cities and regions. A strong focus of the plan is to prepare people for work, including ensuring adequate language, literacy, numeracy, digital skills, and general employability skills. The plan also focusses on helping learners overcome barriers, including for Aboriginal learners, to access and engage in VET.

Alongside building a skilled workforce, the plan recognises the important role of skilled migrants and aims to better connect employers with potential employees, complementing our Tasmanian Population Policy.

Extensive collaboration with industry, businesses, learners and training providers has shaped this plan and together, it reflects a shared vision to future-proof our workforce.



Felix Ellis

Minister for Skills and Training



The Tasmanian Skills Plan

The plan outlines how we will grow Tasmania's future workforce through investment in vocational education and training (VET) and complementary activities to meet skills and workforce needs.

By 2033, it is predicted that our workforce will need to grow by 13.1 percent¹, and more than nine in 10 new jobs will require post-school qualifications². Trends such as the increasing use of technology will also change how jobs function.

The plan guides VET investment into areas most critical to meeting Tasmania's future workforce needs. This means focusing on sectors that employ the most people, that need a workforce with vocational skills and qualifications and deliver high productivity and public benefit.

The Tasmanian Government will focus on building a more inclusive training system to encourage more learners from diverse backgrounds to complete qualifications needed for occupations in demand. This includes offering flexible training options, providing information to help learners make the right course and career decisions, as well as supporting learners with the language, literacy, numeracy and digital skills they need to engage in and complete training successfully.

The Tasmanian Government also recognises that technological, environmental and global political changes present both challenges and opportunities to Tasmanian employers. These emerging trends mean that employers and workforces need to be resilient flexible and prepared to respond to change.

We will continue to invest in quality training providers that deliver training matched to current and future needs.

The Tasmanian *Training and Workforce Development Act 2013* (the Act) guides the Tasmanian Government in managing a training and workforce development system that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania. The Government supports this objective by funding nationally recognised VET. The plan sets out the Minister's priorities for the VET system as required under the Act.

In addition to the requirements under the Act, the plan recognises that building skills and knowledge in Tasmania's workforce relies on smooth transitions and supported learner experiences across the education and training system, including schools, VET, university, non-accredited training and on-the-job skills development.

Clear, reliable and accessible information about specific skills and training is essential to support people to make decisions about future employment. Work experience and job placements are integral to understanding different jobs. The new Youth Jobs Strategy³ is an important part of the picture.

Alongside investing in building a skilled workforce within Tasmania, skilled migration plays an important role by helping to meet skills demand and workforce shortages across the economy. Tasmania can better leverage the benefits of skilled migration by supporting industry and employers to connect to visa pathways.

¹ Jobs and Skills Australia (2023), Annual Jobs and Skills Report, 71

² Ibid, 18

³ See www.stategrowth.tas.gov.au/business/jobs_tasmania

Reflecting industry need

The plan prioritises investment in training to meet the workforce needs of key Tasmanian industries. Government subsidised training needs to be matched to employment opportunities and growth areas in different regions, and training content should reflect employer needs and contemporary workplaces.

Benefitting the Tasmanian community

Government investment in training aims to maximise benefits for the economy and community. In Tasmania this means a focus on subsidising entry level training, helping people gain their first qualification and preparing people for work, including ensuring adequate language, literacy, numeracy, digital skills and general employability skills.

The Government provides lower subsidies where training provides greater benefits to the individual or the employer, and there is an expectation that employers will invest in training their workforce.

Learners at the centre of our system

Learners will make up the skilled workforce needed by our businesses and industries to succeed, and people who are skilled and productive contribute to the richness of our society. In Tasmania, many learners can face disadvantages, including:

- people in regional and remote locations who may experience challenges in accessing training
- women in trades traditionally favoured by men

- migrants wanting to gain new skills and meaningful work in their new home state
- people with disability who want to train to support their entry or advancement in the workforce
- people who emerged from school without core skills who would like another chance at learning.

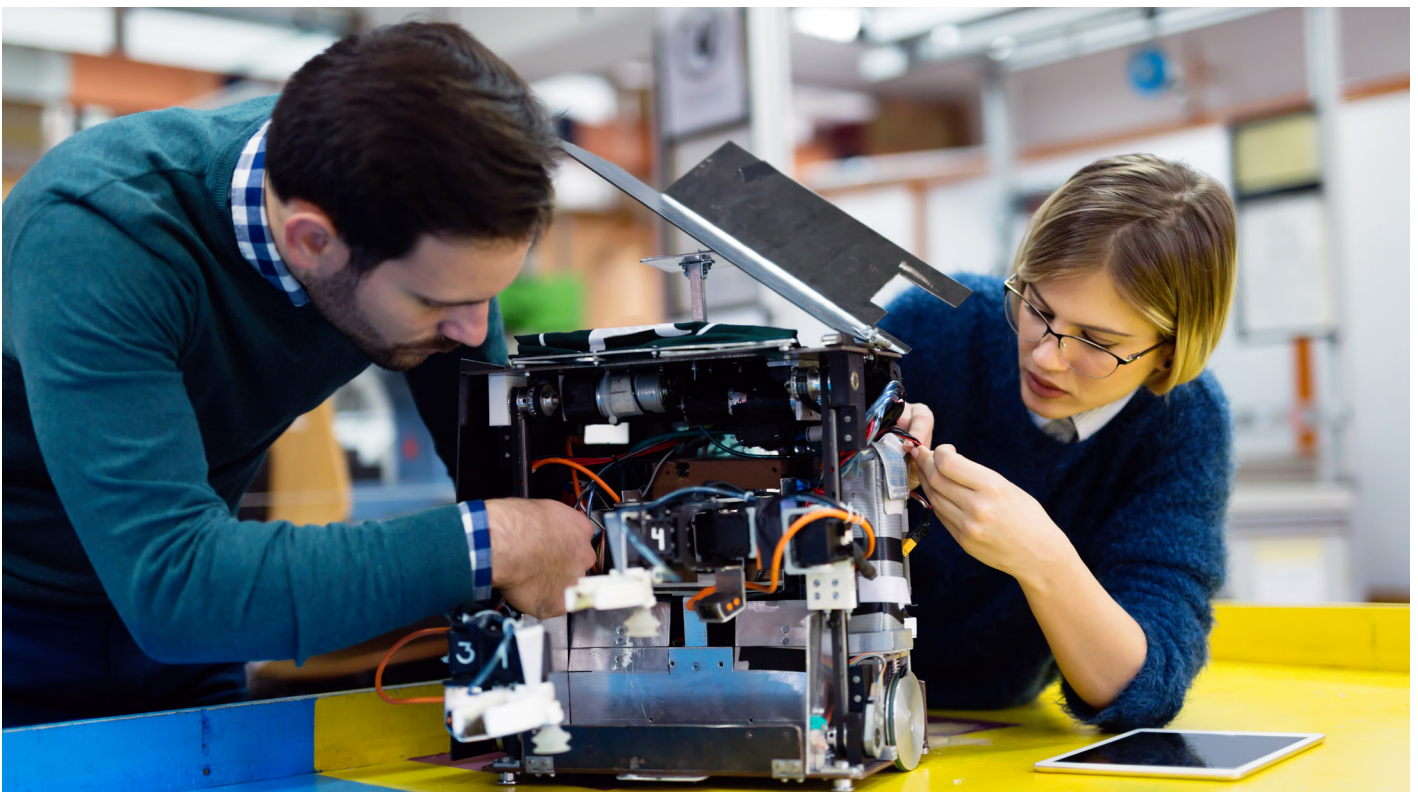
We are committed to supporting learners to succeed, matching learner strengths and preferences and resulting in a positive learner experience.

Aboriginal learners in Tasmania

The plan aims to better address the needs and aspirations of Aboriginal learners in Tasmania.

By recognising and incorporating Aboriginal perspectives, we aim to deliver training and training support that aligns with cultural knowledge, values and aspirations and is embedded as a life-long pursuit.

We commit to ongoing engagement with Aboriginal organisations in Tasmania to identify and respond to emerging priorities, and to support increased capacity and capability within Aboriginal training organisations.





The Tasmanian context – what we know

Tasmania is small, has an ageing population and faces challenges

The size of the Tasmanian population requires us to embrace lifelong learning and innovation.

There are opportunities for businesses to innovate to meet the needs of small markets which often means diversifying into broader products and services.

This is the same for our workforce. People benefit from building skills and experience and collecting transferrable qualifications to broaden their employment opportunities.

People who continue to learn take advantage of new opportunities in life and work. Lifelong learning helps people to stay current and be prepared for the future.

Opportunities for people to earn while they learn builds productivity in the workforce. This includes apprenticeships and traineeships as well as upskilling existing workers.

Many industries are experiencing skills shortages and labour supply issues. These issues are in part due to demographic changes in our population.

An ageing workforce places greater demand for services in healthcare and aged care and we need to support these workforces to grow.

Migration of people into Tasmania, and particularly migration of young and skilled people, in addition to building the skills and productivity of our locally-born workforce, will be increasingly important for ensuring that Tasmania maintains and continues to improve its living standards (Department of Treasury and Finance, TasPOPP 2024, p5⁴).

Young people are critical to our future workforce. We need to encourage them to stay and work in Tasmania.

Encouraging more people to participate in our workforce can also help to fill gaps. That's why we are focusing on supporting learners to succeed, particularly those from diverse backgrounds and people who experience disadvantage.

Tasmania's Population Policy⁵ outlines the need to align emerging employment opportunities, changing workforce needs and overseas and interstate migration, and manage a structurally ageing population.

Priorities under the Population Policy include connecting employers with potential skilled migrants, supporting greater skills recognition and workforce transition options, encouraging workplaces to be adaptive and inclusive, and working with the Australian Government to support the implementation of a simpler, fairer and faster migration system.

Tasmania is connected

A connected and shared system is easier for us to achieve because of the strong social fabric and connections within our communities. We will achieve better outcomes by building on our advantages and working together.

- All parts of the skills and training system share responsibility – learners, training providers, employers, industry, and Tasmanian and Australian governments. Each has a role in fostering innovation, providing pathways and supporting an inclusive and future-focused workforce.
- Industry and employers have a critical role to play in the training and workforce development system. Employers have primary responsibility for attracting, retaining and rewarding their employees, which includes supporting and investing in the training these employees need to do their job.
- Tasmania needs a strong public provider in TasTAFE, alongside a diverse system of private training providers. These providers must be agile and responsive to industry and learner needs. It is vital to leverage the complementary strengths of public and private training providers.

- Building a resilient Tasmanian workforce requires employers and learners – the users of the training system – to effectively navigate the pathways available to them, whether through school, VET, or university. Making pathways more seamless will deliver a better learner experience and a more resilient workforce for Tasmanian industries.
- While the government's investment tends to prioritise nationally recognised training due to the increased public benefit that comes from national transferable qualifications, non-accredited training and other on-the-job skills development can also contribute to building skills in Tasmania's workforce.
- International students and skilled migrants contribute to our economy and the richness of our society.

Tasmania's population is dispersed

Even though Tasmania is a small state, our population is geographically dispersed.

Travelling distances from one region to another is often difficult with some areas, such as the west or east coast, particularly remote.

Different regions have unique industry profiles, providing different work opportunities for residents. These challenges require a flexible approach to training delivery.

- Training providers need to factor in travel requirements to deliver courses and work with small class sizes.
- New technologies will continue to improve the learner's experience and access to training, including through virtual or mixed-reality to complement face-to-face delivery.
- Training delivery must be contextualised to meet local industry needs and job opportunities.
- Supporting rural and remote communities, including those facing disadvantage, may take longer and require building trust and relationships in communities.

⁴ Ibid p5

⁵ Department of State Growth (2024), [Tasmania's Population Policy](#)

Tasmanians are resilient, but also can face a level of disadvantage

Tasmanians who experience low levels of language, literacy, numeracy and digital skills can find it challenging to take up job or training opportunities.

It may impact their ability to participate in their community and their overall well-being.

Other barriers, such as access to transport, childcare and lack of digital connection, can also make it difficult for learners to access training.

- 42.7 per cent of government-funded VET students in Tasmania are in the most disadvantaged socio-economic quintile, the highest rate in Australia⁶.
- Tasmania has the second lowest level of digital inclusion in Australia⁷ with an index score of 70, to the (National) average index score of 73.2.

The nature of work is changing

Global trends, including greater awareness of climate change and technology, artificial intelligence, cyber security, clean energy technologies, robotics, and advanced manufacturing techniques, are changing the nature of work in many workplaces. Almost all occupations are being impacted in some way. Tasmanian employers need to continue to proactively prepare for and respond to these changes, and workers need these new skills.

In addition, an ageing population and the need for broader workforce participation means the cultural, age and gender diversity of workplaces will change. This increases the pressure for employers to alter their attraction, retention and engagement strategies.

We need a training system that is contemporary in the knowledge, skills, and adaptability it builds in learners. This includes course materials that reflect the current business operating environment, modern equipment for learners and a VET workforce upskilled and ready to deliver in new and emerging areas of workforce need.

Proud Palawa man Bradley Maynard had multiple VET qualifications in his name before deciding to upskill and undertake a Certificate IV in Work Health and Safety with TasTAFE.

Bradley was a qualified boiler maker-welder with project management and training and assessment qualifications, but he could see the long-term benefits for himself and his employer from undertaking additional study.

Bradley has since completed a Diploma of Business and is now employed as Safety Manager for Crisp Bros. and Haywards.

The 2023 Tasmanian Aboriginal and Torres Strait Islander Student of the Year is an incredible role model for his community, his employer and the Australian Army Reserve, where he works as the Indigenous Liaison Officer for Tasmania.

"My VET experience has supported me to work across multiple industries, giving me the flexibility and capacity to choose the future I want".



6 NCVER data builder 2023, government-funded student data. Disadvantage as measured by the Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSDE).

7 Australian Digital Inclusion Index 2023

What we're already doing

The Tasmanian skills and training system is already working well.

- In 2023, there were 27,875 government-funded VET students, up 2% on 2022 figures (27,250)⁸.
- In 2023 there were 9,395 apprentices and trainees in training⁹.
- Tasmania has the second highest projected completion rate in the nation for all VET qualifications at 53.5%¹⁰.
- In 2023, 85.4% of government-funded VET graduates were employed after training (77.6% nationally), and 76.2% of government-funded VET graduates improved their employment status after training (nationally, 66.9%)¹¹.
- TasTAFE delivered training to over 20,000 total students in 2023, delivering 4 million nominal training hours to Government-funded students¹².
- There were 170 endorsed private training providers (as at May 2024) eligible to be funded through Skills Tasmania's grant programs and over 100 of these routinely received funding¹³.
- In 2023, 89.8% of Government-funded VET graduates were satisfied with the quality of their training (89.3% nationally)¹⁴.

The Government continues to work closely with industry stakeholders to understand and respond to their workforce development and skills needs.

Industry Skills Compacts have been signed with key industries in Tasmania which outline commitments and step-up actions for all parties.

Apprenticeships will continue to be a critical path to growing our local workforce. There is refreshed membership of the Tasmanian Traineeship and Apprenticeship Committee (TTAC) and we are continuing to listen to learners, employers, industries and training providers to improve the apprenticeship and traineeship system.

Training is delivered across all regions of Tasmania by both private training providers and TasTAFE and is coordinated and, in some cases, delivered through regional Jobs Hubs.

The Department for Education, Children and Young People's RTO delivers VET qualifications to increasing numbers of school-aged learners across the state, providing pathways into further training at other RTOs and employment in key industry sectors.



⁸ NCVER data builder 2023, government-funded student data, state of data submitter is Tasmania

⁹ NCVER Apprentice and trainees, as at 31 December Quarter 2023, accessed 12 August 2024. In-training, 12-month series, state of training contract is Tasmania.

¹⁰ NCVER Total VET Qualification completion rates 2022. Projected rate for 2020, released 30 August 2023

¹¹ NCVER Government-funded student outcomes 2023, state of funding Tasmania, last updated December 2023

¹² Skills Tasmania internal Laurel data, 2024.

¹³ Skills Tasmania internal Endorsed RTO (ERTO) data, 2024.

¹⁴ NCVER Student Outcomes Survey 2023, released 14 December 2023, NCVER Government-funded qualification completer outcomes: time series of key findings 2013-2023: Tables 7 and 1.



Naomi Cox's VET journey has seen her transition from one important care industry to another, all the while nurturing her local community.

Naomi was working at a community house in Rosebery on Tasmania's west coast, sharing the coordinator's role, when she took the initiative to study leadership and management.

She successfully completed a Certificate IV in Leadership and Management through Learning Partners in 2022, which opened up many opportunities. In 2023, Naomi started her career in the health industry while also returning to the world of VET studies.

The 2023 Tasmanian Vocational Student of the Year says the flexibility of VET and her ability to apply what she had learned in her workplace was critical to her success.

"You're never too old to learn".








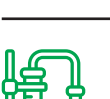


Labour market trends in Tasmania












Across Tasmania, the largest employing industries reliant on VET for skill development are: Health Care and Social Assistance; Construction; Accommodation and Food Services; Manufacturing; and Agriculture, Forestry and Fishing.

Those industries projected to show the greatest percentage employment growth by 2027 are Health Care and Social Assistance (8.3%); Professional, Scientific and Technical Services (7.5%), Rental, Hiring and Real Estate Services (6.8%) and Electricity, Gas, Water and Waste Services (6.1%).

More information on Tasmanian labour markets including employment growth projections and regional breakdowns is available on the Skills Tasmania website.

Industry ¹⁵	Employment 2024	Total employment growth rate (%) 2024-27	Total new workers expected by 2027**
 Health Care and Social Assistance	48,126	8.3%	6,371
 Retail Trade	26,922	1.3%	3,248
 Construction	25,831	2.8%	2,067
 Education and Training	25,434	4.7%	2,473
 Public Administration and Safety	22,282	5.2%	2,795
 Accommodation and Food Services	21,637	4.1%	2,757
 Manufacturing	19,673	1.0%	1,778
 Professional, Scientific and Technical Services	17,507	7.5%	2,236

¹⁵ Data from Tasmanian Labour Force dashboard (supplied by Victoria University) – Skills Tasmania website

Industry ¹⁵	Employment 2024	Total employment growth rate (%) 2024-27	Total new workers expected by 2027**
 Agriculture, Forestry and Fishing	14,779	0.2%	1,543
 Transport, Postal and Warehousing	11,512	3.8%	1,382
 Other Services	10,420	0.6%	957
 Administrative and Support Services	7,617	4.8%	789
 Wholesale Trade	5,358	3.7%	606
 Financial and Insurance Services	5,332	2.6%	583
 Electricity, Gas, Water and Waste Services	5,327	6.1%	608
 Arts and Recreation Services	4,465	0.5%	505
 Rental, Hiring and Real Estate Services	3,993	6.8%	549
 Mining	2,953	5.4%	307
 Information Media and Telecommunications	2,917	3.8%	375

*Industries in **bold** are heavily reliant on VET for skill development. **Estimates of new workers expected, based on the sum of estimates for net replacements and new jobs (for the 3 years to 2027) provided by Victoria University.



What we've heard

We have gathered stakeholders' feedback about the Tasmanian training and workforce development system through several sources including; the development of Industry Skills Compacts, events (Elevate and Collaborate event May 2024), RTO discussions, change management consultations 2024 and the Youth Jobs Strategy consultation 2023-24. These valuable insights have shaped the plan.

From learners

- Learners want accessible and relevant information to support them to make significant career and training choices. This will be supported through the Youth Jobs Strategy.
- Young people find it challenging to access simple and reliable career advice and know where to seek help. Getting sound advice on apprenticeships is complex; there's no single point of contact to source information and answer questions.
- Learners in regional areas often travel further for training and have a limited range of opportunities. Opening up more flexible training options would support individuals to choose pathways that align with their interests, particularly for apprentices and trainees.
- Finding a mentor (a supervisor, colleague or someone not directly related to work) helps apprentices and trainees deal with issues as they arise and boosts completion.
- For many young people, especially those without personal and community networks, knowing their pathway options and where to start is challenging (Youth Jobs Strategy).
- There is an opportunity to explore options to create more entry level jobs to generate more pathways for young Tasmanians to move from education and training to employment (Youth Jobs Strategy).
- Young learners are more likely to have a positive training experience if the delivery format is meaningful, engaging and relevant.
- It's important to offer training delivery to Aboriginal students that is safe and inclusive and respects and celebrates their cultural heritage and learning styles. This includes aspects like relating learning back to the community, offering training on country and using storytelling (TasTAFE).
- Building cultural competency of training staff and potential employers is critical, as is a trauma-informed approach in some cases (First Nations VET Leadership Roundtable 2024).

From industry peaks and employers

- Due to strong employment conditions, many industries are struggling to attract workers. Critical skills shortages are being felt in many sectors, including in delivering essential services and other critical industries. Many industries have older workforces, with workers potentially planning retirement in the coming years.
- Employers want training that is customised to their needs and delivered at a place and time that suits them. Flexibility is important. This is particularly important in industries experiencing acute skills shortages where it is difficult to release staff for training.
- Employers want employees trained on the latest equipment and technology (Industry Skills Compacts).
- Industry wants to be involved in training delivery, with many offering facilities and training sites, especially in regional areas.
- Industry wants to collaborate with government to better understand how to plan their future workforces and respond to trends and insights on training and the labour market (Industry Skills Compacts).
- The apprenticeship and traineeship system is highly valued by Tasmanian employers and learners.
- There is a national shortage of VET teachers in many industry areas. Teacher shortages have a flow-on impact on the delivery, quality and availability of training.
- Many employers struggle to recruit new workers who are 'work ready', including being able to turn up on time and being willing to learn and participate in the workplace. Sometimes gaps in work readiness are identified through the application and interview process, while others emerge in the early stages of employment. These work readiness skills and attitudes set employees up for a successful employment experience.
- Tasmanian employers are interested in using migration to fill critical workforce gaps, but they need extra support to understand visa options and to attract and retain skilled migrants.
- Employers and industry find it challenging to navigate pathways between training systems.



From training providers

- Training providers want a more transparent funding system and simpler application processes. Private Registered Training Organisations (RTOs) want greater confidence in future funding and longer funding agreements. They want high-quality providers to be rewarded with more straightforward and quicker access to funding. They want recognition of their track record in delivering training and compliance with requirements.
- Attracting and retaining quality VET teachers is the most critical challenge in delivering best-practice training. Not everyone is suitable for the role, and it may require a different skill set to work in the industry (RTO forum/feedback 2024).
- Training providers want increased flexibility in funding programs to respond quickly to market needs.
- Training providers want to be responsive to employers and industry, but getting qualifications on scope can be slow (RTO Forum 2023).
- TasTAFE and other training providers told us that increasingly efforts are required to support learners with development of work readiness skills, including adequate literacy and numeracy skills.
- RTOs have told us that sometimes issues raised with training delivery relate to requirements in national training packages. Industry engagement in training package design can help to ensure that industry's needs are addressed so industry engagement will be important as the national qualifications reform is implemented.



Iraqi refugee Heetham Hekmat's VET journey has been extensive, having completed eight certificates and a diploma since arriving in Australia in 2012.

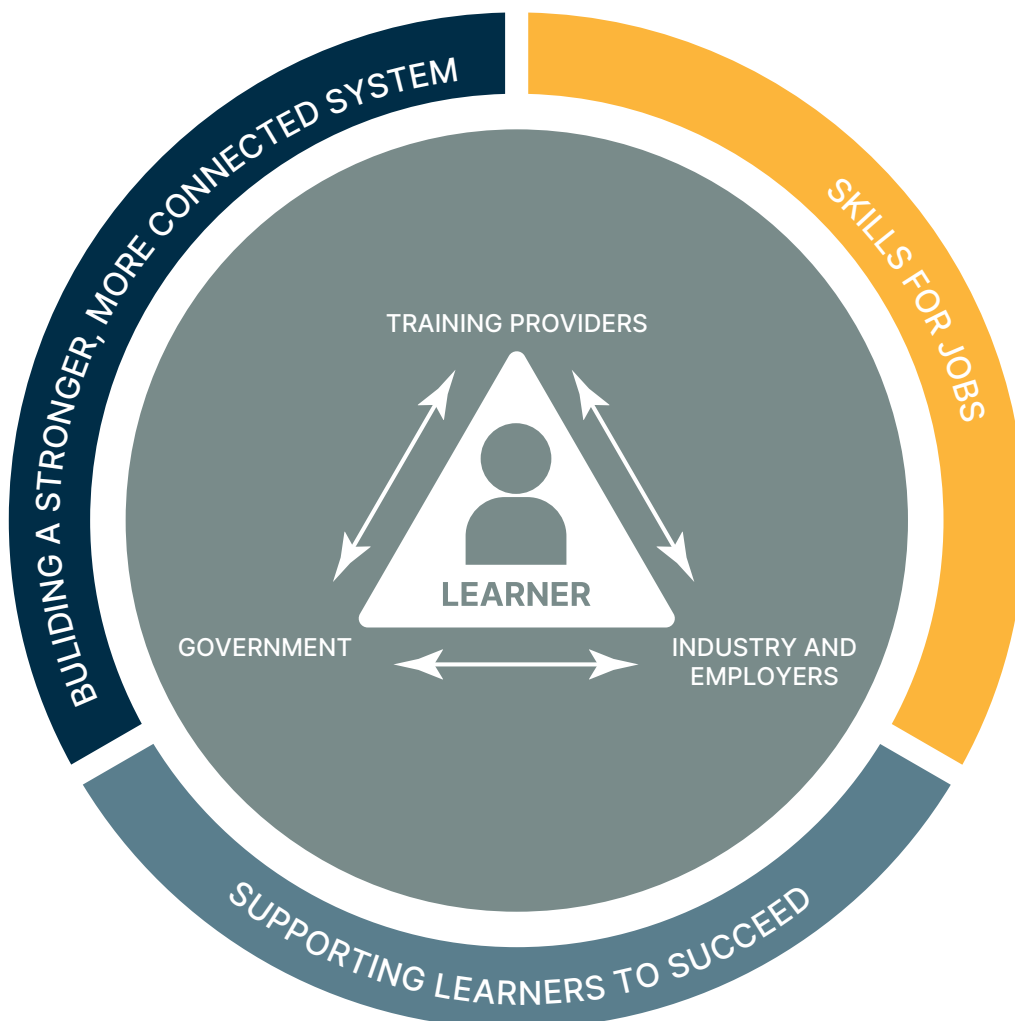
Heetham completed a Diploma of Community Services in 2019 and has been employed in the sector since then as a Vocational Specialist with Headspace in Hobart.

He provides support and advice to young people to help them protect their human rights, which as a young man, he didn't have access to during his long years in a Syrian refugee camp.

"VET study exposed me to new ways of thinking and taught me to respect others despite their differences".



Themes and actions



Theme 1: Skills for jobs

Building a skilled workforce will place Tasmania in the best position to deliver outcomes for the economy and the community.

This can be achieved by enabling participation from those not in the workforce as well as supporting existing workers through upskilling.

Skills for jobs means that Tasmanian Government funding subsidies are prioritised towards training that helps people get jobs and continue working.

This means government-subsidised training is directly or closely linked to occupations in demand in key Tasmanian industries – those industries that rely on a VET-trained workforce and add value to the economy and community.

Priority will also be given to subsidising training in a range of skills and knowledge areas that, while not linked to a specific job, are valuable across multiple industries or provide a pathway to meaningful jobs, including foundation and critical thinking skills.

To do this, we need a connected system where information is shared and government policy and programs are responsive to industry needs.

We will foster a system where:

- training is responsive and matched to industry need
- employers have the skilled workforce they need to respond to future trends, challenges and opportunities
- learners can obtain the skills and qualifications they need to get a job or a better job and to transition between jobs.

The plan outlines targeted activities and government investment in the care, renewable energy and construction sectors as priority areas of current workforce need, projected high-growth and emerging skills demand.

While the care, energy and construction sectors have been highlighted in this plan, we are also committed to funding other industries critical to the Tasmanian economy due to their high employment and reliance on VET qualifications in their workforce.

Actions

1.1 Investing in the skills people need for the jobs of tomorrow

The Tasmanian Government will continue to strategically purchase training aligned to industry, community and government needs, now and over the next decade.

We will be clear about our priorities and invest in high-quality training providers that contextualise training and support learners' success.

The TasTAFE purchasing arrangement, Building a Skilled Workforce Program and Apprentice and Trainee Training Program are the key programs to deliver this action.

1.2 Fostering shared responsibility and a partnership approach

Skills Tasmania will continue to work with and listen to critical industries to ensure training investment meets workforce needs and addresses emerging challenges.

Industry Skills Compacts between government and key industry peaks will continue to recognise the strengths and responsibilities of both parties and include 'step up' commitments to improve how training is matched to industry needs.

- We will coordinate and promote linkages between local industry stakeholders and national policy (including through Jobs and Skills Councils).
- We will facilitate collaboration and innovation on broader workforce issues across various systems between industry, employers, training providers and government.
- We will provide access to up-to-date data and information on industry workforce trends and future labour force predictions through an online dashboard.
- We will help industries plan for the future workforce, by providing workforce planning tools to industry and developing a workforce and training plan for the proposed Macquarie Point stadium.

1.3 Strengthening apprenticeships and traineeships

We will continue to invest in, improve and value apprenticeships and traineeships and other 'earn while you learn' models. We will find ways to support learners to continue training where there are fluctuations in the economy.

This includes promoting the value of apprentices and trainees, supporting apprentices and trainees in the workplace and supporting employers in building positive experiences for learners.

1.4 Attracting international students and skilled migrants

International education and skilled migration play important complementary roles in helping to meet Tasmania's skills and workforce needs.

Delivery of Tasmania's Skilled Migration State Nomination Program helps to attract and retain skilled migrants which supports a range of critical industries and sectors.

We will work with employers to raise awareness and understanding of skilled migration and explore other options in Australia's migration system that may have benefit for Tasmania.

In addition, we will support international students and graduates in building work-readiness skills and gaining exposure to employment opportunities in Tasmania.

1.5 Supporting participation of women in vocational education and training

The Tasmanian Government will continue to encourage and support more women to participate in VET, furthering their ability to participate in the workforce and the economy.

We will aim to improve pathways for women into non-traditional occupations leading to higher paying, more secure job opportunities.

This will involve working with our Registered Training Organisations (RTOs), our industry partners, and supporting industry-led projects, to attract, retain and advance women in training that meets their ambitions, combats stereotypes, and allows flexibility for family and work life.

1.6. Supporting excellence in our health and care workforce

We will continue to prioritise funding for training in the health and care sectors.

Many Tasmanians are already employed in the care sector in Tasmania - the Community Services and Health sector is the largest employing industry in Tasmania, with 48,113 employees and employment projected to grow in Tasmania by 8.2 per cent from 2024 to 2027¹⁶, partially due to an ageing population.

Services in the care sector are experiencing change with increasing requirements to ensure community and regulatory expectations are met and a digital transformation in delivery requiring all employees to be better prepared in digital knowledge. Through the plan we will continue to prioritise funding for training in the care sector.

TasTAFE's expanded Health Hub at Alanvale will provide technology-supported and industry-aligned training. We will grow our childcare and early education workforce through workforce development funding, scholarships and incentives.

16 Victoria University employment growth projections prepared for Skills Tasmania, August 2024

1.7 Supporting excellence in our energy workforce

We will invest in a centre of excellence training model to grow our electrotechnology and renewable energy workforce. As part of this, we will develop a state of the art training facility on the North West Coast, in partnership with industry, with a dedicated focus on renewable energy.

Tasmania will need more energy to support population growth, electrification of transport and industry, future proof jobs and attract new industries. It is projected that Tasmania will have a 48% increase in energy demand by 2033¹⁷.

Tasmania has been a forerunner in the development of renewable energy generation with over 100 years of continued investment in renewable energy infrastructure and technology. Work is currently underway across a range of large-scale renewable energy projects including offshore and onshore wind, solar, battery storage, pumped hydro and hydrogen production.

We will need more skilled workers to design, build and operate these technologies. Electricians and other electrical trade roles are likely to experience the biggest workforce shortage.



17 UTAS (2023) Energy in Tasmania – [Submission to the Legislative Council Inquiry into Energy Prices in Tasmania](#) (referencing Australian Energy Market Operator) p6.



1.8. Supporting excellence in our building and construction workforce

We will continue to prioritise funding for building and construction training including through supporting the High-Vis Army initiative, recently extended to plumbers and electricians. The Tasmanian Government will invest in a purpose-built Earthworks Academy at Quercus Park to skill up the next generation of civil construction workers.

Investment in infrastructure is essential to support Tasmania's economic and social growth with more than \$27 billion in major project investment planned or anticipated over the next decade. In recent years, Tasmania has experienced a surge in housing demand and the Tasmanian Government is committed to supporting and stimulating the construction of new houses to reduce housing pressure.

Tasmania's building and construction sector is the third largest employing industry with over 25,000 employees and is projected to grow¹⁸ (3.6 per cent) from 2024 to 2027.

This focus aligns with national strategies - all Australian governments are committed to improving housing supply and affordability through the National Housing and Homelessness Agreement and the National Housing Accord and housing supply is identified as a priority under the National Skills plan.

To realise the benefits of infrastructure and housing projects, we need an estimated 40,000 workers by 2033 to help build the roads, bridges, dams, schools, hospitals, commercial and residential developments that Tasmanians need. The Tasmanian Government will continue to prioritise investment in building and construction training, including heavily subsidising apprenticeship and traineeship training.

The High-Vis Army initiative provides funding to support workforce growth in the sector. This includes promoting careers, providing pre-employment programs to people interested in working in the sector, attracting and retaining trainers and providing contemporary training facilities. In 2024, funding will be expanded to include plumbers and electricians.

The civil construction industry is responsible for the construction and maintenance of Tasmania's infrastructure, as well as providing earthmoving and land development services to support residential and commercial construction. Skill shortages in this sector include earthmoving plant operators, bulldozer operators, excavator operators, grader operators, loader and road roller operators and truck drivers.

The development of a Macquarie Point Stadium Workforce Training Plan will provide valuable information on workforce demand required through the construction period as well as future training required by the construction and allied trades sector including, requirements for trainees and apprentices.

Keystone Tasmania (the Tasmanian Building and Construction Industry Training Board) will continue to invest in nationally recognised training and non-accredited training needed by industry funded through a levy on construction projects and will also lead work on the Macquarie Point Stadium Workforce Training plan.

¹⁸ Note that Victoria University projections are conservative and only include construction projects included in the Tasmanian budget. This number can therefore be read as a 'minimum' growth figure.

Theme 2: Supporting learners to succeed

Supporting learners to succeed requires the training system to be accessible to a broad range of learners and each learner to be supported to succeed through individualised and contextualised support.

This is especially important in a period when more industries are experiencing skills shortages.

There is an opportunity for more Tasmanians, particularly those people under-represented in the labour market, to gain the skills they need for jobs.

The plan will build a more inclusive training system to encourage more learners from diverse backgrounds to complete qualifications.

This includes offering flexible training options, providing information to help learners make the right course and career decisions, as well as supporting learners with the language, literacy, numeracy and digital skills they need to complete qualifications.

This effort will require help from all parts of the system with training providers contextualising training and providing appropriate learning support for each learner.

The plan aims to increase the participation of women in VET, with a specific focus on traditionally male-dominated industries. This will require action to improve awareness of the industry pathways and qualifications on offer, as well as building supportive workplace culture, addressing gender bias in all aspects of the training and workforce experience, and providing greater flexibility in training delivery.

Employers need to support and mentor their staff to succeed while they are learning and transitioning into the workplace.

It is important to acknowledge the changing nature of work through advancing technology, such as artificial intelligence and generational learning preferences and work styles.

Actions

2.1 Skills assist

We will continue work to find ways to better support learners on their journey from deciding on a course, to successful completion and transition to work.

Our focus is on ensuring that training is inclusive and accessible to broad groups of learners, including people with disabilities, international students and migrants and people who finished school without core skills and would like another chance.

TasTAFE will continue to deliver services to learners and programs like *Training and Work Pathways* provide project-based solutions to support learner success.

Wrap-around services include:

- **Investing in foundation skills** – We will support learners to build the language, literacy, numeracy and digital skills they need to complete their training.
- **Closing the Gap** – We will listen to and be guided by Aboriginal organisations in Tasmania to identify priority training areas and grow the number of Aboriginal learners completing training in those areas. This includes boosting the cultural competency of mainstream training providers to improve the learning experience and outcomes of Aboriginal learners and piloting enhanced delivery models for Aboriginal learners that support successful completion.
- **Work-readiness skills** – We will ensure learners, across VET and international students, feel confident in the transition from learning to working by providing additional support on topics like communication, time management, working in teams and building connections to employment opportunities.

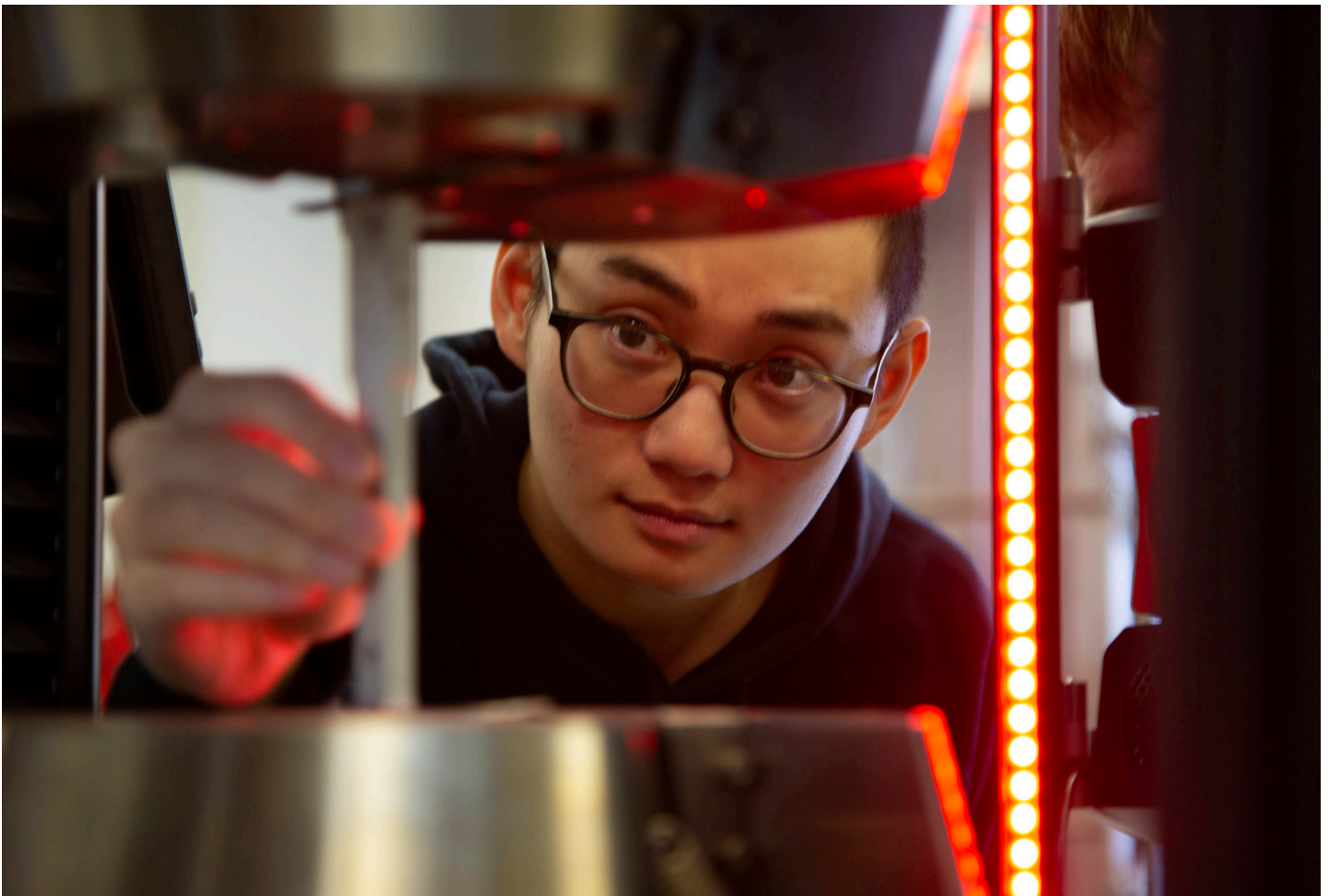
2.2 Supporting place-based learning with the right delivery methods

We will fund training in rural and regional areas to meet specific demand and job opportunities, including through TasTAFE. Our Industry Partnerships Program will continue to fund the purchase of contemporary equipment and resources for use by training providers, including technology such as virtual and mixed-reality.

2.3 Supporting employers to build strong workforces

We will build on existing work including Employer of Choice programs and existing apprentice and trainee support services to ensure information is easy to access and clear.

We will promote resources and identify gaps, to support employers on topics like diversity and inclusion, supervision, working with different generations and supporting staff with mental health concerns because we know that good employers are essential to building strong workforces.



Theme 3: Building a stronger, more connected system

In Tasmania, a connected and shared system can be achieved. The outcomes are better if all parts of the system work together and share the load. The Government will work with industry to reflect their needs in training investment and encourage training providers industry and employers to work closely together to match training with their needs.

The Tasmanian Government will improve the coordination and collaboration between different parts of the training and workforce development system. This will lead to a smoother and more effective experience for learners and industry. The Youth Jobs Strategy outlines actions that will also support this theme.

The VET system is complex and can be difficult to navigate. Surrounding systems, including schools, universities, non-accredited training and short courses, do not always connect clearly into the VET offering. This plan along with the Youth Jobs Strategy, support efforts to make these transitions more seamless and focus on opportunities for collaboration that reflect Tasmanian workforce needs and learner characteristics.

We will continue work in the community to promote VET career pathways and redefine success for learners. Higher Education is not the only path to a rewarding career in Tasmania.

Celebrating success is an important way to acknowledge how well the VET system is working. We will continue to recognise and celebrate outstanding work through awards, promotions and celebrations and in doing so inform others about the positive outcomes VET can deliver for individual learners, employers and industries.

The Tasmanian training system relies equally on the public provider, TasTAFE, and a diverse system of private training providers to deliver the breadth and volume of training needed. We manage the supply of training by leveraging the complementary strengths of these providers.

It is essential to attract and retain a high quality, strong and capable VET workforce to train Tasmania's future workers. Many training providers are struggling to find the trainers they need.

Trainers need to be able to access up-to-date industry knowledge and experience to contextualise course content to meet current and emerging local industry and learner needs.

The plan will build and strengthen partnerships to make the pathways between different systems as seamless as possible. Communication will play a large part in this success.

Actions

3.1. Strengthening the VET Workforce

We will grow and retain quality VET trainers. We will support the existing VET workforce with professional development and networking opportunities, including supporting VET trainers to put learners first and to contextualise learning to meet local and industry needs.

We will continue work in partnership with industry to encourage more people from industry to consider gaining training qualifications.

Longer funding agreements will also provide training providers with greater certainty to enable them to retain staff.

3.2. Innovating VET for the future

Tasmania's future workforce needs contemporary, fit-for-purpose, and innovative training and resources.

We will support training providers in embracing new technologies, thinking innovatively and flexibly and delivering contextualised training.

We will continue to invest in resources and equipment under the Industry Partnerships Program.

3.3. Building a strong and sustainable training sector

We will invest in both the public provider, TasTAFE, and a diverse range of private training providers.

We will offer flexible and transparent funding programs for training providers and support TasTAFE to participate in the National TAFE network to bring more best-practice teaching and learning practices to Tasmania.

We will focus on supporting training providers to improve quality and compliance by rewarding high-performing providers with streamlined access to funding and longer funding agreements.

3.4 Building capability in Aboriginal Community Controlled RTOs

We will support Aboriginal Community Controlled Organisations (ACCOS) to build their capability to deliver training or support services to Aboriginal learners undertaking VET. We will do this by directing investment in identified areas of growth and demand and through tailored support to Aboriginal VET learners.

3.5. Enhancing VET data and evidence

We will continue to invest in our enabling systems to update their functionality and align with national best practice. This will make it easier for our stakeholders to work with us and for us to provide support to them.

Updated systems will improve services to learners, inform more accurate and timely decisions and payments, including through VET data streamlining, enhancements to improve cyber security and contributing to VET data reform. We will better reflect the learner voice in our decisions through better student outcome surveys.

3.6 Celebrating success and promoting value in VET

The Tasmanian Training Awards recognise innovation and excellence in the VET sector for apprentices, trainees, vocational students, teachers and trainers as well as training providers and employers.

Winners of Tasmanian awards have the opportunity to compete at the Australian Training Awards.

We will continue to invest in building a seamless training offering between schools, VET and university by encouraging strong relationships and ensuring learners have the information they need to make the best decisions.





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