

# Report Tasmanian Forest and Timber Products Industry Skills Enhancement and Training (SET) Project

## TECHNICAL REPORT

A research report into a four year program to enhance skills and training in the forest, wood, paper and timber products industry in Tasmania

Melbourne, 2010



*Improving industry's capacity to develop and maintain a skilled workforce*

## Executive Summary

The Tasmanian Forest and Forest Products Skills Enhancement and Training Project (SET Project) has been a four-year research and development program to enhance skills and training and develop career pathways in the forest, wood, paper and timber products industry. While the Project was carried out across Tasmanian industry, it was designed to deliver benefits to the forest industry nationally. The major benefit of the SET Project was the provision of professional and expert support and advice to enterprises, training providers and a wide range of other stakeholders. These components enhanced the level of knowledge, engagement, trust and partnership between the Tasmanian forest industry enterprises and local and national service providers, including Registered Training Organisations (RTOs), Australian Apprenticeship Centres (AACs), Group Training Organisations (GTOs) and Job Services Australia (JSAs). The synergy of the aforementioned quality features built up by the SET Project, increased positive skill, training, career and employment outcomes for the forest industry.

After four years of undertaking a large array of skill development activities, the SET Project was reviewed and three Project reporting products were produced to present the information in a format accessible to various categories of audience. These written products are:

1. SET Project Technical Report – which is the current report, contains detailed information resulted from the Project review.
2. SET Project Overview Report – contains the highlights of the SET Project Technical Report, being covered in less detail.
3. SET Project Executive Summary – outlines, in a booklet, the key messages conveyed by the Project evaluation.

The evaluation was designed and conducted on principles to reveal critical aspects of interest for stakeholders. The aspects of interest included: achievements/outcomes, outputs, benefits and impacts on stakeholders, lessons learnt and follow-ups. The evaluation involved basically two stages: 1) collection of preliminary information and analytical examination, and 2) presentation of the preliminary-processed data to both the Project team and a representative group of stakeholders. The second round of the evaluation work engaged both groups in activities which facilitated feedback from the industry's perspective. The Project team was highly solicited in providing in depth details about the Project, making use of their sole experience and knowledge with the Project. The outlines from the three SET Projects reports regarding the Project's achievements and benefits are extensively evidenced by case studies and original statements from stakeholders.

Highlights from the SET Project evaluation:

- More than 70% of the SET Project intended outcomes were achieved, meeting entirely or at high levels the expectations.

- The SET Project created a learning platform and provided access to a range of skill development activities leading to more qualifications for workers across the forest industry, greater access to the career opportunities offered by this industry, higher level of technical skills for training and assessment and improved training materials and licensing system.

## **Project Achievements and Outcomes Aligned to the Four Project Objectives**

### **Objective 1: Building Tasmanian Enterprise Capacity, Skills Advice, Options & Education**

#### **Enterprises were better equipped to manage skills development activities**

Outcome 1: Enterprises gained knowledge about training and skills development

Outcome 2: An increased number of skilled workers

Outcome 3: Developed working relationships between enterprises and training and service providers

### **Objective 2: Workers Assistance, Careers & Pathway Development**

#### **Career opportunities were promoted and accessed**

Outcome 1: Greater awareness of existing career opportunities

Outcome 2: Industry engagement with Indigenous communities

#### **Redundant workers were offered assistance**

Outcome 1: Redundant workers receive additional assistance and secure employment

### **Objective 3: Enhancing Training & Assessment**

#### **Training and assessment capacity was enhanced**

Outcome 1: More workers qualified in workplace training and assessment

Outcome 2: Training providers with up-to-date technical skills and extended areas of expertise

Outcome 3: New models of training delivery and qualification programs for harvesting and haulage operators

Outcome 4: Prospective foresters with high level technical qualifications

### **Objective 4: Improving Vocational Education and Training (VET) Sector & Structure System**

#### **Training materials were improved to enhance learning processes**

Outcome 1: Training and assessment resources and support materials compliant to national standards

Outcome 2: Upgraded training and assessment skills for improved safety outcomes

Outcome 3: Improved licensing system

- The SET Project facilitated the advancement of 6 best practice models and accumulation of numerous lessons which could be summarised in 6 key lessons learnt. They all will be of ongoing benefit to industry.

## **Project Best Practice Models Delivered by the SET Project**

### **1. ENTERPRISE ENGAGEMENT PROCESS**

This process is used in all aspects of enterprise interaction of the SET Project and could be broadly applied to any sector of any industry where resources are available. This model used by the SET Project is labour intensive as face-to-face visits are crucial. Generally several visits to a particular enterprise are required.

### **2. GROW YOUR CAREER PROGRAM**

Industry had identified the need to provide attractive career pathways for students and this program was an effective way of showcasing the opportunities within the forest industry. The primary focus of the program was to allow high school students who had completed an application process the opportunity to experience the various sectors of the industry and, with assistance, to identify potential career pathways.

### **3. PRE EMPLOYMENT PROGRAM**

This program allowed for carefully selected job seekers to gain experience and enterprise specific skills through customised training for a career in a Greenfield site. The program gave applicants the opportunity to experience the workplace prior to employment and employers to access the best possible candidates for positions available.

### **4. WORKER ASSISTANCE PROGRAM**

This program provided workers who have been made redundant with the best possible opportunity to re-skill and find a new career path and new employment. It is designed to operate in a situation of mass redundancy, usually across a whole site. Key to this process is the appointment of a coordinator from the affected workplace who has as part of the program been trained to provide assistance to fellow workers.

### **5. CAREER ENHANCEMENT PROGRAM**

This program relies on a strong mentor from industry to provide ongoing assistance in partnership with a RTO to trainees and employers to improve completion and retention rates in the harvesting and haulage sector. The program minimises barriers for small business which generally don't have a dedicated HR specialist within their workforce.

### **6. FOREST OPERATORS ASSESSMENT AND LICENSING SCHEME (FOALS)**

Industry had identified that the existing system needed to be improved and brought in line with nationally recognised skills standards. The SET Project managed this process on behalf of industry utilising strong industry knowledge and participation of a large number of industry trainers and assessors to ensure that FOALS licence endorsements can be recognised for the issuing of statements of attainment or form part of a qualification.

## Lessons Learnt from the SET Project

### **Lesson 1: Workforce Development is a Key to Success.**

Ongoing workforce development is an essential activity by an enterprise to maintain competitiveness. To manage the workforce development process effectively, and sustainably, enterprises and the industry need to have access to resources that support them and that reduce the barriers between the major partners of the skill system.

### **Lesson 2: Sound Business Cases Need to Exist.**

A business case needs to exist for each of the three partners of the skill ecosystem (enterprises, training providers, VET sector) to justify their engagement in workforce development activities.

### **Lesson 3: VET Sector and Industry Engagement is Vital.**

Enterprise input into the training system is vital so as the VET sector can be an active and efficient partner within the skill ecosystem. The VET sector also needs assistance to identify and rectify gaps in training delivery capacity to ensure that models of delivery are relevant to enterprise needs.

### **Lesson 4: Career Promotion is Complex.**

Career promotion and recruitment are complex components of the workforce development process. In most instances, industry and enterprises need specialised assistance to successfully promote its job roles and career pathways, particularly in a skill and labour shortage environment. It may appear to be a simple exercise, but the SET Project has learnt that it is not.

### **Lesson 5: Learning is a Pathway not a Destination.**

Skills development, learning and training can be a pathway to new work, self satisfaction and a sense of achievement. When it is not, or once it has secured new employment it loses its role. Many non completions of qualifications occur because the training course has achieved its aim – a new job, the qualification was never the aim. Training is desirable particularly if supported by the potential to secure immediate employment post training rather than training for training sake.

### **Lesson 6: Stability of Personnel is Critical.**

The skill ecosystem relies upon knowledge, experience, relationships and influence. These all change when “players” in the skill ecosystem change. An ecosystem needs a degree of stability to function and if this is threatened by excessive labour turnover at any level, the business cases that were once sound and supported are difficult to sustain.

- The SET Project experience, the “new” understandings and the learnings, promoted the development of an integrated model of efficient and sustained workforce development for the forest, wood, paper and timber products industry (at page 74). This approach requires a collective commitment from enterprises, RTOs, the VET sector, governmental bodies and ForestWorks (or like bodies). The model would most likely work well in other industries characterised by a majority of enterprises which are small to medium in size, under resourced and under developed in skills, education and training issues.

## Acknowledgements

The SET Project was undertaken with financial support provided by the Federal Government through the Department of Education, Employment and Workplace Relations.

SET project staff and the ForestWorks management acknowledge the valuable assistance and guidance provided by representatives from the following organisations who attended steering committee meetings and provided direction, guidance and support to the project over the four-year period.

- Australian Plantation Products and Paper Industry Council (A3P)
- Construction Forestry Mining and Energy Union Forestry and Furnishing Products Division (CFMEU–FFPD)
- Department of Education, Employment and Workplace Relations (DEEWR)
- Forest and Forest Industries Council (FFIC)
- Forest Industries Association of Tasmania (FIAT)
- Forestry Tasmania (FT)
- National Association of Forest Industries (NAFI)
- Skills Tasmania (ST)
- Timber Communities Australia (TCA)
- Tasmanian Forest Contractors Association (TFCA)
- Tasmanian Forest Industries Training Board (TFITB)
- The Skills Institute (TSI)

Work undertaken throughout the life of the project could not have been achieved without the contribution of numerous participants, including industry stakeholders, registered training organisations, schools, indigenous and regional communities and organisations, career advisors and pathways planners.

ForestWorks acknowledges and thanks all contributors for their efforts in ensuring that the project attained its objectives. ForestWorks is also very appreciative to everyone who made their time available for feedback and narrating personal experiences with the project, to enrich this report with their stories.

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## Abbreviations used in this report

AAC	Australian Apprenticeship Centre
AQTF	Australian Quality Training Framework
GFC	Global Financial Crisis
GTO	Group Training Organisation
JSA	Job Services Australia
OH&S	Occupational Health and Safety
PPP	Productivity Places Program
RTO	Registered Training Organisation
SET Project	Tasmanian Forest and Forest Products Skills Enhancement and Training Project
SME	Small and Medium Enterprise
TAFE	Technical and Further Education
VET	Vocational Education and Training

## **1 Introduction**

The SET Project was a four-year program carried out to enhance skills and training in the forest, wood, paper and timber products industry in Tasmania. After a challenging journey over four years, the Project has concluded, accumulating extensive experience, significant achievements and facilitating learning to build understanding and management systems for sustainable skills development in the industry.

These aspects are captured and analysed in detail throughout this report to inform the reader about the SET Project itself and about its benefits and challenges.

The report contains information about the Project itself, the evaluation methodology and its results, including Project achievements, products, best practice examples, effects and benefits, follow-ups and other outcomes such as a model of effective and sustainable skill ecosystem for the forest, wood, paper and timber products industry. It also contains additional sections with supporting information.

## **2 Background to the Project**

### **1.1 Conceptual framework of the Project**

Forest, wood, paper and timber products industry has long recognised the challenges ahead, created by increasing globalisation and intensified competitive pressures. Skills, training and education are key imperatives for an industry with strong economic future. In this regard, the industry campaigned for a funded project, able to pursue sustainable skills formation strategies. As part of the Tasmanian Community Forest Agreement, ForestWorks was funded to deliver a skills and training development project, with a focus on outcomes based in Tasmania. Thus, the SET Project began in June 2006. It was initiated and managed by ForestWorks over a four-year period and funded and supported by the Department of Education, Employment and Workplace Relations (DEEWR).

### **1.2 Scope of the Project**

The project was funded to deliver skills, training and employment initiatives in Tasmania and to constitute the platform for benchmark products (best practice examples), in terms of skill development capacity, which could be used by the whole Australian Forest, Wood, Paper and Timber Products Industry.

The Project Plan was designed to initiate a wide range of activities aimed to build up the industry's capacity (enterprises and their supporting organisations) to develop and maintain the skills of their employees (including attraction, recruitment and development of new employees).

### 1.3 Project aims and objectives

The central aim of the SET Project was to support the Tasmanian forest, wood, paper and timber products industry to enhance and maintain their workforce capacity by developing sustainable skill solutions.

The specific aims of the Project were set to address industry's needs, specific to the business-related circumstances in which the SET Project operated. Therefore, the aims were aligned to different challenges which industry encountered during the time of pre and under global financial crisis (GFC), and these were:

1. *Within the time period before GFC ( characterised by a labour and skills shortage)*

- To identify and quantify the skill development needs of the industry;
- To facilitate an increase in the skill levels of workers across all industry sectors as a response to the latest changes in the forest management, harvesting procedures and production processes. This enables the industry to achieve greater yields from the forest resource;
- To encourage a culture of continual skill development and improvement within the industry by providing support and information to potential new industry entrants. This assists the industry to reduce its skills shortages;
- To develop and arrange to have specific training delivered in Tasmania to meet the needs identified in the Project Plan (note: the project has not been funded to deliver training but to support a range of initiatives that will facilitate training and skills development).
- To develop a project plan to cover the life of the Project that would seek to achieve the aims of the Project. The plan was agreed by the Department of Education, Employment and Workplace Relations and industry early in the Project.

2. *Within the time period following the GFC and recessionary environment ( characterised by a labour oversupply)*

- To maintain the range of activities initially provided by the Project;
- To manage the effects of the GFC on employment and skills capacity by assisting:
  - workers who are losing their jobs in the industry, and
  - enterprises to retain employees to move into different roles including different product lines where necessary.

The Project's objectives and activities were grouped under four objectives, or areas of work, whose generic names were refined during the life of the Project, yet the fundamental aim of each Project section was maintained throughout.

According to the most recent version of the Project Plan (December 2009<sup>1</sup>), the project objectives were:

Objective 1: Building Tasmanian Enterprise Capacity, Skills Advice, Options and Education.

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<sup>1</sup> The project plan was established in September 2006 and modified at two different stages during the life of the project (December 2007 and December 2009) to adjust for the efficiency of reporting and the changes in the strategic priorities.

Objective 2: Provide Workers Assistance and Develop Careers and Pathway.

Objective 3: Enhancing Training and Assessment.

Objective 4: Improving employment, skills and training materials to enhance learning processes.

## 1.4 Intended outcomes

The SET Project was configured on an array of skill development activities to provide the Tasmanian forest and forest products industry with outcomes aligned to its four objectives. The broad outcomes expected to be accomplished and delivered by the SET Project were:

- A sustainable skills ecosystem for the Tasmanian forest and forest products industry;
- The association of the industry to one of the ten Industry Skills Councils of the former Department of Education Science and Training (currently, the Department of Education, Employment and Workplace Relations - DEEWR). While being worked on during the project, this aim was superseded by the decision of the Federal Government to make ForestWorks an ISC in its own right, and this aim was then removed from the project requirements.
- A range of input data into the VET Sector on a national basis particularly, results of what works and what doesn't and why, when it comes to increasing industry's capacity to develop and maintain a skilled workforce

The specific outcomes of the Project are spelled out by the original Project Plan and its subsequent revised and updated versions. These outcomes were used integrally in Section 4.1 of this report (Table 1) to enable the assessment of the Project achievements.

## 1.5 Operational process to achieve the outcomes

To support the achievement of the proposed outcomes, the following strategies and approaches were adopted, constituting an important part of the Project activity:

- Regular updates on the written Project Plan, which included the objectives and a wide range of appropriate activities along with their subsequent expected outcomes and on the Project Calendar;
- The formation of a Steering Committee to provide guidance on overall strategic direction;
- Quarterly meetings of the Steering Committee to receive project updates and reports and provide guidance for activities
- Quarterly reporting on the project activities and outcomes (17 Quarterly Reports delivered to the Department of Education, Employment and Workplace Relations);
- Management of the relationship among stakeholders and stakeholder groups (a list of the SET Project' stakeholders is outlined in Appendix 1.)

## 1.6 Project stakeholders

The SET Project involved participation and interaction of a wide range of groups of people and organisations which either were directly affected by the project and which, in part, carried a significant

influence upon or had importance in the Project (primary stakeholders) or were indirectly influenced by the Project (secondary stakeholders).

Based on the aforementioned classification, SET Projects' stakeholders have been grouped as follows in Table 1.

Table 1: Primary and secondary stakeholders of the SET Project

Primary	Secondary
<b>Industry Associations (Unions)</b>	<b>Registered Training Organisations</b>
<b>National</b> <ul style="list-style-type: none"> <li>- National Association of Forest Industries</li> <li>- Australian Plantations Products and Paper Industry Council</li> <li>- Construction, Forestry, Mining and Energy Union FFPD</li> <li>- Timber Communities Australia</li> </ul> <b>State</b> <ul style="list-style-type: none"> <li>- Forest Industries Association of Tasmania</li> <li>- Tasmanian Forest Contractors Association</li> <li>- Tasmanian Country Sawmillers Federation</li> </ul>	<ul style="list-style-type: none"> <li>- The Skills Institute (formerly TAFE Tasmania)</li> <li>- Timber Training Creswick</li> <li>- Forestry Tasmania</li> <li>- Forest Industries Skills and Training</li> <li>- Transtrain</li> </ul>
<b>Industry</b>	<b>Australian Apprenticeships Centres</b>
<ul style="list-style-type: none"> <li>- A total of 72 enterprises</li> </ul>	<ul style="list-style-type: none"> <li>- MEGT</li> <li>- JobNet Tasmania</li> <li>- Business and Employment</li> </ul>
<b>Workers</b>	<b>Group Training Organisations</b>
<ul style="list-style-type: none"> <li>- Licensed</li> <li>- Redundant</li> </ul>	<ul style="list-style-type: none"> <li>- SKILLED</li> </ul>
<b>Federal Government Departments</b>	<b>Schools</b>
<ul style="list-style-type: none"> <li>- Department of Education Employment and Workplace Relations</li> </ul>	<ul style="list-style-type: none"> <li>- Pathway Planning Officers</li> <li>- Local Community Partnerships</li> <li>- Local Employment Coordinator</li> </ul>
<b>Tasmanian Government Departments</b>	<b>Job Services Australia</b>
<ul style="list-style-type: none"> <li>- Skills Tasmania</li> <li>- Department of Economic Development, Tourism and the Arts</li> </ul>	<ul style="list-style-type: none"> <li>- Choose</li> <li>- Employment Plus</li> <li>- Jobfind</li> </ul>

### 3 Industry Climate during the Life of the Project

At the start of the project, the industry in Tasmania was experiencing a period of strong demand for its logs, sawn timber and wood chips, both on the domestic and international markets. Sawn timber and manufactured wood products were in high demand by both local and national markets with Australian building approvals at near-record levels. This, combined with strong demand for high-end appearance grade product such as hardwood flooring, meant that the domestic downstream processors such as

sawmills and timber manufactured products businesses needed consistent high volume supplies of raw product.

During the same period, the industry was riding a wave of international demand for wood fibre resulting in near-record exports of woodchips, primarily to Asian markets.

A new rotary veneer mill was being commissioned in southern Tasmania with another about to be built on the north-west coast and industry optimism was running high that a much-needed pulp mill was about to be built in the Tamar Valley.

Managed investment forestry schemes were performing strongly in the investment market with record levels of land purchase, plantation establishment and maintenance in Tasmania. The resulting demand for suitable land saw strong market competition followed by significant increases in rural land values.

Forest contractors involved in harvesting, haulage and silviculture practice, including site preparation, forest establishment and forest maintenance and management, were experiencing extremely high levels of demand for their services with long periods of open production quotas. This led to a strong industry-wide demand for labour and job vacancies were getting increasingly difficult to fill.

By mid-2006, this situation was reaching a crisis point for industry; it was becoming increasingly difficult to meet production targets due to labour and skills shortages. These shortages were caused by very low levels of unemployment and competing demand for labour from other industries including construction, mining and agriculture.

As a consequence of this environment, and during the establishment of the terms of reference and priorities for the SET Project, industry identified that a strong emphasis should be placed on positively promoting the industry as a career choice for school leavers, job seekers, indigenous persons and potential career changers in order to attract more labour to the industry.

It was also seen as very important to expand the availability and accessibility of quality training and skill development processes to all industry sectors so that both existing workers and new workers could enhance their existing skills and develop new skills to improve the productivity, quality and efficiency of the industry. Ensuring training pathways were available for new or emerging enterprises or technologies was an additional priority identified to prepare for future industry growth.

The Project Plan was designed and structured to meet those identified priorities with significant resources committed to put in place work programs to achieve an improvement in the capacity of industry to attract, skill and retain workers. The project plan was developed after extensive consultation with industry and then monitored by the industry project steering committee.

Unfortunately, the largely unforeseen development of the GFC, combined with escalating negative campaigning in overseas markets from opponents of native timber and fibre, resulted in a steep decline in industry activity across many sectors during the period late 2007 through to and including 2010. This led to a severe reduction (in some cases a complete halt) in demand for wood fibre. In turn, this created pressure on the availability of quality logs for high value processing as the economics of making those

logs available is strongly linked to the ability to sell the wood fibre available from the harvesting of forests. The result was a great deal of economic pressure on downstream processors even though demand for their products was not as adversely affected, partly due to a continued need for building products.

The credit crisis also played a key role in preventing further industry development. Companies with high debt experienced difficulties and as investment stalled so did the income for Managed Investment Scheme (MIS) companies, many of which went into receivership.

Labour demand dropped significantly as did the capacity and willingness for industry to invest in skills and training.

All these factors had a serious impact on the SET Project leading to a significant review and adjustment to the Project Plan by the industry project steering committee in late 2008 and again during 2009.

## **4 Project Responses to the Changes in Industry**

The impact of the GFC of 2007-2010 on the industry changed the project's path; the original work programs for meeting industry skills shortages were re-aligned to provide assistance to an industry which suddenly faced economic recession, labour oversupply, and assisting to manage workers made redundant.

While this allowed the project to operate in two significantly different operating environments, it split the pilot projects and studies into two-year segments. Instead of running for a continuous four-year period, most of the project activities ran for two distinct two-year time frames.

Many of the original initiatives of the project designed to harness industry's desire and capacity to invest in skills and new employees became redundant in the recessionary environment due to the lack of capacity of enterprises to invest in skills development and related activities. This condition impacted severely on the project's original aims and concepts which, under the direction of the industry project steering committee, had to be set aside. The project then focused on providing services in a recessionary environment including services to workers who had been made redundant.

The SET Project has facilitated an in-depth understanding of the dynamics around the industry's workforce development needs. This allowed ForestWorks to develop an effective model to help understand the dynamics of sustainable skill development that takes into account changing socio-economic environments.

## 5 Project Evaluation

### 5.1 Scope

An evaluation process was carried out to gather, analyse and report the type of information which the “next” audience would likely be interested to hear about the SET Project.

Conducted on a framework common to research and development projects, the evaluation aimed to review and analyse the SET Project outcomes, products and impacts on stakeholders, as well as to provide a synopsis of the lessons learnt and describe how the successful models of the project could be promoted for wider use after the end of the project.

Therefore, the evaluation aimed to provide answers to the following key questions:

- Were there any variations from the processes that were initially proposed, and if so, why?
- To what extent have the intended outcomes been achieved?
- To what extent the needs of the industry have been met?
- What factors helped and hindered in the achievement of the outcomes?
- Has the project attained its aims?
- How the achieved outcomes impacted the stakeholders?
- Which are the project’s best practice models of skills development capacity which can be used by the industry enterprises to meet their skills development needs?
- What lessons have been learnt from this project and how might these be of assistance to the Governments, ForestWorks, industry, training providers and employees?

### 5.2 Audience

The Project evaluation was primarily conducted for the funding body, the Department of Education, Employment and Workplace Relations, and stakeholders. However, the evaluation reports were projected to address specific concerns and information needs of a wider range of people and organisations, including:

- Primary stakeholders of the Project, whose needs and interests were directly addressed during the life of the Project;
- Secondary stakeholders of the Project, who were indirectly the beneficiary of the Project outcomes;
- The Department of Education, Employment and Workplace Relations, as the funding body;
- State governments and state training authorities;
- Other enterprises/leaders from the Australian forest and forest products industry.
- Other industries which could use examples of skill development capacity and learn from the SET Project experience.
- Industries and governments from other countries.

## 5.3 Methodology

This section underlines the fundamental steps and activities undertaken in the final review and evaluation of the SET Project. Additional details and explanations on the methods used for data collection and analysis are presented throughout the report, whenever this information was considered necessary.

The methodology used to evaluate this project comprised of the following steps and processes:

### **Step 1: Defining the structure of the evaluation reporting content**

Aligned to stakeholders' interests, and consequently to the evaluation aims, final reporting on evaluation was projected to cover, in an analytical approach, the following headings:

- Project achievements and outcomes
- Project products
- Project best practice models and transferability to national level
- Project effects and benefits to stakeholders
- Project lessons learnt and conclusions
- Project follow-up

### **Step 2: Identifying potential sources for data collection and processes involved in gathering the necessary information**

A wide range of data sources and approaches were primarily identified and used to collect information relevant to the aspects defined within Step 1. These include:

- Review of the project plan and all other project reports provided at the commencement of the evaluation (a list of documents examined during the evaluation is provided in Appendix 1);
- Collection of preliminary information and responses from the Project Leader and other staff members working on the project;
- Feedback from meetings involving representatives from the project stakeholder groups;
- Interviews with a range of people who benefited from the project to build case studies;
- A survey, seeking the overall satisfaction of the stakeholders with the project.

### **Step 3: Adopting an analytical approach able to facilitate clear and complete answers to the key evaluation questions**

A set of different approaches were used to make sure that the information collected throughout the evaluation process was consistent with the evaluation intent and that robust analysis and evidences were used to attain accurate answers.

- To assist the evaluation and report on whether the intended outcomes have been achieved and whether any actions are recommended for the future, a careful examination of the activities from the project reports was carried out, being supported by discussion sessions with, and commentary feedback from, the SET Project team. The examination generally considered:

- How the activities met their objectives;
- What were the deviations from the original plan;
- What were the results;

This set of data was tabulated (Table 1), reported against the performance indicators from the project plan and subjected to a pre-defined assessment method and criteria (detailed in Section 5.1). Additionally, personal experiences with the project and other inside stories were collected from “the end users” to reveal the factual relevance of the project achievements and outcomes.

To identify the benchmarks or best practice models delivered by the SET Project, the products of the project were identified (i.e. publications, skills development and workers assistance models, number of enterprises and workers assisted, etc.), described and evaluated against the following criteria:

- Observations of the project staff from practical applications;
  - The unique character, when reporting to similar products;
  - Content, quality and comprehensiveness as well as abilities to document and standardise the models;
  - Stakeholders’ satisfaction with these models.
- To determine whether the project products (programs and written materials) supported the activities which were designed for and whether their uptake had benefits for, and a positive impact on, stakeholders, a survey was carried out among still-active stakeholders (an example of the questionnaire used in the survey is presented in Appendix 2).

In addition, the effects and the benefits associated with the project was established based on information provided by the staff members of the project, concerning:

- Situations/current state which were changed by the project and were related to a particular group of stakeholders
  - What was the change (observed effect), i.e. *better...*, *improved...*, *new....*,
  - What offered or facilitated this change (benefit), i.e. *provided....*, *allowed....*,
- To outline the lessons learnt from this project, the following questions were answered:
- what helped in the achievement of an outcome?
  - what impeded an achievement?
  - what worked and what did not?
  - Why something works and something else not?

This information was then collated and synthesised in a list of key lessons learnt and conclusions.

## 6 Evaluation Outcomes

### 6.1 Project achievements

This section describes the level to which the SET Project succeeded to deliver its intended outcomes during the four-year timeframe of execution and implementation. It also makes comments on the activities which were disrupted during the life of the project and on the reasons involved in their partial fulfilment. Outlines of the key generic achievements and outcomes delivered by the SET Project are also presented together with snapshots of relevant examples.

Table 2 gives a brief description of the outcomes intended to be accomplished under each 4 main objectives (work areas) of the Project and a summary of the achievements as at the Project completion time. The statements made in Table 1 are supported by a series of evidence-related sources, such as the Quarterly Project Reports, data collected from the Project staff members and Project products (described in Section 5.2. and attached to this Report in a digital format, wherever applicable).

Table 2 also provides an assessment of the extent to which the original intent of each objective/outcome has been achieved. The assessment is made against the success indicators (namely evaluation indicators in Table 2), specifically indicated by the Project Plans for each activity. This assessment made use of colour and number codes (as showed below) to categorise the reported outcomes according to the following classification standards:

Level of achievement	Description	Code
Fully achieved	The outcomes were achieved, meeting entirely the expectations stated in the Project Plans.	1
Mainly achieved	The outcomes were not entirely achieved when reported to the planned expectations, mainly due to external barriers very difficult to be controlled (i.e. GFC).	2
Partially achieved	The outcomes were partially achieved as the activities were stopped at a stage due to various reasons.	3
Pursued but not achieved	The activities were pursued but due to various reasons there were not outcomes or produced little in the way of reportable results.	4
Not achieved	The activities were not started, thus no level of achievement was attained.	5

The last column in Table 1 makes reference to the specific industry needs<sup>2</sup> which were fulfilled through the achievement of a particular outcome.

<sup>2</sup> Appendix 3 provides an explicit list of the industry's priorities as they were identified in the Project Reports.

Table 2: Summary of the SET Project achievements, against each broad objective/area of work

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement	Industry priorities (codes) <sup>3</sup>	
<i>Objective 1: Building Tasmanian Enterprise Capacity, Skills Advice, Options &amp; Education</i>				
1.1	<p>Industry has solutions to their skill needs.</p> <p><i>Evaluation indicators</i></p> <ul style="list-style-type: none"> <li>- <i>Industry always has skill development information to call upon.</i></li> </ul>	<p>Throughout its life, the SET Project facilitated a website, four to six offices and skill development officers, all available to assist industry with their skills development enquiries.</p> <p>A number of individual enterprises have been visited by the skill development officers and either provided with advice and information on skills development opportunities available to their industry sector or provided with direct assistance in having their skills needs met by.</p> <p>A Skills Development and Assessment Guide was made available to all enterprises.</p> <p>In addition the SET Project improved linkages to specialist skills RTOs to provide advice and direction and created better relationships with AACs to assist in sign up of apprentices and trainees and advise on funding and qualifications.</p>	1	B3.1 B3.2 B3.3
	<ul style="list-style-type: none"> <li>- <i>Learners have access to equipment and processes necessary to develop new skills</i></li> </ul>	<p>Trainees from a number of industry sectors (i.e. Harvesting and Haulage, Timber Manufactured Products, Wood Panel Products Forest Growing and Management) are employed in industry and therefore have access to their employers' equipment.</p> <p>Trainees undertaking apprenticeships in Wood Machining and Saw Doctoring have access to their employers' equipment or may access equipment through block release to Timber Training Creswick in Victoria.</p> <p>Individuals who are not employed in industry but are wishing to undertake a qualification have the option to approach the Tasmanian Polytechnic to undergo skills development in a similar field. However, there have not been a consistent number of enrolments to convince the Tasmanian Polytechnic to offer nationally recognised qualifications from the FPIO5 training package on a full time basis or make partnerships with enterprises and gaining access to their equipment.</p>	2	
	<ul style="list-style-type: none"> <li>- <i>Existing employees have Skill Development Guide/Plans and enterprises have a training budget and calendar for training.</i></li> </ul>	<p>The SET Project developed a Skills Development and Assessment Guide and offered a copy to all enterprises (72) which became part of this project. The guide served as a reference for the enterprises' key FAQ's in relation to skill development.</p> <p>Despite the SET Project efforts to implement a calendar for training at an enterprise level, the majority of enterprises do not have a calendar and budget for training: they prefer to</p>	3	

<sup>3</sup> The code numbers correspond to the numbers associated to each industry priority listed in Appendix 5.

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement	Industry priorities (codes) <sup>3</sup>
		<p>continue with Just In Time strategies to identify and deal with skill/labour shortages (mainly due to the industry downturn). However, some of the largest enterprises in industry do now have in place both a training calendar and budget for their employees.</p> <p>References to the SET Project activities in relation to training plans are at outcomes no. 1.2, last component.</p>	
	<p>- <i>Employees have opportunities to achieve recognised qualifications delivered in a format acceptable to industry.</i></p>	<p>By actively promoting the Government funding schemes, the SET Project highlighted and encouraged traineeships and apprenticeships available to all industry sectors, covering Certificate I through to Diploma qualifications.</p> <p>In addition the SET Project made clear to the industry the following opportunities:</p> <ul style="list-style-type: none"> <li>- In most cases, and subject to eligibility criteria, Government funding is available under User Choice Funding arrangements to offset the direct cost of training at Certificate 2 and 3 and in some cases at Certificate 4 for new entrants. This funding is paid directly to the RTO, holding the training contract with the employer and trainee/apprentice. In addition, the employers receive an additional Government incentive payment to recognise their commitment to developing a skilled workforce.</li> <li>- Subject to eligibility criteria, employers may also receive a Government incentive if they undertake skills development and recognition for existing workers via a qualification. This is usually only available at Certificate 3 level and above. This leaves a funding gap for existing process workers many of whom operate at an AQF 2 level.</li> <li>- The introduction of Productivity Places Program (PPP) by the Federal Government and promoted/implemented by the SET Projects provided an opportunity for enterprises to access alternative funding in certain areas, enabling them to offer greater chances for workers to achieve qualifications.</li> </ul> <p>However, many employees did not have opportunities to achieve formal qualifications and undergo top up training, RPL or skills assessment to national standards, due to a lack of commitment by employers. So, while the employees can have the opportunity (i.e. the system is in place), it requires the permission and commitment of the employer (and the employee) to turn that potential into a reality. This commitment is often not there, and could not be generated, particularly in less profitable enterprises.</p>	2
	<p>- <i>Visits to enterprises by independent skill experts to provide information and advice, options and brokerage services</i></p>	<p>During the SET Project lifetime, the staff members have undertaken multiple visits, on a case-by-case base, to 72 enterprises, providing either advice and information on skills development opportunities or assistance for meeting their skill needs. Most enterprises required more than 8 visits in order to substantially progress the projects objectives at an</p>	1

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
		enterprise level.		
	<p>VET INFO WEBSITE</p> <p>A website is available to assist industry with obtaining relevant information as well as links to the VET system</p>	<p>ForestWorks website, www.forestworks.com.au, is available to assist industry with obtaining relevant information as well as links to the VET system.</p> <p>Note: While these functions were not developed specifically by the SET Project, the SET Project contributed to their development (intellectually) and the outcomes were widely promoted for use by the SET Project.</p>	1	
1.2	<p>Increase the number of Trainees and apprentices</p> <p><i>Evaluation indicators:</i></p> <ul style="list-style-type: none"> <li>- <i>Funded pathways &amp; Traineeships are available to provide qualifications outcomes in all industry sectors and for all jobs and utilised for both new entrants and existing workers.</i></li> </ul>	<p>The SET Project's activities in regard to funded pathways are discussed above (no 1.1, under fourth evaluation indicator).</p> <p>The SET Project offered specialist advice in relation to training and career paths and guidance through funded pathways to make sure that traineeship funding schemes have been utilised throughout the life of the project. As a result the following number of enrolments has been achieved for Forest Products Industry Training Package qualifications (including Forest Growing and Management, Harvesting and Haulage, Sawmilling and Processing, Wood Panel Products, Timber Manufactured Products, Saw doctoring, Wood Machining and Timber Manufacturing Products): 99 in 2006, 228 in 2007, 110 in 2008 and 92 in 2009.</p> <p>Training was provided by a range of providers including: The Skills Institute (formerly TAFE), Timber Training Creswick, Forest Industries Skills and Training, Steps, Transtrain and Forestry Tasmania.</p> <p>Note: More training outcomes were expected in 2010 when Gunns requested 40 potential enrolments for FPI05 Sawmilling and Processing qualifications at Timber Training Creswick but the plans were ceased due to the significant restructuring of the Gunns' business.</p>	1	B3.1 B3.3 B2.1 B2.2 B1.3 B1.4
	<ul style="list-style-type: none"> <li>- <i>Enterprises have the capacity to have existing employees undertake skill enhancement training by a recognised industry expert.</i></li> </ul>	<p>During the early phases of the SET Project, the decision was made to develop the skills of the principle RTO operating in the state at that time (TAFE Tasmania), to better meet the specific skills training needs of the forest and forest products industries. Due to a thin training market (low overall numbers of people to be trained) and highly specialist nature of the skills required, TAFE was unable to attract or develop trainers/assessors with a broad enough skill base to meet industries needs.</p> <p>The SET steering committee was determined to endeavour to encourage specialist RTOs to deliver in Tasmania and to support the development of new RTOs for the purpose of</p>	1	

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
		<p>specialist skills development.</p> <p>In the downstream processing sectors, Timber Training Creswick have increased their delivery of training and assessment to the sawmilling and processing, timber manufactured products, wood panel products, sawdoctoring and wood machining enterprises in Tasmania, offering both on-the-job and off-the-job delivery models to meet industries demands for flexibility in a cost effective manner.</p> <p>Forestry Tasmania has been provided with extensive assistance (by SET staff) in the area of RTO consultancy support, to allow them to better meet compliance requirements of an upgraded Australian Quality Training Framework (AQTF) VET system. Forestry Tasmania is now delivering specialist training and assessment in the two primary fields of forest growing and management and forest fire fighting, with further plans to expand their levels and areas of activity when demand for Tasmania's forest products improves.</p> <p>The SET Project has provided significant assistance to a large vertically integrated enterprise to develop and commence operations of a specialist harvesting and haulage RTO, based around their needs, for a strongly mentored workplace based model of delivery. The enterprise identified that their training and assessment needs were not being adequately met by the current provider and made the decision to make the significant commitment to become their own RTO.</p>		
	<p>- <i>Training plans &amp; career paths are formulated for all employees.</i></p>	<p>The SET Project assisted enterprises in formulating training plans for their employees. Training plans were formulated only for those who entered into a contract of training related to a qualification.</p> <p>Generally, potential career pathways are explained and discussed during the process of developing individual training plan for each trainee/apprentice who undertakes a formal program of training.</p> <p>Note 1: Currently, not all employees have formulated training and career pathways. The main reason is that enterprises do not have a calendar for training; they prefer to continue with Just In Time strategies to identify and deal with skill/labour shortages (mainly due to the industry downturn and other industry associated issues).</p>	3	
1.3	<p>Industry has positive relationship with service providers</p> <p><i>Evaluation indicators:</i></p> <p>- <i>Service providers are aware of industry needs and changes in demand patterns;</i></p>	<p>An indicative level of engagement between the SET Project and AACs, GTOs, RTOs, Job Service Australia Providers and Labour Hire companies (specific names are provided in the Project Reports), undertaken to strengthen relationships between industry and service sector, as well as to encourage and support them into providing service to the forest industries is: approximately 570 contact interactions (150 face to face meetings and 420</p>	1	B3.3

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
		<p>email/telephone contacts).</p> <p>In many cases, SET Project staff accompanied AAC representatives to and from harvesting coupes and to downstream processing sites, involving the development of a greater depth of knowledge about the industry and industry qualifications.</p>		
	<ul style="list-style-type: none"> <li>- <i>Service providers are able to better meet industry needs;</i></li> </ul>	<p>There were recorded positive examples of service providers better meeting industry needs. Such an example is Megt (AAC) which became part of the Career Enhancement Program between Tasmanian Forest Contractors Association and The Skills Institute. In addition, the SET Project worked primarily with Megt's Industry Employment Consultants and had contact and engagement on at least a weekly basis. Other examples include Driver Safety Services, engaging directly with the training coordinator at Forestry Tasmania to accurately target needs in the wake of workforce development identification.</p>	1	
	<ul style="list-style-type: none"> <li>- <i>Industry and service providers have cooperative working relationships;</i></li> <li>- <i>Enterprises have preferred service providers that they have confidence in to respond to their reasonable needs in a timely and professional manner</i></li> </ul>	<p>As part of the enterprise and industry association visits the SET Project provided contact names and numbers of potential service providers who can be used to deal directly with. It is recognised that one point of contact instils confidence in the process. This process facilitated industry self identifying best fit providers for their respective enterprise</p>	1	
1.4	<p>Facilitate training and assessment solutions for regulatory changes</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Availability to industry of appropriate and readily accessible training and assessment responses developed in consultation with industry, required to meet new regulatory standards.</i></li> </ul>	<p>The SET Project established multiple interactions with the key industry stakeholders to identify opportunities and support appropriate training, as well as to minimise and remove barriers to the implementation of regulatory changes as they occurred.</p> <p>A particular example where the SET Project identified an opportunity for nationally recognised training was to be provided through subsidised delivery by using the Skills Tasmania tender process in the form of Tasskills to support is fatigue management legislation. This could reduce the burden of cost and provide haulage operators with an opportunity to access the training their employees need for accreditation against Fatigue Management legislation. The outcomes of this action are available in the Quarterly Project Reports.</p> <p>The SET Project has not finalised the activities associated with the structured training and assessment solutions which respond to those new legislations and other regulatory changes which have not come into effect yet.</p>	2	B1.1 B1.2
1.5	<p>Identify indigenous workers</p> <p>Work with enterprises, industry and the licensing authority to better identify existing indigenous workers</p>	<p>As part of the SET Project a review was undertaken to determine a reasonably accurate number of Indigenous licensed operators in the Tasmanian forest and forest products industry. New data was collected on both Tasmanian Forest Industries Training Board (TFITB) licence applications and renewals from late 2008 and until the end of May 2010, indicating at this stage 123 licensed operators who have self identified as Indigenous.</p>	3	B6.2 B6.1 B6.3 B6.5

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement	Industry priorities (codes) <sup>3</sup>	
	<p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- Available data compiled into readily accessible reports and additional data capture initiatives supported by industry.</li> </ul>	<p>As licences are only renewed /reregistered every 3 years, an accurate figure will not be available until early 2012. In addition, accuracy relies on people self identifying and not all will readily self identify as part of the process.</p> <p>Privacy legislation could result in only a broad reporting of the Indigenous workers, detailing geographic distribution of self nominated workers.</p>		
	<p>Promote ongoing employment and training for indigenous workers</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- Greater numbers of identified indigenous workers participating in training</li> </ul>	<p>The SET Project has undergone work to identify work ready indigenous jobseekers and link them to forest industries employers who were looking for workers yet, positive results could not be achieved.</p> <p>In 2008, the SET Project concluded its initial investigation on the <b>indigenous workers</b> with a preliminary written <b>report</b>. From that stage, the project on the indigenous workers continued, being further described at the outputs number 1.5 (the section above) and 2.4.</p> <p>Note: Currently, the industry is shedding labour and all contacted Indigenous organisations have indicated they are only interested in training if there are job outcomes.</p>	3	
<b>Objective 2: Provide Workers Assistance and Develop Careers &amp; Pathway</b>				
2.1	<p>Encourage industry to provide more attractive workplaces and careers</p> <p><i>Evaluation indicators:</i></p> <ul style="list-style-type: none"> <li>- Guide for employers regarding development of attractive career paths, both job and work quality.</li> </ul>	<p>The SET Project developed and completed <b>the Good Job-Good Employer-Great Career Guide</b> in 2010. The guide was not supported by the stakeholders on the grounds that it has human resources and industrial relations implications. Therefore, further actions were stopped.</p>	3	B4.1.1  B4.1
	<ul style="list-style-type: none"> <li>- Industry has access to a small number of attractive job titles which can be used across industry which are common and consistent with enterprise.</li> </ul>	<p>The SET Project developed and promoted <b>Attractive Careers and Job Titles</b>.</p> <p>Note: The proposed job titles have not been widely adopted by the industry as yet.</p>	1	B4.1

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
	<ul style="list-style-type: none"> <li>- <i>Create &amp; trial best practice pilot programs to show how entrants can enter the industry through attractive pathways.</i></li> </ul>	<p>The SET Project developed and implemented a <b>pilot program for promoting attractive pathways</b>, including grow your career, school based career advisors tools, targeted school engagement tools to promote and explain career pathways to both job seekers and schools.</p> <p>Note 1: Industry has not yet taken full responsibility for the promotion of careers within their industry using the best practice examples demonstrated through the SET Project.</p>	1	
2.2	<p>Promote job vacancies</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Create and promote a job search function facility on the national website to enable all industry vacancies and expressions of interest from job seekers to be listed.</i></li> </ul>	<p><b>A job search function</b> was created on the ForestWorks website to serve for easy posting of and access of the job vacancies available across the industry. To promote the job search facility, the SET Project distributed a <b>“Log a job” brochure</b> to all enterprises, as part of the advisory and support related visits, and to all other participants in the projects, on different occasions.</p> <p>Note: The job vacancies link has not been widely used due to the lack of employment opportunities within the last two years and Tasmanian users’ reservations regarding the nationwide approach which the link takes.</p>	1	B4.2
2.3	<p>Develop and promote displaced worker registers (harvesting and haulage)</p> <p><i>Evaluation indicators:</i></p> <ul style="list-style-type: none"> <li>- <i>ForestWorks website facilitates a displaced timber worker register.</i></li> </ul> <ul style="list-style-type: none"> <li>- <i>It is promoted for use to Group Employers, and proponents involved in Tasmanian irrigation and National Broadband projects.</i></li> </ul>	<p>Given the sudden and rapid decline in the employment in the harvesting and haulage sector where workers typically do not use electronic communication, the decision was taken to establish a central register through the Tasmanian Forest Contractors Association where workers could phone in their details.</p> <p>Therefore, a register for displaced harvesting and haulage and forest growing and management workers was developed in spreadsheet format and promoted through the Tasmanian Forest Contractors Association. This register was used as a guide in the assistance services for harvesting and haulage displaced workers, to help through the employment process (refer to Assistance Services for Redundant Harvesting and Haulage Workers – flyer).</p> <p>Although the SET Project developed a register for the displaced harvesting and haulage workers and has undertaken promotional activities to pursue its use, it was unable to provide potential workers to Group Employers and civil construction companies for two main reasons:</p> <ul style="list-style-type: none"> <li>- There was little interest in using the register The companies who showed an interest in using redundant workers from the harvesting sector and applied through the tender process were unsuccessful in the tendering process.</li> </ul>	3	B4.3
			4	

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement	Industry priorities (codes) <sup>3</sup>	
	<ul style="list-style-type: none"> <li>- <i>Redundant workers into gainful employment and/or training pathways.</i></li> </ul>	<p>Although a series of activities were carried out by the SET Project, this outcome could not be achieved due to a significant lack of uptake by redundant workers coming out of the harvesting and haulage sector.</p> <p>The Tasmanian Polytechnic was also unsuccessful in securing a SET supported PPP funding approach for an intensive pre-employment program for construction industry, aimed at displaced forest harvesting workers.</p>	4	
2.4	<p>Promote forest industries careers to Indigenous youth</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Undertake a Grow Your Career Forest Industry Induction Program for Indigenous youth on the NW Coast to support the students to continue on career path in the forest industries.</i></li> </ul>	<p>The Grow Your Career Forest Industry Induction Program For Indigenous Youth was initiated but interrupted at its early stage for various reasons:</p> <ul style="list-style-type: none"> <li>- Engagement with the Indigenous community has been challenging as the various Indigenous organisations have varying views of working in the forest industry.</li> <li>- The industry's lack of capacity for new employment opportunities in recent years impeded the interest of indigenous groups to continue engagement in the careers programs.</li> <li>- The Mersey Leven Aboriginal Corporation which had been engaged and wished to commence a Grow Your Career Forest Industry Induction Program for Indigenous youth on the NW Coast of Tasmania now have competing priorities and challenges of their own in the current climate and have chosen to not progress at this stage.</li> </ul>	3	B6.1
2.5	<p>Provide assistance to displaced downstream processing workers from Northern Tasmania</p> <p><i>Evaluation indicators:</i></p> <ul style="list-style-type: none"> <li>- <i>Redundant workers all have access to specialist assistance including access to financial advice, career advice, development of job seeking skills, access to skills training suitable for future alternative employment choices.</i></li> <li>- <i>Redundant workers are successful in securing alternative employment.</i></li> </ul>	<p>The SET Project supported a <b>model of assistance for enterprises facing minor or significant labour reduction</b> by using the industry assistance model of Forest Industries Employment and Training Services. Under this assistance program redundant workers in Tasmania's affected regions were able to access specialist assistance in terms of financial advice, career advice, development of job seeking skills, and access to skills training suitable for future alternative employment choices.</p> <p>The SET Project through Forest Industries Employment and Training Services has assisted 54 workers into employment, 23 of these workers (42%) returning to the timber industry. Employment was also secured in areas including hospitality, aged care and health and community services.</p>	1	B4.3
2.6	Develop a Redundant Workers Assistance and Structural Adjustment Productivity Places (SAPP) Guide		1	B4.3

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement	Industry priorities (codes) <sup>3</sup>
	<p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>A readily accessible and widely accepted model of assistance is available which can be quickly implemented in enterprises facing minor or significant labour reduction.</i></li> </ul>	<p>The SET Project developed the <b>Assistance Services for Harvesting and Haulage Redundant Workers</b> (flyer) and made it available through the Tasmanian Forest Contractors Association for distribution. The assistance program was also promoted through the SET Project itself, offering its support at the same time.</p>	
2.7	Promote forest industries careers		1
	<p><i>Evaluation indicators:</i></p> <ul style="list-style-type: none"> <li>- <i>Utilise a variety of resources including the mechanical harvesting simulator and career packs through appropriate forums such as regional events.</i></li> </ul>	<p>The SET Project facilitated and participated in 44 careers events during its lifetime, where promotional activities (including the use of a mechanical harvesting simulator and distribution of careers packs) for careers and jobs in the industry were carried out.</p>	B4.1.1 B4.1.2 B4.1.3
	<ul style="list-style-type: none"> <li>- <i>Sufficient materials including interactive learning materials &amp; DVDs for the promotion of careers in schools and related networks are available to meet industry promotional needs for careers.</i></li> </ul>	<p>The SET Project facilitated the development and availability of <b>careers promotional materials</b>. A central source where the materials could be sourced from was made available, providing also advice on their promotion and presentation.</p> <p>The SET Project widely distributed these resources for promotion through all the career events attended.</p>	1
	<ul style="list-style-type: none"> <li>- <i>Industry-wide national career website is developed to encourage new entrants to the industry. Create a job search function facility on the national website to enable all industry vacancies to be listed</i></li> </ul>	<p>A <b>career website</b> (<a href="http://www.growyourcareer.com.au">www.growyourcareer.com.au</a>) linked to ForestWorks website became available in 2008. The SET Project has carried out promotion activities to promote this website to the forest and forest products industry in Tasmania along with Job Services Australia.</p>	1
<b>Objective 3: Enhancing Training and Assessment</b>			
3.1	Increase workplace training capacity		2
	<p>Promote the opportunity presented by PPP funding to increase the numbers of trainers and assessors in industry holding a Certificate IV in Training and Assessment.</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>A network of trainers exist across the industry to boost the capacity of industry to skill its workforce.</i></li> </ul>	<p>The SET Project identified the state based PPP as the only accessible funding stream for the Certificate IV in Training and Assessment. This model provided potential trainers and assessors with the skills and knowledge to effectively provide workplace based delivery of training and assessment from the FPI05 training package.</p> <p>Twelve forest industries workers commenced a Certificate IV in Training and Assessment in the third quarter of 2009.</p> <p>Note: A funded or subsidised program for 2010 and beyond does not exist for this area.</p>	B3.2 B1.1 B3.1

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
	<p>Provide mentoring and further skill development for forest industries training network (TFITB) members through both face to face and remote interaction with SET Project staff and other network members.</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Industry trainers possess leading edge skills and knowledge, which as part of the network, is able to cover all technical industry skills.</i></li> </ul>	<p>A series of activities have been carried out to mentor trainers and assessors through programs to increase and formalise their training qualifications, coordinate training delivery to those industry trainers undertaking the PPP funded Cert IV in Training and Assessment, identify further opportunities to expand training and assessment qualified employees and prioritise areas of trainer/assessor shortage.</p> <p>Generally, industry trainers and assessors possess high levels of skill and experience within a particular field but can go beyond their area of expertise. For example, within the harvesting and haulage sector some trainers and assessors have high level skills and knowledge in areas such as tree falling and excavator operation with a solid knowledge of other areas without being an expert.</p> <p>The industry trainers and assessors are collectively able to cover all technical industry skills.</p>	1	
	<p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>The log classification assessors' network is developed.</i></li> </ul>	<p>A <b>list of all industry assessors</b> including their classification was developed by the SET Project with informal links and an annual assessor workshop.</p>	1	
3.2	<p>Develop a mentored model of harvesting and haulage training</p> <p>Work directly with the Tasmanian Forest Contractors Association and the Tasmanian Skill Institute to develop and promote the "Career Enhancement Program" (CEP) as a means of providing training to new employees and retaining valued workers.</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Increased retention rates of trainees through the provision of improved support and mentoring.</i></li> </ul>	<p>Working with a range of stakeholders (Tasmanian Forest Contractors Association, Tasmania Skills Institute (RTO), Megt (AAC)), The SET Project developed a <b>mentored model of harvesting and haulage training delivery</b>, namely the <b>Career Enhancement Program</b>. The Program identified an appropriate pathway for harvesting and haulage training, including core units and appropriate electives and a method of operation and training delivery.</p> <p>Note: Due to the severe downturn in the industry which has been shedding harvesting operator staff, this pathway with its specific emphasis on producing harvesting operators with developed bush experience currently has very low demand.</p>	2	B1.3
	<p>Provide guidance to Tasmanian Forest Contractors Association in the development of a hybrid qualification pathway that allows a User Choice trainee to progress over a 3 year training plan from a Certificate 3 in Harvesting into a specialist Haulage qualification.</p> <p><i>Evaluation indicator:</i></p>	<p>The SET Project Developed a <b>hybrid qualification program for haulage operators</b> to a point as the GFC struck.</p> <p>The purpose of this program was to provide a meaningful pathway for young people who are looking to become a log truck driver. This hybrid model would serve as a 3 year program to increase skilled operators in the sector.</p>	3	B1.4

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
	<ul style="list-style-type: none"> <li>- <i>A recognised pathway developed that allows for a funded progression from a harvesting to a haulage qualification.</i></li> <li>- <i>Materials and equipment are available to support training delivery.</i></li> </ul>	<p>Note: The Program is at a draft stage, having the capacity to be implemented but there were no such opportunities due to the same reasons listed above.</p>		
3.3	<p>Promote higher level training</p> <p>Identify and support opportunities for higher level technical training (technical forester pathways)</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>An increased numbers of people undertaking either a Vocational Forester pathway or a Tertiary Forester pathway.</i></li> </ul>	<p>The SET Project identified mentoring opportunities and partnerships with schools.</p> <p>A successful program for the delivery of Certificate IV in Forest Operations and the Diploma of Forest Products has commenced at the start of 2010, providing the opportunity for high level technical skill development for a range of prospective Foresters across Tasmania.</p> <p>Nine participants have commenced a Diploma of Forest and Forest Products through state based PPP and eight commenced a Certificate IV in Forest Operations.</p> <p>Note: The mentoring pilot program commenced in Glenora for students to undertake work experience placements in industry was not completed. However, this program has evolved to become the Forest Ventures Program, involving several Southern Tasmanian high schools and being run in conjunction with Forestry Tasmania, Institute of Foresters Australia and the Forest Education Foundation and supported by the SET Project.</p>	1	B7.1 B7.2
	<p>Identify and support opportunities for business and supervisory management training</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>An increase in numbers of medium to small contracting businesses undertaking business management training</i></li> </ul>	<p>A PPP funded pathway for small business management qualifications training for Harvesting and Haulage and Forest Growing and Management Contractors has been identified; a survey to target needs for those in industry wishing to hone management skills was developed and circulated; an appropriate RTOs for the development of tender submissions were identified.</p> <p>Note 1: Submissions made through the Skills Tasmania PPP tender process were unsuccessful in 2010. These individuals wishing to undertake management qualifications who are not eligible for funding schemes such as User Choice or existing worker incentives had planned to access subsidy for nationally recognised training through PPP.</p> <p>Note 2: There was no increase in the number of small to medium contracting businesses undertaking business management qualifications for a range of reasons: there was no funding to support the training; the GFC led to a lack of profitability sharply shifting the priorities of the organisations.</p>	2	B7.3
3.5	<p>Increase the availability of training in forest growing and management</p> <p>Assist in the development of comprehensive training plans</p>	<p>The SET Project provided specific advisory and support activities to Forestry Tasmania to help it create a better understanding about the value of its RTO services, identify funding opportunities and develop effective delivery models for the Tasmanian industry, including the programs currently being rolled out in the northern territory.</p>	1	B3.1 B7.1

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
	<p>for internal staff of the Forestry Tasmania based Forest Growing and Management RTO including assisting in further development of their Indigenous training programs being undertaken in the Northern Territory</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>A greater availability of and access to training for both new entrants and existing workers is available to industry</i></li> </ul>	<p>This resulted in the extension of Forestry Tasmania's scope of registration as an RTO in the areas of Fire Fighting and Forest Growing and Management. This provides greater options and competition in these areas in Tasmania and a significant benefit to industry due to the fact that Forestry Tasmania has highly specific skills, knowledge and experience in these fields.</p> <p>Note 1: Forestry Tasmania has not taken over all of their own nationally recognised training although they have the skills, experience and registration to do so.</p> <p>Note 2: At this stage, Forestry Tasmania does not have PUA fire fighting qualifications registered under User Choice in Tasmania, which means that there is no state based funding for this area of their operation.</p>		
3.6	<p>Improve safety outcomes for harvesting and haulage contractors</p> <p>Assist the Tasmanian Forest Contractors Association to deliver VET outcomes as part of a project brokered by the SET Project and being undertaken with Forestry Tasmania's harvesting contractors focusing on improved occupational health and safety (OH&amp;S) performance.</p> <p><i>Evaluation indicators:</i></p> <ul style="list-style-type: none"> <li>- <i>Harvesting contractors' employees are able to achieve statements of attainment for core OH&amp;S units.</i></li> </ul>	<p>The SET Project has provided support and direction to Forestry Tasmania to develop an induction and commencement kit to recognise the skill set on offer as requested by contractors wishing to achieve a statement of attainment for the units of competency undertaken. To date, harvesting operators have chosen to not undertake assessment to achieve a statement of attainment for units which could be assessed.</p>	2	B1.3
	<ul style="list-style-type: none"> <li>- <i>Demonstrated improvements in Lost Time Injury (LTI) rates for contractors.</i></li> </ul>	<p>Over the course of the OH&amp;S initiative the SET Project assisted in monitoring and recording the Lost Time Injury rates for harvesting and haulage contractors (refer to the <b>Reports on Safety Outcomes (Lost Time Injury - LTI) for Harvesting and Haulage Operations</b>).</p> <p>The reports indicate that the frequency rate (LTIFR-No of LTIs per million hours worked) for Forestry Tasmania Harvesting Contractors over the past 7-10 years has been centred around 18-20. Since the implementation of the OH&amp;S Training Program, the LTIFR has gone as low as around 6. It is currently sitting at just over 9 (4 Lost Time Incidents in the rolling year June 2009 to May 2010).</p>	1	B1.3 B3.2

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
	<p>Continue to mentor their Tasmanian Forest Contractors Association staff relative to VET and FPI05 training package and achievement of the Certificate IV in Training and Assessment.</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Tasmanian Forest Contractors Association staff achieves full training and assessment qualification.</i></li> </ul>	<p>The SET Project has mentored two Tasmanian Forest Contractors Association staff members to gain their Certificate IV Training and Assessment. To date, one of the two Tasmanian Forest Contractors Association staff has successfully completed their TAA 40104 Certificate IV in Training and Assessment.</p> <p>One of the participants is no longer with Tasmanian Forest Contractors Association. However, he is still being mentored in the new role of a forest industries service provider (transport RTO).</p>	1	
3.7	<p>Identify and report on training package continuous improvement opportunities</p> <p>Analyse and identify difficulties with application of the FPI05 Training Package. Report findings and promote solutions to ForestWorks ISC.</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>All identified opportunities for Training Package Improvement are reported and appropriate action taken by the ISC address industry and RTO requests.</i></li> </ul>	<p>The SET Project identified and reported to ForestWorks ISC the opportunities for improvement in the FPI05 training package. Examples of where the SET Project identified opportunities which led to the training package improvement include: log truck driver unit improvement, chainsaw competencies, faller competencies, cable competencies and harvesting skill sets. The improvements now appear in the training package.</p>	1	B1 B2
<p><i>Objective 4: Improving employment, skills and training materials to enhance learning processes</i></p>				
4.1	<p>Ensure the availability of appropriate Licensing Assessment Tools</p> <p>Facilitate the development and/or redesign of resources and assessment tools in conjunction with industry and trainers.</p> <p>Particular emphasis on completion of the conversion of Tasmanian Forest Industries Training Board licensing tools to an AQTF compliant format to allow easy recognition processes across State boundaries and between the licensing body and RTOs</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>All Tasmanian Assessment tools converted to an AQTF</i></li> </ul>	<p>The Tasmanian Forest Industries Training Board licensing tools were redeveloped to second draft standard and linked to units of competency from FPI05 Training Package.</p> <p>They are currently being trialled prior to formal validation and moderation in September 2010.</p> <p>A series of resources and assessment tools were developed and/or redesigned in conjunction with a number of Tasmanian Forest Industries Training Board accredited assessors from the Skills Institute and Polytechnic (formerly TAFE Tasmania) and private RTOs and trainers/assessors.</p> <p>The tools completed and in use are listed in Table 2.</p>	2	B1.1

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement		Industry priorities (codes) <sup>3</sup>
	<p><i>and Training Package compliant format by September 2010.</i></p>	<p>Note: Not all licensing tools were completed to final version in the time frame of the project for the following reasons:</p> <ul style="list-style-type: none"> <li>- the difficulty of getting sufficient assessor and industry skill experts together at one time to undertake a process that did not require significant additional validation at a later time.</li> <li>- all participating assessor and industry skills experts volunteered their time and as a result their work priorities often overrode their desire to participate in assessment tool development.</li> <li>- licensing assessors with no experience of the VET system struggled to accept the need for change.</li> <li>- All assessors considered unanimously that the requirements for specific evidence relating to access and equity and numeracy resulted from the assessment of FPI05 training package should be implicitly incorporated into training delivery and assessed holistically as part of the general assessment process at unit of competency level rather than developing new VET compliant tools.</li> </ul>		
4.2	<p>Develop Priority Learning Resources</p> <p>Participate in and provide project management for stage two of the review of Advanced Tree Felling Manual to produce a nationally consistent and Tasmanian applicable Tree Felling Manual to complement the Basic Chainsaw Manual completed in 2009.</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Both printed and electronic versions of the Tree Felling Manual endorsed by industry and available for use by June 2010</i></li> </ul> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>Redevelopment and printing of the resource book "Grading Tasmanian Eucalypts for Log Quality"</i></li> <li>- <i>Development of a Self Paced Learner resource to support both individual learning and classroom delivery</i></li> <li>- <i>Redevelopment of the supporting video to DVD</i></li> </ul>	<p>The SET Project developed extensive revision of the sixth edition of the Tree Felling Manual in consultation and with input from industry technical experts.</p> <p>The seventh edition of the <b>Tree Felling Manual</b> is completed and being released in August 2010.</p> <p>The reasons for not being in use by June 2010 include:</p> <ul style="list-style-type: none"> <li>- difficulty to get the project initiated (logistics related issues)</li> <li>- the pathway through the manual redevelopment: additional work was involved as ForestWorks requested the committee to address the identified needs for continuous improvement of the tree falling units of competency.</li> </ul> <p><b>The Grading Eucalypts for Log Quality</b> booklet was completed and published June 2009. The booklet is currently in wide usage as a training aid and workplace guide for log graders and Log Classification Officers.</p> <p><b>Log Grading Self Paced Learner</b> resource is at the first draft revision.</p> <p>Video has not yet been converted to digital format.</p>	2	B1
4.3	Pulp and Paper Skills Unit	The SET Project was expected to work together with Pulp and Paper Industry Skills	5	

No	Expected outcomes as per SET Project Plans	Outcomes resulted from the SET Project's direct activities/ Level of achievement	Industry priorities (codes) <sup>3</sup>
	<p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>ForestWorks supports Pulp and Paper Industry Skills Development Unit (PPISDU) through attendance to meetings, advice and information.</i></li> </ul>	Development Unit to support the development of skills for the new Gunns' mill yet, as the mill has not been constructed, SET Project was unable to proceed with this activity.	
4.4	<p>Industry Training Advisory Body (ITAB) network</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>ForestWorks manages, with the support of industry and RTOs, the coordination of the state Industry Training Advisory Body network by participating in various committees</i></li> </ul>	By achieving ISC status, ForestWorks attained the role of managing the Industry Training Advisory Body network. Thereby this component was no longer appropriate under the activities of the SET Project.	5
4.5	<p>Skill research</p> <p><i>Evaluation indicator:</i></p> <ul style="list-style-type: none"> <li>- <i>ForestWorks and state Industry Training Advisory Bodys carry out industry specific skills and training research and apply outcomes to VET system and industry.</i></li> </ul>	The SET Project has a research component in all of its activities, which aimed to find out the industry specific skills needs. The consequent solutions and outcomes have been transferred to the VET system and industry.	1

The data consulted during the evaluation process indicated that the Project changed its direction from the original course by the middle of its term due to the need for emerging changes created by the GFC. The major changes were encountered under Objective 2: Workers Assistance, Careers & Pathway Development, consisting of an addition of extra activities with the aim to assist employees in the new environment generated by the economic crisis.

The GFC had some other consequences on the Project, making the transition from a labour and skills shortage environment, existent at the beginning of the Project, to a labour oversupply, persistent from the midterm until the completion of the Project. These effects related to:

- The suspension of the Grow Your Career Forest Industry Induction Program for Indigenous youth (outcome number 2.4 in Table 1), at a stage, due to the industry's increasing incapacity for new employment opportunities, making one of the project's aims (such as, finding employment in the industry for work ready Indigenous job seekers) extremely difficult to be achieved;
- Less engagement in the Project programs and activities from stakeholders, due to a change in their priorities as enterprises in many areas became less profitable, or at risk of closure, or in fact had to close or be put in administration;
- A number of SET Project assisted trainees which does not reflect the Project's full potential. The normal course of the skills development and training programs was negatively impacted by the increasing prevalence of unemployment in the industry.

Within this context and helped in some instances, as described below, by a series of positive factors, or hampered more in some other regards by circumstances identified in the next paragraphs as well, the SET Project succeeded to achieve its planned outcomes at the following rates:

- 53% were fully achieved,
- 21% were mainly achieved
- 18% were partially achieved
- 4% were pursued but not achieved
- 4% were not achieved

These figures indicate that more than 70% of the SET Project outcomes were achieved, meeting entirely or at high levels the expectations. In brief, the achievements at this level relate to:

Objective 1: the industry increased its knowledge capacity in regards to skill development and training and career paths; the industry has linkages and positive relationships with recognised training providers; enterprises and employees were informed about opportunities to achieve recognised qualifications.

Objective 2: redundant workers were offered assistance through models of support and opportunities for gaining alternative employment; enterprises were exposed to successful models of career pathways promotion, including the intensive industry induction program (Grow Your Career), promotional events and materials.

Objective 3: an increased number of workers achieved higher level training (Certificate IV and Diploma) due to the advent of PPP funding; Forestry Tasmania developed their RTO and provided service to their employees; The Forestry Tasmania/ Tasmanian Forest Contractors Association safety joint initiative has proven successful in the uptake of safety management system induction training and licensing; the FPI05 training package was improved.

Objective 4: assessment tools were upgraded to a high quality nationally complaint level; priority training resources were revised and upgraded; the licensing system was improved.

The main factors which contributed to this success included:

- The funding system, which corresponded well to the Project's activities and needs for much of the training (with significant exceptions);
- The industry being desirous of assistance during both labour shortage and labour oversupply;
- The broad representation of the industry in the steering committee over the period of the Project;
- The strong knowledge of the staff and their well built relations with the industry;
- The strong links of the staff with various industry structures, including the Forest Operators Licensing System, and committees such as Forest Industries Fire Management, Safety Standards, Accreditation Issues and Assessor Workshop;
- The strong level of expertise regarding VET funding and support systems;
- The link to and support from national bodies including employer/employee associations, ISC and community (Timber Communities Association).

The SET Project encountered difficulties in achieving about 25% of its intended outcomes and these were in the following areas:

- Career pathways: enterprises do not have a training budget and calendar for training and employees do not have formulated career pathways
- Indigenous workers projects: very limited success in promoting ongoing employment and training to indigenous workers and to indigenous youth (this was as a result of the lack of available vacant jobs in the industry during the second half of the project).
- Redundant workers: a lack of use of the displaced worker register (harvesting and haulage sector), making it extremely challenging to promote to potential employers; difficulties to provide gainful employment and a lack of use of the web job search facility;
- Qualification programs for harvesting and haulage operators: lack of opportunity for further development and implementation due to the collapse of profitability in this sector and threats to the ongoing viability of most small businesses in this sector.

As mentioned, the stand alone factor impacting most heavily and broadly on the SET Project was the GFC. Other factors, which impeded the SET Project to attain achievements in the above mentioned areas included:

- Insufficient industry commitment to resourcing workforce planning and development;
- Difficulties in accessing funding for the relevant qualifications;

- Industry's reluctance to share trainers/assessors across enterprises;
- Lack of specialist RTOs (skilled and fit for purpose);
- Poor public perception of industry and careers;
- Turnover in employment of key staff based in industry and RTOs that the SET Project developed relationships with and provided education to.

From well founded reasons, the SET Project did not proceed with two of its initially planned activities which were:

- support for the Gunns pulp mill - as the mill has not been constructed until the project completion, the SET Project was unable to proceed with this activity;
- coordinate the state Industry Training Advisory Body - by achieving ISC status, ForestWorks attained the role of managing the Industry Training Advisory Body network. Thereby, this component was no longer appropriate for the activity of the SET Project.

Besides the objectives set in the Project Plans, the SET Project also had the function to respond to the industry needs which continued to evolve, expand, contract and shift over the period of the Project. The SET Project adapted to the industry needs quickly, being able to meet them in the majority of circumstances.

## **An overview of the SET Project achievements**

### **Achievement of the Project Objective 1: Enterprises were better equipped to manage skills development activities**

#### ***Outcome 1: Enterprises gained knowledge about training and skills development***

During the lifetime of the SET Project, over 70 enterprises were visited and engaged with, representing a broad cross section of the Tasmanian forest and forest products industry. In some cases enterprises were visited up to 5 times. These enterprises were able to increase their understanding about training and skills development opportunities, including qualifications, resources and assistance in providing industry with a range of solutions to their skill needs.

#### ***Outcome 2: An increased number of skilled and qualified workers***

The SET Project offered enterprises with direct specialist advice on training and career paths and guidance through the funded pathways to make sure that the traineeship funding and incentive schemes are utilised towards building enterprise capacity. As a result of the SET Project, a significantly larger number of workers had the opportunity to access a qualification. Apprentice and trainee commencements for Forest Products Industry Training Package qualifications during the project numbered 99 in 2006, 228 in 2007, 110 in 2008 and 92 in 2009. The numbers in 2008-09 reflected an

initial slowing and then rapid decline of industry activity. Note: these numbers do not represent the total training effort of the project.

***Outcome 3: Developed working relationships between enterprises and training and service providers***

Enterprises were assisted to establish linkages and positive, cooperative relationships with training and other service providers such as AACs. The SET Project was able to stimulate intensive engagements from both groups and build the framework for mutual confidence to make the network functional. Many positive examples were recorded in this regard and industry's needs were better addressed by the service providers.

**CASE STUDY: Span Truss Systems – A Learning Culture**

Span Truss Systems at Legana in northern Tasmania is a manufacturer of roof trusses and wall frames. Historically, the company has undertaken its own on the job training. A few of the operational employees had an opportunity to gain a qualification or undertake training with an external training provider. The SET Project, as part of their engagement with industry, was able to establish and provide ongoing support for a relationship between Span Truss Systems and Timber Training Creswick, a specialist forest industries downstream processing RTO. As a result Span Truss Systems now has several trainees and over the last few years have developed an impressive culture of learning and skill development within the organisation.

As part of developing the relationship, the SET Project provided a link from local schools to Span Truss supported by intensive industry tours for pathway planning officers (school careers advisors) looking to expand their knowledge of the forest and forest products industry. By undertaking this process, the SET Project both assisted the enterprise and provided a source of information for students allowing them to identify appropriate career pathways through their careers advisors.

Pathway planning officers from local schools are now actively seeking work experience placements for students at Span Truss Systems, increasing the number of potential employees and developing a valuable link between secondary schools and industry.

**Achievement of the Project Objective 2: Career opportunities were promoted and accessed**

***Outcome 1: Greater awareness of existing career opportunities***

The SET Project worked closely with industry associations and enterprises to promote awareness of the career opportunities offered by the industry and the various pathways into industry that are available. This facilitated the development of models for career pathways promotion which feature particular activity components for quick and efficient understanding for students of the workplace environment in

the forest industry. These models have improved school-to-work pathways and access for job seekers into the forest industry sectors

These models of career pathways into the forest industry, named by ForestWorks as *Grow Your Career* programs, were able to:

- effectively promote attractive career pathways into the industry to potential entrants (from schools), using an interactive approach based on structured career oriented activities, workplace engagements and bursaries for the students who excelled throughout the program to further their career goals.
- encourage and support new entrants in the harvesting and haulage sector, providing them a pathway from Certificate II in Harvesting and Haulage through to the completion of a Certificate IV in Forest Operations.
- facilitate the opportunity to apply for vacant positions through GTOs. Under this program, the participants were able to initially participate in a pre-vocational pathway training program and then apply the acquired skills and knowledge in an on-the-job environment for a formal assessment.

#### **CASE STUDY: Opportunities in the Forest Industry for Young People**

In 2008, Hannah Wiggins was a Grade 9 student from Oatlands High, a small district school in the southern highlands of Tasmania. Hannah is now employed by Forestry Tasmania as a school-based apprentice while she studies Year 11 and is completing a Certificate II in Business.

When Hannah came to the program her first aspiration was to be a flight attendant. In 2008, she successfully applied to participate in the SET Project *Grow Your Career* program along with 17 other students in the south of Tasmania. This gave her four days and three nights to immerse herself in the forest industry. She experienced the work of scientists at Forestry Tasmania, harvesting and haulage operators, timber manufacturing at Tasmanian Timber Engineering, sawmilling and processing at McKay Timber and learnt about wood properties at the University of Tasmania and tree planting in the snow at the foothills of Mount Field.

Hannah enjoyed getting to know the different aspects of forestry and understanding the overall picture of the industry. This was very evident at Forestry Tasmania where she observed fire fighting methods, “the bug guy”, laboratories, mapping and the conservation of threatened species such as the wedge tail eagle.

Hannah then completed three days’ work experience, arranged by the SET Project with Forestry Tasmania, in the corporate relations and tourism department which added to her interest in media and public relations. This set her on the pathway to the qualification she is now undertaking. Along with several others, she won a bursary as an outstanding student within the program and put this towards a laptop for help with further schooling and general study.

In 2009, Hannah continued her development as one of the ForestWorks Young Forest Leaders program,

building her leadership skills and knowledge of climate change, engaging with industry leaders and specialists in their field. This culminated in attending the ForestWorks Forest Futures Conference in Canberra in November last year, along with five other students, and joining industry leaders and politicians at the conference dinner in the Great Hall at Parliament House. Hannah also visited Questacon, the national science and technology centre, the War Memorial and enjoyed a guided tour of Parliament House and the Australian National University forest sciences department.

In February this year, ForestWorks arranged for Hannah to speak on behalf of students and youth in Tasmania at the launch of the Tasmanian New Forest Industry Plan. “Young people need to recognise the opportunities and different aspects of the forest industry in the same way I have been privileged” Hannah says. “Without youth in the industry there is no future.”

### ***Outcome 2: Industry engagement with Indigenous communities***

The SET Project has worked to develop new relationships with indigenous communities in Tasmania, aimed at developing working models applicable for each of the sectors.

A review of training enrolments demonstrated a higher-than-normal level of indigenous learners and employees in the industry in Tasmania compared to the national average.

Although results in this program area were very patchy, a high level of engagement was achieved as part of a proposed program aimed at attracting indigenous youth from the north-west coast of Tasmania to the industry. The program – *Grow Your Career Forest Industry Induction Program for Indigenous Youth* – provided employment opportunities for indigenous youth in the industry. Unfortunately, this Program was curtailed because of a jobs shortage caused by the GFC.

The learnings from the interactions in Tasmania have been applied in a NSW forest industry project also managed by ForestWorks and have assisted in other ForestWorks indigenous engagement activities in South Australia, Victoria and the Northern Territory.

### **Achievement of the Project Objective 2: Redundant workers were offered assistance**

#### ***Outcome 1: Redundant workers receive additional assistance and secure employment***

During the second stage of the SET Project, the Tasmanian industry was confronted with the difficult situation of managing workforce stability in a business environment suffering from economic contraction. Responsive to this challenge, the SET Project, via the Industry Steering Committee, directed project resources to apply industry assistance models to support enterprises which were facing minor or significant labour reduction and workers made redundant by closing enterprises.

The SET Project identified and used various models of support including:

- the worker assistance model developed by ForestWorks and using services from Forest Industries Employment and Training Services
- guides to inform workers made redundant about assistance services and their accessibility
- other forms of assistance, aimed to gain full re-employment as described below.

The SET Project assisted 64 of the 70 redundant workers from a north east Tasmania sawmill who were eligible for a redundancy package including access to assistance and training funded through the Structural Adjustment Productivity Places Program. These workers were provided with a range of specialist assistance including access to financial, career, personal counselling and job seeking advice, along with the opportunity to access training for alternate future employment pathways. 17 of these employees were assisted to enrol in various training programs with some completing the training as part of a new job and others entering employment part way through their training. In some cases they chose to complete their training in the new job where the work and workplace was compatible and in other cases the training was discontinued. In total 52 of the assisted workers found either full time or casual employment.

They were supported with submissions for higher qualifications under PPP (i.e. Certificate III and IV) and qualifications which previously were not available through PPP (i.e. Certificate II Agriculture and Certificate III Horticulture, as part of Skills Tasmania's round 2 PPP applications). Some of them have returned to the timber industry. This is further described in the best practice models

#### **CASE STUDY: Mark's 4500 Km New Career Path**

A new career path has taken Mark Blackwell more than 4500 km from redundancy at a Tasmanian sawmill to Gove Peninsula, northeast of Arnhem Land, where his new job is to train indigenous people in sustainable forest management and timber processing.

Mark and his partner were two of the many workers left without a job after the Tonganah softwood sawmill at Scottsdale closed in 2008. Unable to find alternative work in Scottsdale and after persevering and broadening his approach, Mark was engaged by ForestWorks to provide training services to an indigenous community as part of a ForestWorks supported indigenous forestry project.

Through his relationship with ForestWorks, Mark took a position at the Gumatj Aboriginal Corporation at Gove, 600 km east of Darwin. The project which is a joint initiative with Forestry Tasmania is about sustainably harvesting and processing timber from the estate of the Gumatj people.

Mark works closely with small groups of indigenous workers to develop their skills in timber harvesting, sawmilling and processing. The sawn timber is used to construct cyclone-proof buildings in the community with surplus timber used in a pilot furniture manufacturing operation.

As part of his ongoing professional development and to help him better meet the needs of this challenging new role, Mark commenced his Certificate IV in Training and Assessment through the facilitation of the SET Project and the Structural Adjustment Productivity Places Program. The SET Project supported Mark in this process through Forest Industries Employment and Training Service.

Initially contracted by Forestry Tasmania, Mark is now employed by the Gumatj Corporation as the joint operations, training and community development manager at Gunyangara, an Indigenous community just outside the township of Nhulunbuy in East Arnhem Land.

Mark's main focus is to ensure training is provided to local participants but he is also supervising harvest contractors, timber sales, nursery staff, milling operations and maintenance.

Ultimately, he wants to see the ongoing production of high grade timber, flooring, decking and cladding. "My longer term goal is to help Gunyangara and all Gumatj outstations become self-sufficient communities," he says.

Since starting his new job in July last year, Mark has arranged to spend one week a month back at Scottsdale with his partner and two children.

The 'ripple' effect of what Mark has achieved is remarkable. His redundancy at Scottsdale has actually led him to develop new skills to pass on expertise to indigenous workers developing a long-term future for the fledgling high quality timber operation in the far reaches of the Northern Territory.

### **CASE STUDY: Working with Children, a Joy for Sue**

The SET Project utilised Forest Industry Employment Training Services to source employment opportunities for 54 of the 61 assisted workers, 23 of them in the timber industry. Jobs were also found in hospitality, aged care and health and community services.

One of the affected workers, Sue Hall lost her job as a casual worker after the closure of Gunns' Tonganah sawmill in northeast Tasmania in 2008. Sue enjoyed her work at the mill first in racking and stacking timber and then operating a drop saw, her skills developed on the job.

With support from the SET Project, Sue was assisted into employment with Gunns and started work in the timber products sales division in Launceston. Sue started in parquetry, then moved to sorting timber strips for Bunnings and then stud beams for housing. Sue then worked on flooring timbers and developed skills in tongue and groove processing.

Seven months later, after learning a range of new skills, Sue's position was made redundant but a call from Forest Industries Employment and Training Services coordinator Danny Murphy was asking her if she'd like to undertake a course and help to find her a new job.

Sue selected a course in child care and Danny organised and coordinated the process. She started her qualification on August 12 last year – a Certificate III in Child Care – and is now a nanny for a six, a four and a two-year-old and an eight-month-old set of triplets.

“Really it’s about making sure the babies are happy, fed, looked after and have lots of time to play,” she says. “The two-year-old spends lots of time with his dad rounding up the cows while the four-year-old loves arts and crafts.

Sue is now contracted by the Northern Children’s Network, a child care organisation based at Launceston. In the long term, Sue hopes to work with disabled children. She works full time, but is looking to work three days a week. “Danny was great,” Sue said. “When we first started the course he came in with us for the induction. He really looked after his team and followed up with me both face to face and by phone to make sure everything was going OK with the course.”

### **Achievement of the Project Objective 3: Training and assessment capacity was enhanced**

The SET Project contributed substantially to a higher level of training and assessment in the Tasmanian forest and forest products industry. The following summary shows several SET Project developments and mentoring examples:

- the prevalence of more skilled workers to become qualified in training and assessment skills and therefore able to deliver workplace training.
- the increase of trainers’ capabilities in their area of specialisation and extension in other areas with higher demand for training.
- the introduction of new models for training delivery and qualifications.
- the promotion of higher level of qualifications.
- the upgrade of training and assessment resources and support materials to nationally recognised quality standards.
- training and assessment upskilling for those responsible for improved safety outcomes.

#### **Case Study - Skills and Training: New RTO on the Block**

An integrated forest industry company identified a need for nationally recognised training and assessment. They wanted to deliver quality training in the harvesting and haulage sector to a national standard within their organisation.

With the assistance and ongoing support of the SET Project, Neil, the harvesting manager, developed the necessary policies, procedures and systems. In late 2008, Forest Industries Skills and Training was registered in Tasmania as a training organisation (RTO). In addition, a User Choice contract for the delivery of Certificate II and Certificate III in Harvesting and Haulage for new workers was secured.

In early 2009, the first of four Australian apprentices commenced their qualifications. In September of 2010 they all hold a nationally-recognised qualification FPI30205 Certificate III in Harvesting and Haulage. The following describes the employment and training pathway of Forest Industries Skills and

### Training's first four graduates

**Kelly**, 25, has been with the organisation for two years. Previously he was a cabinet maker but he wanted to do more work outdoors. Kelly grew up in Longford in northern Tasmania and lives locally. As part of his qualification he now holds competencies for excavator, chainsaw, skidder, mechanical falling and processing, fire weather evaluation, bush fire awareness, log classification and first aid.

**Sam**, 25, has been with the organisation for more than two years. He had previously been a tree planter, undertaking a Certificate II in Forest Growing and Management. Sam was born in Scottsdale in northeast Tasmania and lives locally. As part of his qualification he now holds competencies for excavator, chainsaw, skidder, first aid, fire weather evaluation, bush fire awareness and log classification.

**Darren**, 22, has been with the organisation for almost three years. He had worked on a farm but was interested in timber harvesting. He was born in Bridport in north-east Tasmania and lives locally. As part of his qualification he now holds competencies for excavator, chainsaw, skidder, tree faller, first aid, fire weather evaluation, bush fire awareness and log classification.

**James**, 24, has been with the organisation for more than two years. He was previously employed by another harvesting contractor. He grew up in northeast Tasmania at Fingal Valley and lives locally. James is now looking to undertake his log truck driver and wheel loader accreditation. As part of his qualification he now holds competencies for excavator, chainsaw, skidder, first aid, fire weather evaluation, bush fire awareness and log classification.

“The main reason we became an RTO is that builders and plumbers are accredited and our guys should be as well” said Scott, owner of Forest Industries Skills Training. “Just because they work in the bush doesn’t mean that they can’t hold a qualification which demonstrates their competency in their chosen field.”

Scott says he saw an opportunity to pass on existing skills and knowledge within his organisation to his younger operators and develop their skills for the future. “This way we’ve been able to train our guys up to exactly what we want as well as provide them with a nationally recognised qualification and licensing endorsements as part of the process,” Scott said. “We have currency in our skills and knowledge; the guys who are delivering the training and conducting the assessment still operate in the industry on a daily basis.”

Following on from this initial success, Forest Industries Skills and Training is now looking to expand its training and assessment operations potentially outside of its own organisation.

### ***Outcome 1: More workers qualified in workplace training and assessment***

The SET Project guided and encouraged 12 knowledgeable and experienced workers from the industry to access the PPP (a new form of government funding) and undertake Certificate IV in Training and Assessment (TAA40104). There were 3 participants from Forest, Growing and Management, 5 from

Harvesting and Haulage and 4 from Sawmilling and Processing. This qualification provided the opportunity to deliver workplace-based training and assessment from the FPI05 training package while maintaining currency in the industry. In turn, this increased the overall number of qualified trainers and assessors in, and available to, the forest industry.

***Outcome 2: Training providers with up-to-date technical skills and extended areas of expertise***

A range of trainers and assessors who specialised in the forest, wood, paper and timber products industry were mentored to increase their skills and knowledge via the Productivity Places Program. These training and assessing professionals were also assisted with improved approaches to coordinate the delivery of their programs.

Forestry Tasmania (FT) was assisted by the SET Project to extend the scope of its RTO in areas such as fire fighting and forest growing and management where a shortage in trainers/assessors was identified. Specific advisory and support activities also helped FT to enhance the technical quality of its training and assessment employees, identify funding opportunities and establish effective training delivery models for the Tasmanian industry. This was also applied in the Northern Territory.

***Outcome 3: New models of training delivery and qualification programs for harvesting and haulage operators***

The SET Project developed two programs which aimed to achieve enhanced training practices and better qualification outcomes for harvesting and haulage operators. These programs – the *Mentored Model of Harvesting and Haulage Training: Career Enhancement Program* and the *Hybrid Qualification Program for Haulage* – have the ability to become leading skill solutions for the harvesting and haulage sector. The mentored model is designed to improve retention rates of new employees and improve completion rates of trainees.

***Outcome 4: Prospective foresters with high level technical qualifications***

In conjunction with several skills development focused forestry organisations from Tasmania, the SET Project successfully facilitated a program which allowed for the commencement of a subsidised program of Certificate IV in Forest Operations and the Diploma of Forest and Products in 2009. The program primarily involved Forestry Tasmania and provided the opportunity for employees to access high level technical qualifications as prospective foresters across Tasmania. This resulted in eight participants commencing a Diploma of Forest and Forest Products through state-based PPP and 10 commencing a Certificate IV in Forest Operations. This program has assisted Forestry Tasmania to develop its employees for future roles in the organisation.

**Achievement of the Project Objective 4: Training materials were improved to enhance learning processes**

***Outcome 1: Training and assessment resources and support materials compliant to national standards***

The SET Project investigated and researched areas for improvement in several units of competency, such as: log truck driver, chainsaw, tree faller and cable harvesting competencies as well as mechanical harvesting skill sets. This research was passed on to ForestWorks ISC which consulted widely about the research and lead to an improved Forest Products Industry Training Package. In turn industry now has access to more targeted and appropriate skills standards for their employees.

In addition, a series of assessment tools were developed and/or redesigned by the SET Project to a high quality nationally compliant level, providing appropriate licensing system assessment tools to be used to assess nationally recognised units of competency. Priority training resources, such as *Tree Falling Manual*, *Grading Eucalypts for Log Quality* and *Log Grading Self Paced Learner* were all developed and will all support industry employees to gain greater levels of underpinning knowledge for their respective roles.

***Outcome 2: Upgraded training and assessment skills for improved safety outcomes***

With the assistance of the SET Project, Forestry Tasmania and the Tasmanian Forest Contractors Association jointly initiated a program to improve safety outcomes and reduce the incidence of lost time injuries in the harvesting sector. The SET Project identified and successfully accessed funding for Tasmanian Forest Contractors Association staff to undertake Certificate IV in Training and Assessment to deliver safety skills and knowledge in a customised manner to suit the needs of operators. These participants were successfully supported through the process by the SET Project, recording positive outcomes from the uptake of safety management system induction, training and licensing. This improved outcome leads to fewer injuries in the harvesting and haulage sector along with greater levels of endorsed operators undertaking tasks to a consistent licensing standard. These operators will also have the opportunity to be assessed for the unit FPICOR2205A Follow OH&S Policies and Procedures as a stepping stone to a full qualification

***Outcome 3: Improved licensing system***

As part of the SET Project, one of the priorities was to improve the existing Tasmanian forest operators assessment and licensing system. At the start of the project, the forest operator licensing system was identified as an opportunity to upgrade existing licensing endorsements to meet nationally recognised units of competency. In Tasmania harvesting and haulage operators are required to hold a licence for various aspects of their job such as using a chainsaw or operating a skidder. This licence was only recognised within the licensing system meaning that it didn't form part of a qualification or have recognition in any other state. By upgrading the assessment tools to comply with national standards a dual outcome was achievable for the operator and also made it easier for them to achieve a qualification. This allowed those undertaking an assessment to have both a licensing endorsement and a statement of attainment for the unit of competency achieved if it was undertaken through an RTO. This process also supported individuals undertaking a qualification as the licence now formed part of that qualification and became nationally portable. Ongoing consultation with VET, industry and training and

assessment providers was vital in the success of this process. Assessment tools were prioritised for improvement based on usage and then key stakeholders were identified and engaged to upgrade the assessment tools based on background and experience. In addition, an ongoing validation process was incorporated along with a continuous improvement register to maintain and improve on quality, technological advancement and legislative change. Assessment tools were also matrixed to ensure compliance with nationally recognised units of competency meaning that they can be used by RTOs to conduct assessments.

## 6.2 Project products

The SET Project has explored many approaches to increasing the skill development capacity of enterprises and the industry and delivered a wide range of different products. These products were produced to support the project activities and its achievements.

The SET Project products could be grouped under five distinct categories, suggestively named:

- Models of activity to improve skill development capacity were developed  
These models focus on enterprise engagement for initiating training and workforce development solutions. Key features underpinning these approaches are:
  - Unbiased expert advice to enterprises.
  - Targeted workforce development.
  - Coordination of service providers/stakeholders.
- Written products
- Assessment tools developed to a nationally compliant standard
- Website functions, developed within the ForestWorks website with assistance from the project for use by industry and job seekers
- Enterprise assistance outputs

An overview and a description of each of the products follow in Table 3. Digital copies of the written documents identified in Table 2 are made available at the ForestWorks website ([www.forestworks.com.au](http://www.forestworks.com.au)).

Table 3: Summary and description of the Project outputs

	Product	Description
<b>MODELS OF ACTIVITY TO IMPROVE SKILL DEVELOPMENT CAPACITY</b>		
1	<p><b>Grow Your Career</b> - Pilot program for promoting attractive pathways</p> <p><i>Key features include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Cross sector industry commitment.</i></li> <li>▪ <i>Committed students.</i></li> <li>▪ <i>Focused work placements.</i></li> </ul>	<p>This pilot program has been developed to effectively promote attractive pathways to potential entrants into the industry. The model is based on a targeted approach to careers promotion based on lessons learnt when larger less targeted programs have been used by the industry with little success. The program involves:</p> <ul style="list-style-type: none"> <li>- The formation of a steering committee (comprising of representatives from across industry, the VET sector, schools and business groups) to develop the outline of the program and secure a successful outcome;</li> <li>- An application process for students to join the program improving the likelihood of genuinely interested students;</li> <li>- Three days of industry tours where selected students observe a wide range of activities including harvesting and haulage, forest growing and management, timber manufacturing and research and development;</li> <li>- Informal debrief and reflection sessions at the conclusion of each day where structured activities focusing on career planning, industry knowledge and more opportunities for interacting with industry employers and employees are provided;</li> <li>- Three days of industry work placement where students have the opportunity to accompany Foresters during a variety of work tasks or work with technicians and corporate Media and Public Relations experts;</li> <li>- Financial awards to the stand out students, who excelled throughout the program to further their career goals.</li> </ul>
2	<p><b>Pre-employment program for job seekers</b> – articulated into on-the-job learning and assessment</p> <p><i>Key features include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Clearly identified employer needs.</i></li> <li>▪ <i>Exposure of applicants to potential workplaces.</i></li> <li>▪ <i>Carefully screened applicants from multiple agencies.</i></li> </ul>	<p>This program was designed to allow job seekers from a range of sources to identify potential careers for themselves and apply for vacant positions through a GTO. The program proposes the following sequence of activities:</p> <ul style="list-style-type: none"> <li>- Organise an industry sector tour for the participants;</li> <li>- GTO selects a group of candidates who are funded to undertake the initial section of a Certificate II program in the form of prevocational delivery;</li> <li>- The participants spend their first week in classroom based delivery and the second week is undertaken on site at their potential place of employment;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>Customised, flexible program delivery.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Participants are selected to commence employment through the GTO and roll their prevocational qualification into an on-the-job traineeship where they can apply their skills and knowledge in a realistic way for formal assessment.</li> </ul>
<b>3</b>	<p><b>Worker Assistance Program</b> - Model of assistance for enterprises facing minor or significant labour reduction</p> <p><i>Key features include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Early intervention utilising affected workers as key coordinators.</i></li> <li>▪ <i>Consultative stakeholder forums.</i></li> <li>▪ <i>Re-skilling of affected workers for career change.</i></li> <li>▪ <i>Direct engagement by coordinators with potential employers.</i></li> </ul>	<p>SET Project used the industry assistance model of Forest Industries Employment and Training Services to provide support to workers facing redundancy. The activities undertaken under this approach include:</p> <ul style="list-style-type: none"> <li>- Assure that all relevant redundant workers have access to specialist assistance including access to financial advice, career advice, development of job seeking skills and access to skills training suitable for future alternative employment choices.</li> </ul> <p>To minimise the risk of the redundant workers resisting the program:</p> <ul style="list-style-type: none"> <li>- Identify an individual from the redundant worker group who has strong positive and trusted relationships with the rest of workers made redundant;</li> <li>- In partnership with VET qualification and funding/incentives schemes, help the worker with strong relationships within the group to gain employment;</li> <li>- Provide the information and options for future employment through this individual to the rest of workers facing redundancy.</li> </ul> <p>To avoid disillusionment at the end of the employment assistance process, denoting training without facilitating gainful employment,</p> <ul style="list-style-type: none"> <li>- Identify potential job opportunities matched to redundant workers skill sets and interest and link them to formal training proved successful in this instance.</li> </ul>
<b>4</b>	<p><b>Career Enhancement Program (CEP)</b> – Mentored model of harvesting and haulage training</p> <p><i>Key features include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Mentoring provided by respected industry representative working in combination with RTO.</i></li> <li>▪ <i>Central coordination of key relationships between service providers and enterprises.</i></li> <li>▪ <i>Removal of enterprise barriers to VET sector.</i></li> </ul>	<p>This program was launched in October of 2008 with the scope of encouraging and supporting new entrants in the harvesting and haulage sector, providing them a pathway from Certificate II in Harvesting and Haulage through to the completion of a Certificate IV in Forest Operations.</p> <p>References to the Career Enhancement Program can be found at: <a href="http://www.tfca.com.au/index/tfca-career-enhancement-program/">http://www.tfca.com.au/index/tfca-career-enhancement-program/</a></p>
<b>5</b>	<b>Funding Solutions for sustaining workplace</b>	The SET Project identified a funding path for experienced workers and new entrants

	<p><b>training and assessment skills</b></p> <p><i>Key features include:</i></p> <ul style="list-style-type: none"> <li>▪ Provide enterprises with options for their training needs through funding/incentives/subsidies.</li> <li>▪ Demystifying VET system and funding sources for enterprises and individuals.</li> <li>▪ Working with RTOs and enterprise to develop funding applications including PPP, EBPPP, User Choice, and Tas Skills.</li> </ul>	<p>across industry who are interested in gaining a qualification which enables them to provide formal training and assessment while still working in the industry. This model has demonstrated the importance of subsidised training and assessment within industry:</p> <ul style="list-style-type: none"> <li>- Access funding through the Skills Tasmania PPP tender process which supports the delivery of the Certificate IV in Training and Assessment.</li> </ul>
6	<p><b>Forest Operator Assessment and Licensing Scheme Upgrade</b></p> <p><i>Key features include:</i></p> <ul style="list-style-type: none"> <li>▪ Identify key assessment tools for upgrade.</li> <li>▪ Creation of licensing standards officer role to ensure quality standards and assessment.</li> <li>▪ National portability of skills through upgrade to endorsed units of competency.</li> <li>▪ Continuous improvement utilising industry and RTO expertise.</li> </ul>	<p>The Tasmanian Forest Industries Training Board licensing assessment tools were converted to an AQTF compliant format to allow easy recognition processes across State boundaries and between the licensing body and RTOs.</p>
<b>WRITTEN PRODUCTS</b>		
1	<p>Industry Skills Development and Assessment Guide</p>	<p>This document provides enterprises with a template for training and assessment. The document was accompanied by a “skills recognition” flyer used to promote, encourage and explain skills development and recognition, particularly for existing workers across industry.</p>
2	<p>Assistance Services for Redundant Harvesting and Haulage Workers (Flyer)</p>	<p>This guide provides redundant harvesting and haulage workers with the essential information needed to access of the assistance services offered by the SET Project.</p>
3	<p>Attractive Careers and Job Titles (Report)</p>	<p>This report provides industry with refined job titles.</p>
4	<p>Grading Eucalypts For Log Quality (training</p>	<p>The ‘Grading Eucalypts For Log Quality’ book was reviewed and reprinted as part of the</p>

	reference material)	SET Project providing industry with an up to date reference guide for the grading of logs for specific purposes.
5	Tree Falling Manual (training reference material)	The seventh edition of the Tree Falling Manual. The manuscript is with the publisher, expected to be released in August 2010.
6	Log Grading Self Paced Learner (training reference material)	This learner resource is at first draft revision stage. A final version is expected to be delivered by September 2010.
7	Reports on Safety Outcomes (Lost Time Injury) for Harvesting and Haulage Operations	This reports document the Lost Time Injury frequency rate for Forestry Tasmania Harvesting Contractors over the past 7-10 years and the improvements recorded since the Tasmanian Forest Industries Training Board Training Program has been implemented.
8	Careers promotion pack	The careers kit includes a range of promotional materials developed by the SET Project.
9	Assessors Network List	A full list of recognised assessors in the industry.
10	Indigenous workers report	The Indigenous workers report consists of two parts: <ul style="list-style-type: none"> <li>- an initial report which provides preliminary information regarding Indigenous training and employment initiatives in Tasmania, previous projects, interviewee key themes and other information as to the end of 2008; and</li> <li>- a report updated with the information gathered from 2008 until the completion of the SET Project.</li> </ul>
<b>ASSESSMENT TOOLS</b>		
	24 resources and assessment tools developed and/or redesigned to a nationally compliant standard in conjunction with industry and trainers/assessors and currently in use.	These tools (listed below) have been fully validated. Several of the priority assessment tools have been validated and improved 8 times during the project period. The fire assessment tools have been developed to assess skills sets required by the Forest Industries Fire Management Committee. In addition, there are a further 8 tools in draft which need to undergo expert reference group validation to be followed by field trials.  <b>Fire Weather Evaluation</b> RTE3506A Monitor Weather conditions

		<p>FPICOR3203A Evaluate Fire Potential and Prevention</p> <p><b>Bush Fire Awareness</b>  PUAFIR201A – A Prevent Injury,  PUAFIR309A – Operate Pumps,  PUAEQU001A –Prepare, maintain &amp; test response equipment,  FPICOR2204A – Follow fire prevention procedures</p> <p><b>Wildfire Suppression</b>  PUAFIR204A – Respond to Wildfire  PUAFIR303A – Suppress Wildfire</p> <p><b>Chainsaw</b>  RTC2304A Operate and Maintain Chainsaws  FPICOT2206A Trim and cross cut materials with a hand-held chainsaw  FPICOT2221A Trim and cross cut felled trees  FPIHAR2201A Trim and cross cut harvested trees</p> <p><b>Tree Falling</b>  FPIFGM3204A Fall Trees Manually Intermediate</p> <p><b>Machine Operations</b>  FPIHAR3209A conduct Excavator Operations with Grabs  FPIHAR3204A Conduct Skidder Operations</p> <p>No unit numbers for the following assessment tools due to being exclusively licensed outcomes and not national units of competency:</p> <ul style="list-style-type: none"> <li>- Forest Practices Code for Machine Operators</li> <li>- Machine Familiarisation</li> <li>- Fulghum Log Handler</li> <li>- Log Classifier</li> </ul> <p><b>Draft in Trial</b>  FPIHAR3212A Harvest Trees Manually-Advanced</p>
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		<p>FPIHAR3207A Conduct Feller Buncher Operations  FPIHAR2203A Hook Up Felled Logs Using Cables (Choker Setter)  FPIHAR2204A Perform Landing Duties (Chaser)  FPIHAR3201A Monitor Log Recovery (Rigging Slinger)  FPIHAR3211A Operate Yarder  FPIHAR4202A Coordinate Log Recovery (Hook Tender)  RUHHRT355A Tree Climber-(Cable Logging)</p> <p><b>No unit number yet for the following tools:</b>  Grapple Spotter-Cable Logging  Recover Felled Logs using Cables- Advanced</p> <p><b>Draft (to be validated and field trialled)</b>  FPIHAR3204B Conduct Dozer Logging Operations  FPIHAR3205A Conduct Loader Operations  FPIHAR3206B Conduct Forwarder Operations  FPIHAR3210B Conduct Mechanical processor Operations  FPIHAR3203B Conduct Crawler Operations</p> <p><b>New licensing endorsements in draft</b>  Skid Steer Loader  Road Roller  Road Grader</p>
<b>WEBSITE FUNCTIONS</b>		
	<p>2 online specific functions were linked to the ForestWorks website <a href="http://www.forestworks.com.au">www.forestworks.com.au</a>:</p>	<ul style="list-style-type: none"> <li>- The Grow Your Career section to promote careers across industry; and</li> <li>- The Job Search section for advertising the Tasmanian job vacancies and expressions of interest from job seekers</li> </ul> <p>Note: While these functions were not developed specifically by the SET Project, the SET Project contributed to their development (intellectually) and the outcomes were widely promoted for use by the SET Project.</p>

<b>ENTERPRISE-ASSISTED OUTPUTS</b>	
<b>529 assisted - trainees</b>	<p>The SET Project supported and in some instances facilitated the following number of trainees and apprentices in the industry for forest and forest products industry qualifications across all sectors:</p> <ul style="list-style-type: none"> <li>- 99 enrolments in 2006,</li> <li>- 228 enrolments in 2007,</li> <li>- 110 enrolments in 2008,</li> <li>- 92 enrolments in 2009.</li> </ul>
<b>61 assisted-displaced workers</b>	<p>The number of redundant workers assisted by the SET Project totalled 61 and the nature of assistance is as follows:</p> <ul style="list-style-type: none"> <li>- assisted to commence or to be enrolled in Certificate III and IV qualifications through PPP during 2009;</li> <li>- assisted into employment. Some of these workers have returned to the timber industry.</li> <li>- redundant workers at Scottsdale were assisted in submissions for qualifications previously not available through PPP (Cert II Agriculture and Cert III Horticulture, as part of Skills Tasmania's round 2 PPP applications in 2009).</li> </ul>
<b>More than 70 assisted-enterprises</b>	<p>The SET Project offered assistance, including expert advice and support for workforce development and the process of commencing employees on a contract of formalised qualifications, to more than 70 individual enterprises.</p>
<b>2 assisted RTOs</b>	<p>The SET Project supported the development of 2 new RTOs and the development of existing dormant RTOs. Also, the SET Project reinforced the work with larger RTOs such as the Skills Institute (formerly TAFE).</p>

### 6.3 Project best practice models and transferability to national level

All SET Project skills development models, written products and updated training and assessment materials were created from the need to find solutions to contemporary workforce and skills related issues in the industry. The majority were widely used or circulated at pertinent times across the industry in Tasmania, and have demonstrated that they work effectively.

To determine the best practice models, the SET Project products were evaluated based on the following criteria:

- observations from practical applications,
- the unique character of some of the products,
- content, quality and comprehensiveness,
- the satisfaction of several surveyed stakeholders with these models.

As a result, a number of SET Project products were identified as benchmarks or best practice models:

- Enterprise engagement process.
- Grow Your Career Program
- Pre-employment Program.
- Worker Assistance Program.
- Career Enhancement Program.
- Forest operators licensing system.

Based on the principle of transferring its developments to the entire industry, the SET Project was carried out in a way that transferred the developments across the industry as the project progressed. ForestWorks regularly shared its SET Project learnings through its national network of industry enterprises, skill development officers and managers and via its training provider interactions.

The paragraphs below provide an overview of each of the best practice models, their use in the SET Project and possible strategies for further and wider implementation.

#### **Enterprise Engagement Process**

This process is used in all aspects of enterprise interaction of the SET Project and could be broadly applied to any sector of any industry where resources are available. This model used by the SET Project is labour intensive as face-to-face visits are crucial. Generally several visits to a particular enterprise are required. This model is based upon a person, independent of the enterprise and the VET sector, to act as an advisor, coordinator and facilitator. This person provides expert, unbiased advice to enterprises and also facilitates the process of formal skills recognition and training. Training needs analysis is carried out as part of this process. Ongoing follow-up is also critical to a lasting result.

This model could be applied nationally as a means of supporting learning and skill development across all industries by facilitating the process and assisting to remove barriers for employers and employees to VET and the national skills system. It has been used in other enterprises in other states to demonstrate

its application. However, ForestWorks currently does not have sufficient resources to apply this process on an ongoing basis nationally.

### **Grow Your Career Program**

The Grow Your Career Program was designed by the SET Project and implemented in Tasmania in 2008. Industry had identified the need to provide attractive career pathways for students and this program was an effective way of showcasing the opportunities within the forest industry. The primary focus of the program was to allow high school students who had completed an application process the opportunity to experience the various sectors of the industry and, with assistance, to identify for themselves potential career pathways. The program required significant enterprise buy-in from across the forest industry sectors and coordination by SET Project staff employed by ForestWorks. It also required significant liaison with high schools and parents. This program was implemented at a time of skills shortage which meant there were opportunities in almost all sectors of the industry for careers and employment. In the past 18 months there hasn't been industry drive for this program to be repeated in Tasmania, due to a lack of need for employees and a lack of business confidence in the future.

This is a successful program than can be applied in any industry provided there is the commitment from stakeholders, genuine interest from students and a central coordinator able to facilitate the process. The other critical ingredient for this program is a labour shortage. Without the attraction of employment, the program loses its appeal. It differs from other career programs in that it does not market the careers to a large number of students; it carefully selects students and then works with them to secure a career in the industry.

### **Pre Employment Program**

The pre employment program allows for job seekers to gain experience and then some skills through customised training in a new career. It also allows employers to access the best possible candidates for positions available. It is a particularly effective model to implement in the case of a green field site. This model was used on the north-west coast of Tasmania to provide a pathway to employment for job seekers providing them the opportunity to become skilled operators for a rotary veneer peeling mill. At the time of the program, there was a skills and labour shortage in the immediate area of the veneer mill and so employees needed to be sourced from further away. The program worked with a number of job service providers, some of whom were in direct competition with one another. This competition allowed the employer and host employer the opportunity to recruit from the best possible pool of applicants. Applicants were given the opportunity to experience the workplace prior to the process, in the form of a tour, to determine whether they wished to apply for positions or not. In addition, a customised skill development program was implemented by a specialist downstream processing RTO that could ensure training in the pre-employment program was able to be moved into an on-the-job model. This adaptive mode of delivery was a key feature of the program and the main feature for its success.

This model represents an excellent approach towards partially skilling labour prior to commencing employment, improving productivity and providing a greater chance of success. This approach can be

applied to other sites and employers provided there are a number of job vacancies available at one time (more than eight as with many skilling programs a critical mass of students is required).

### **Worker Assistance Program**

The purpose of the worker assistance program is to provide workers who have been made redundant the best possible opportunity to reskill and find a new career path and new employment. The Worker Assistance Program had already been successfully implemented in three states prior to its application in Tasmania as part of the SET Project. This program has a number of unique features not usually used in efforts to support workers who have been made redundant. First, it is designed to operate in a situation of mass redundancy, usually across a whole site, but sometimes in a discrete section of a site. Second, early intervention is required, providing services to workers while still in employment prior to being made redundant. Third, the services are provided through the focus of a coordinator, a person who must come from the site or a similar site, who has industry experience similar to the workers made redundant (usually another worker who has been made redundant). This person needs extensive support and mentoring from a workers' assistance supervisor and to be supported by another person or persons with VET sector knowledge and experience. This Worker Assistance Model would work in the majority of industries, but as stated needs a group of affected employees from one site in one area. Early intervention is also crucial for the success of such a project. This approach was used to assist 64 workers from the closed timber mill at Scottsdale and is being applied to the closed paper mills at Burnie and Wesley Vale to assist 450 workers.

#### **CASE STUDY - It's not about training ... it's about the job**

In the latter half of the SET Project a significant amount of time and effort was invested into helping workers who had been made redundant to re-skill and find a new career pathway. Without having immediate employment, formal education and training became an important objective for individuals living in uncertain economic circumstances.

17 of the redundant workers from the Scottsdale sawmill were assisted in enrolling in fully funded training programs with qualifications being the outcome.

Whilst in training, activities to secure employment continued and in many cases were successful.

Much to the dismay of the Workers Assistance coordinator, many of the workers once they had sourced reliable employment soon discontinued their training programs. These workers were recorded as non-completions against their enrolled qualification. It would appear as though the training system had failed them.

However a closer look at this issue revealed some interesting issues. One, it is very difficult to maintain a full time job and study if you have a responsibilities outside of work such as family commitments. Secondly, and more importantly, most workers were engaging in learning and training with one goal in mind, to secure reliable and meaningful employment. Once this was achieved study became a lot less

relevant to their lives.

When training and skills development is seen as a destination, not achieving a qualification can be viewed as a failure or a problem. However by understanding that training and education are often not a destination, but a pathway to employment, employment achieved partway through a qualification equals success.

While ideally the SET Project was seeking to increase qualifications held by individuals the project discovered that for many, qualifications were not a destination in themselves but rather a pathway to a better job, and once that objective was achieved, the pathway became redundant.

### **Career Enhancement Program**

There are often barriers to learning and undertaking qualifications. The career enhancement program was a partnership between key stakeholders with the focus being to minimise these barriers. The Career Enhancement Program was designed to meet the needs of small businesses and to leverage off the activities of a small business industry association in meeting skills and training needs. It was implemented in a partnership of the Tasmanian Forest Contractors Association and The Skills Institute. This model uses the experience, skills, knowledge and reputation of key employees within the Tasmanian Forest Contractors Association to assist in mentoring and in the provision of quality training and assessment. This model is also supported by a central coordinator who can organise service providers for the enterprise and provide solutions with non-complex interactions with the employer. This approach assists to reduce the resistance towards the VET sector, resistance that is often generated due to the complexity of formal training requirements and funding models. One of the main aims was to increase completion and retention rates of trainees.

This approach allows for a one-stop shop for enterprises via a known and trusted association and removes potential barriers to the commencement of apprentices or trainees. This model could be applied to any sector in the majority of industries on a national scale, particularly in instances where there is a member association for predominantly small business operators who generally don't have a dedicated HR specialist within their organisation.

### **Forest Operators Assessment and Licensing Scheme**

The forest operators licensing system in Tasmania has been in operation for 2 decades. In that time the VET system has developed and evolved. As part of the SET Project a significant percentage of licensing endorsement assessment tools were upgraded to be compliant with national units of competency. The Tasmanian Forest Industries Training Board Forest Operators Assessment and Licensing Scheme (FOALS) was a quality system in its own right. However, it only produced state-specific licensing outcomes. The aim of this project was to change the FOALS to the extent that in addition to delivering licenses it would also provide for the delivery of nationally recognised units of competency, ensuring that it contributed to skills development to national standards, rather than just a licence.

The challenge of changing a whole state-based system with many years of history and industry involvement into a national competency-based approach was quite significant. It has resulted in the development of a system that could be applied in other states. Creation of a licensing standards officer role, partially funded by the SET Project, played a significant part in coordinating the ongoing effort in upgrading assessment tools and winning over stakeholders to the concept of ongoing change. Stakeholder engagement and support was crucial for the outcomes of this project.

Standardisation of licensing processes across the industry nationally provides for greater portability and allows employees to gain nationally recognised units of competency and provide for recognition processes across state boundaries. The licensing system upgrade is ongoing at present allowing for more licensing endorsements to comply with nationally recognised units of competency.

#### **6.4 Project effects and benefits to the stakeholders and industry**

The achievements and products delivered by the SET Project during its lifetime clearly demonstrate the significant positive effects of the Project and its results on stakeholders and the Tasmanian industry as a whole. These outcomes were achieved through:

- the development of linkages and relationships between enterprises and training providers.
- advancement of knowledge and awareness.
- improvements in training through new programs, models and upgraded learning tools.
- support services for workers who have been made redundant.
- assistance with career promotion.

The following summary (Table 4) outlines the benefits of the Project for the “next users” via several recent and relevant statements from stakeholders.

The effects and benefits on industry enterprises, industry associations, workers, potential workers and training providers were identified by answering to the following questions:

- What effects have the Project outputs had on the “next users”?
- How have these been translated into benefits?

The methodology used to obtain stakeholders’ perception was based on a survey, seeking answers related to the level of satisfaction with the SET Project programs and written resources and the benefits accumulated from the overall activity of the SET Project. An example of the questionnaire used for the survey is presented in Appendix 2.

Table 4: Summary of the Project effects and benefits to the stakeholders and industry

Stakeholder group	Observed effect	What was/is the benefit?	Stakeholders perception
<b><u>Industry/ enterprises and Industry associations</u></b>	<p>1. Greater availability of:</p> <ul style="list-style-type: none"> <li>- trainers and assessors with specific industry skills and knowledge,</li> <li>- RTOs able to respond more appropriately to training needs</li> </ul>	<p>1. Provides industry with:</p> <ul style="list-style-type: none"> <li>- the possibility of selecting RTOs in line with their training needs,</li> <li>- better training services,</li> <li>- benchmarked outcomes</li> </ul>	<p><i>“The [SET] project repositioned the industry to have access to an alternative quality provider for processing training [when TAFE decided to withdraw]” (Timber Training Creswick)</i></p> <p><i>“Excellent programs [about mentored model of harvesting and haulage training and hybrid qualification program for haulage] but timing problematic given the state of the industry. The SET Project has developed the programs so they can be put into action at a moment’s notice.” (Tasmanian Forest Contractors Association)</i></p> <p><i>“It was a good project, it did get some good outcomes, it certainly made the industry aware of the opportunities available to them in training.” (CFMEU)</i></p>
	<p>2. Improved licensing system</p>	<p>2. Allows qualifications to be more readily achievable</p>	<p><i>“... the SET Project has allowed for people from industry to deal directly and become comfortable with the licensing body.” (Skills Institute)</i></p>
	<p>3. Accessibility to reliable source of information and advice via provision of unbiased expert advice</p>	<p>3. Industry acquired better knowledge and understanding about training and skills development and greater awareness about related resources and assistance means, allowing greater recognition and acceptance of training for the purpose of skilling the workforce.</p>	<p><i>“This [the SET Project] is a marketing exercise where you make people more aware of additional training. If you don’t know then you can’t do.” (Norske Skog)</i></p> <p><i>“The development of a one-stop-shop approach for program development and delivery has increased awareness of the diversity of skill opportunities and support programs. It has streamlined the delivery of programs created a greater level of cooperation across supply chains and allowed the industry to focus on areas</i></p>

			<i>of priority as well as responding to time specific issues ranging from attracting employees to new facilities through to managing retraining associated with job losses. The flexibility of the project approach or model has demonstrated a greater ability to respond to industry/individual needs as opposed to traditional systems.” (Forests and Forest Industry Council of Tasmania)</i>
	4. Advancement of effective careers promotion models and implementation processes	4. Industry can access more efficient means of attracting appropriate entrants	<p><i>“Excellent retention rate [regarding pre-vocational pathway training program for job seekers] and employment outcome was fantastic - 75%.” (Timber Training Creswick)</i></p> <p><i>“The Grow Your Career program was great. ...this industry needs thing like the SET Project to encourage students into our industry” (CFMEU)</i></p>
	5. Advancement of models of assistance services for workers facing redundancy	5. Reduces additional pressures when trying to cope with unfavourable economic environment	<i>“[Worker Assistance Program] is responsive to industry needs and adapted to changing state of play.” (Tasmanian Forest Contractors Association)</i>
<b><u>Training providers</u></b>	1. Accessibility to expert advice	1. Provided better understanding of the industry and its training needs	<p><i>“The SET Project, being the integral training advisory centre, has enabled fast and efficient development of specific modules of learning in the forest industry.” (Forestry Tasmania)</i></p> <p><i>“... the support and relationship with the SET Project team have been critical to the survival and ongoing development and growth of the Forestry Tasmania RTO”. (Forestry Tasmania)</i></p>

<p>2. Closer relationships with industry</p>	<p>2. Creates better opportunity for repeat business and ongoing activity</p>	<p><i>“That was good assistance [regarding the SET Project managing and nurturing relationships between industry and service providers]. We wouldn’t have the assistance and success without the SET Project.” (Timber Training Creswick)</i></p> <p><i>“The SET Project has been an incredibly valuable resource and avenue for the industry to build on existing relationships, to clarify training needs and assist in the development of career paths. It’s unfortunate that the economic climate didn’t allow it to come to its full potential. “ (Forestry Tasmania)</i></p>
<p>3. Higher and more coordinated demand for RTO services from industry</p>	<p>3. RTOs were able to get critical mass of students to make delivery cost effective</p>	<p><i>“We ended up through the 4 year period of the SET Project going from delivering 3000 contact hours per year in Tas to just under 30000 in Tas in 2009. So we went from being an annexe to being an established campus in the state. So far, we had around about a 10 fold increase in uptake of training [which basically represents the rate of sawmilling and processing training in Tasmania during the duration of the SET Project], we now have our Tas based trainer and we have Tas based sub contract trainers that we can tap into for skills.” (Timber Training Creswick)</i></p>
<p>4. Improved relationships with other service providers (AACs)</p>	<p>4. Provides more streamlined and cost efficient processes relating to sign up of trainees and development of training plans.</p> <p>Provides less workplace interruption for industry.</p>	<p><i>“I’ve found the SET team at ForestWorks to have been proactive in generating the contact and assisting to maintain the relationships with other providers and organisations regarding the development of the training function within Forestry Tasmania.” (Forestry Tasmania)</i></p>

	5. Accessibility to best practice assessment tools and improved training materials	5. Saves RTO time and money, allows for the use of updated and benchmarking training resources	<p><i>“Due to the SET Project, consistency across assessment in Tasmania has been vastly improved regardless of the location of the assessors ... . The SET Project has been an excellent way of getting information through in regard to improvements to the training package.”</i> (Skills Institute)</p> <p><i>“Without the efforts of ForestWorks through the SET Project, the log grading booklet for instance would have fallen by the way, but due to its involvement, [the booklet] is now developed as an Australian wide training product.”</i> (Forestry Tasmania)</p>
<b>Workers</b>	1. Greater access to qualifications	1. Workers have greater opportunities for career progression and recognition of skills	<i>“The ability to have the SET Project as an additional support to the development of individuals undertaking Certificate IV in Training and Assessment has been of great value. Having support in place to guide those individuals through the process.”</i> (Forestry Tasmania)
	2. Transparency of broader and benchmarking funding options against national standards	2. Removes a barrier by providing an opportunity for funding for those who in the past had been ineligible under traditional funding models	<i>“[Funding pathway for sustaining workplace training and assessment skills (Cert IV in Training and Assessment PPP)] provided an opportunity for employees to broaden their skills base. This initiative needed a closer relationship with the student and the RTO. Never seen anyone get into an industry and attempt this program before.”</i> (Forestry Tasmania)
	3. Redundant workers re-skilled and in a new career	3. Personal and professional satisfaction with flow on broader community benefits	<i>“It was initially hard to access training qualifications and RTOs as part of the project at Scottsdale but with the support of the SET Project it made it a lot easier. Basically we need someone like ForestWorks in the state to enable this service to continue”.</i> (Forest Industries Employment and Training Services)

<b><u>Potential workers</u></b>	1. Career pathways more visible and better understood	1. Clearer options to consider when choosing a potential career pathway	<i>“Without the SET Project there won’t be a coordinated approach to careers promotion, meaning that there won’t be new blood coming into the industry in the form of school leavers as new workers at such events as Try a Trade, Agfest, Safety Expo, Careers Expo’s.” (Skills Institute)</i>
	2. Better recognition of qualifications	2. Potential workers find the forest industries more attractive when they realise that there are nationally recognised qualifications associated with a career	<i>“Knowing that there was an information source and link into forestry through the SET Project. In addition the schools knew that they could work through us and get a direct link into forestry” (TL3)</i>

## 6.5 Project follow-up

The SET Project focused on systems and outcomes that could be used by the industry to its benefit and the benefit of its employees for years to come. However, stakeholders will need to make a sustained effort to use the SET Project outputs which are now readily available to them, and maintain the relationships developed during the project. There are areas, however, where the SET Project developments are unlikely to provide further benefits to the industry unless ongoing support is provided, or where follow-up will be needed to ensure the benefits are lasting. Such concerns have also been stated by stakeholders:

*“... what goes on for the development of assessment tools, self paced learning guides etc from here? Once the project concludes who will carry on this work and how will it be funded? Who will convene and coordinate the safety standards committee, accreditation issues committee? ... the SET Project has allowed people from industry to deal directly and become comfortable with the licensing body. After the project this may disappear meaning that the level of engagement will drop away”. (Skills Institute)*

*“The SET Project has been an incredibly valuable resource and avenue for the industry.... [The] concern is that this information is used by the industry to move forward and does not get left behind as a result of the end of the project”. (Forestry Tasmania)*

*“The tools and programs that have been developed as part of the program are of value and this is successful. The concern is that this needs to be promoted ongoing so it is not lost”. (Gunns Ltd)*

*“[The SET Project] has improved the accessibility of training opportunities within industry, but the whole workplace training regime remains a mystery to most employers in this and other industries. The industry itself needs to be significantly simplified to allow comprehension by employers. The funded pathway concept in particular is not readily understood and there does not appear to be a satisfactory methodology for identifying training priorities in the industry. This is particularly true in Tasmania where no funding is provided to facilitate this task”. (Forest Industries Association of Tasmania)*

ForestWorks, using its role and funding as an industry skills council, will be maintaining an officer in Tasmania to further its key performance indicators that are part of its ISC contract with the Department of Education, Employment and Workplace Relations. To the extent that the KPIs allow, ForestWorks will continue to support key parts of the work carried out by the SET Project. We are concerned, however, that this support will not be sufficient to maintain a healthy “skill ecosystem” the concept of which is explained in a later chapter of this report.

Suggestions about how to maintain an effective management of skills development in the future and develop other related activities which go beyond the limits of just educating and training the workforce are also discussed.

## 6.6 Project lessons learnt and conclusions

The SET Project included a diverse range of skills development activities grouped under four broad objectives (listed earlier in this report). By dealing thoroughly with the basic elements of workforce development and the skill ecosystem concept that supports workforce learning, the project progressively became a multi-dimensional and cross-organisational venture.

- 1) Workforce development is a concept derived from the need for a more relevant approach to contemporary forces on industry (such as globalisation, technology, economy, political change, and demographic shifts), which now extends the limits of skills development. Today, the term workforce development encompasses the integration of the management of the size and composition of the workforce with strategies for recruiting, retaining, training and developing the workforce, focusing on alliances between employers, employees and various service organisations, such as training providers, employment and mentoring services, unions and government departments.
- 2) Skill ecosystem is a term used to express the systems and relationships revolving around workforce skills and knowledge in a region/industry/enterprise in conjunction with the environment in which the workforce development takes place. Thus, the concept captures skills capacities, workforce development strategies and connections between involved organisations (i.e. industry/enterprises, training systems, policy environments and mentoring services) in a holistic sense, inferring also the external forces (such as economic factors, technology innovation, demographics and sustainability) which are likely to interact and affect the entire system. It also stresses the interdependence of all the various components and recognises the futility of attempts to separate and simplify the components of effective workforce development.

The profile of the project permitted exposure to a large number of workforce development issues across the industry in Tasmania. At the start of the project it was relatively easy to observe a skill ecosystem in very poor health. The initiation of a number of related programs and the accumulation of robust experience from the implementation of the programs has taught the project participants and stakeholders about the needs of all aspects of the system and resulted in a number of lessons learnt.

Clustered around three broad components, 1) the enterprise environment; 2) the training provider environment; and 3) the VET sector and government environment, the lessons learnt by the SET Project are listed in Table 5.

Table 5: Summary of the lessons learnt from the Project and conclusions

Lessons learnt	Conclusions
<b>Enterprise Environment</b>	
<ul style="list-style-type: none"> <li>- Generally, enterprises need to be in a position of profitability, or predicting higher levels of profitability in the near future, in order to commit resources to enhance their workforce skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Profitability is a key driver for enterprises to appreciate their responsibility to develop a skilled workforce and to act proactively by putting strategies in place. In a restrictive profitability environment, people are reactive rather than proactive. The training itself and the staff time required for training are seen as a cost which needs to be minimised in a low profitability environment.</li> <li>- Skills enhancement and training projects cannot reach their aim, which is to provide sustainable skill solutions, unless the involved enterprises are prepared to invest in their employees. These programs entail time from employees, which are not immediately productive, and require enterprise profitability.</li> </ul>
<ul style="list-style-type: none"> <li>- The Project identified a set of barriers which impede the investment in the employees' skills and training and which are related mostly to the mechanics of training. These barriers include:                             <ul style="list-style-type: none"> <li>- The length of training programs which are normally 1 to 2 years. This becomes a barrier for both enterprises/employees and RTOs as it involves longer term commitment;</li> <li>- Reluctance to commit to training (e.g.: <i>"Why give people false hope by providing training if I don't know if I am in business next month?"</i>);</li> <li>- Employers and employees fearful of exposing the business to external judgement and assessment;</li> <li>- Interference of training-related activities into the production processes;</li> <li>- Complexity of various funding schemes (e.g. lack of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Industry needs to build confidence in the services provided by RTOs. They need to see that the methods of training delivery are aligned to their organisation. They also need assurance that a quality benchmarking trainer/assessor will be involved in the process.</li> <li>- Industry struggle with the complexity of various VET funding models, operating systems and application procedures.</li> <li>- Industry particularly small to medium enterprises need continuous education and support in regard to the VET Sector.</li> </ul>

<p>understanding of the systems and eligibility for applying);</p> <ul style="list-style-type: none"> <li>- The perception by enterprises that RTOs do not have the technical competencies to deliver training;</li> <li>- The perception by enterprises that once an employee achieves a qualification they will be offered opportunities to find alternative jobs.</li> </ul>	
<ul style="list-style-type: none"> <li>- Small and Medium Enterprises (SMEs) tend to depart themselves from the training-related activities when an independent external source no longer provides assistance.</li> </ul>	<ul style="list-style-type: none"> <li>- SMEs without dedicated skill development advisory personnel lack the capacity to drive the training activities.</li> </ul>
<ul style="list-style-type: none"> <li>- Enterprises with high labour turnover fail to take a long term approach in maintaining and enhancing workforce skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Enterprises facing high labour turnover do not have the capacity to maintain and enhance the skills of their workforce.</li> </ul>
<ul style="list-style-type: none"> <li>- The value of training for licenses generally takes preference over the value of training for a qualification/unit of competency.</li> </ul>	<ul style="list-style-type: none"> <li>- Training is often compliance driven: the need for a company to meet regulations is considered more important than having qualified workers.</li> </ul>
<ul style="list-style-type: none"> <li>- In a cost competitive environment, enterprises are inclined to reduce the costs associated with skill development.</li> </ul>	<ul style="list-style-type: none"> <li>- When costs are trying to be reduced, enterprises generally reduce their involvement in formal training.</li> </ul>
<ul style="list-style-type: none"> <li>- There is a high demand in the enterprise environment for achieving new Certificate II and III qualifications even if existing workers may have already an equivalent or a higher qualification. These new qualifications are generally not funded.</li> </ul>	<ul style="list-style-type: none"> <li>- The industry has a high demand for Certificate II and III qualifications but trying to achieve government funding for this training becomes a barrier. Without government funding, it is difficult to convince enterprises to pay for this training and they prefer to rely upon informal, enterprise provided training solutions.</li> </ul>
<ul style="list-style-type: none"> <li>- The majority of managers in SMEs do not have the appropriate workforce development skills to provide meaningful training and assessment opportunities to their employees. This issue represents a primary barrier in the development of the workforce development programs at enterprise level.</li> </ul>	<ul style="list-style-type: none"> <li>- It is less likely that an enterprise will be engaged in workforce skill development programs when the management does not have training plans for developing its own skills. The SET Project spent much of its time educating and mentoring management, however many of these managers moved into different roles and the process needed to be started again with the new manager.</li> </ul>

VET SECTOR	
<ul style="list-style-type: none"> <li>- The RTOs and AACs are not profitable if they can not engage with a certain number of trainees. This in turn makes RTOs and AACs less receptive to form relationships and make connections with enterprises.</li> </ul>	<ul style="list-style-type: none"> <li>- As small businesses, RTOs need a critical mass of customer base to become motivated in pursuing the idea of providing training for a particular sector, with a particular training need.</li> </ul>
<ul style="list-style-type: none"> <li>- Generally, RTOs and AACs have difficulties in interacting and making partnerships with enterprises.</li> </ul>	<ul style="list-style-type: none"> <li>- Independent relationship advisors and brokers are required to establish partnerships and interdependences among the VET sector players and between training providers and enterprises.</li> </ul>
<ul style="list-style-type: none"> <li>- Several large RTOs in Tasmania have the capacity to support the industry' skills and training demand but they do not have yet a level of expertise to cover a broader range of sectors.</li> </ul>	<ul style="list-style-type: none"> <li>- There are deficiencies in the VET sector workforce in regards to technical industry-specific skills (as distinct from training and education skills). The RTOs and AACs need assistance to extend their area of expertise to cover all industry sectors.</li> </ul>
<ul style="list-style-type: none"> <li>- There is a shortage of training and learning materials in areas of low training demand.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment and learning materials across all sectors in the industry (including those in low training demand) need revision, improvement and development.</li> </ul>
CAREERS	
<ul style="list-style-type: none"> <li>- Up skilling is perceived by the industry as being quite a simple process.</li> </ul>	<ul style="list-style-type: none"> <li>- Skilling up people is an ongoing complex process. ForestWorks tried to remove its complexity but it still remains complicated: workforce development is a profession.</li> </ul>
<ul style="list-style-type: none"> <li>- Career programs require high input (time, effort, expertise) from industry and schools. All parties have difficulty in integrating and implementing the promotional programs into their day to day activities.</li> </ul> <p>Industry and career paths promotion in schools are successfully perceived if attractive and engaging presentations are made and respect is showed to participants. A profound difference is made by expanding the scope of education in forestry beyond the schools, to parents and community.</p>	<ul style="list-style-type: none"> <li>- Given the complexity of promotion and promotional programs in general, SMEs are often not able to succeed in industry and careers promotion activities without assistance.</li> </ul>

By summarising, one can outline that the SET Project conveys six key lessons:

### **Lesson 1: Workforce Development is a Key to Success**

Ongoing workforce development is an essential activity by an enterprise to maintain competitiveness. To manage the process effectively, and sustainably, enterprises and the industry need to have access to resources that support them and that reduce the barriers between the three major partners of the skill system, the organisations and people within the skill ecosystem and to enhance and increase communication, knowledge, learning, trust and collaboration.

### **Lesson 2: Workforce Development Activities Need to be Based on Sound Business Cases**

A business case needs to exist for the right activity for each of the three partners of the system. Workforce development activities at an enterprise are driven by confidence to invest in the business, including its people. Without this confidence the resources to support orderly and effective workforce development will not be applied.

Training delivery by an RTO is only able to be provided when a business case for training delivery exists. This requires consistent student demand and volume with costs able to be recovered.

The VET sector and government expect value for money and to accrue benefits for broader society through skills, training and workforce development when funded largely via the taxpayer.

### **Lesson 3: VET Sector and Industry Engagement is Vital**

The level and type of training offered, as well as the models of delivery, are not always relevant to a particular enterprise's needs. Training providers and the VET sector need the capacity to deliver to meet enterprise needs for effective ongoing workforce development. Enterprise input into the system is vital so the VET sector can be an active and efficient partner within the skill ecosystem. The sector also needs assistance to identify and rectify gaps in training delivery capacity to ensure that models of delivery are relevant to particular enterprise needs.

### **Lesson 4: Career Promotion is Complex**

Career promotion and recruitment are complex components of the workforce development process. In most instances, industry and enterprises need specialised assistance to successfully promote its job roles and career paths, particularly in a skill and labour shortage environment. It may appear to be a simple exercise, but the SET Project has learnt that it is not.

### **Lesson 5: Learning is a Pathway not a Destination**

For many people, skills development, learning and training can be a challenging experience. However learning for work is often pathway to new work, self satisfaction and sense of achievement. Formal education and training often stops when new work is secured or acceptable standards of living are obtained. Beyond this, day-to-day demands of the workplace drive skills development. Without the motivation of new work and a better life, formal skill development efforts by individuals are rare. In particular, this project found that training for training sake, without a job in mind, was irrelevant to most individuals and stakeholders. In our ongoing engagement with

indigenous communities training was supported particularly when backed up by the potential to secure immediate employment. This approach is quite wise; training without real practice in real conditions develops skills that quickly dissipate and becomes redundant and therefore is a waste of time and effort.

### **Lesson 6: Stability of Personnel is Critical**

Labour turnover has a huge effect on workforce development processes. The turnover referred to here is not just the normal workforce considered as recipients of skill development and training. The skill ecosystem concept as outlined below relies upon knowledge, experience, relationships and influence. These all change when “players” in the skill ecosystem change. The single largest factor of ongoing success for all of the SET Project programs was the stability or amount of turnover of the people engaged in the system. An ecosystem needs a degree of stability to function and if this is threatened by excessive labour turnover at any level, the business cases that were once sound and supported quickly evaporate.

#### **CASE STUDY - Skills Champion: Starting Over (and Over) Again**

The loss of the motivator leads to the loss of ongoing skill development.

When the skills champion in an organisation moves on, you have to start educating the next potential champion, which means you start a learning process again – usually from scratch.

Consider the power and motivation of someone whose passion is developing employees, their skills and knowledge through training and assessment. Such a person understands the process and infects those around them with enthusiasm. They are invaluable, but what happens when this individual leaves an organisation?

A training coordinator supported by the SET Project offers the following insight:

“I suppose, first of all for me, there was a challenge of coming from outside the industry, which is a huge challenge because I only thought we (forestry) cut trees down. I found out it’s a bit more complex than that.

“That was one of the challenges. The other was a lack of understanding of anything my predecessors had put in place and there was no knowledge management process to govern this.

“I didn’t know where I was starting from. It was difficult to know what were the major issues, what was needed, and how that impacted on the business (as an enterprise) or the RTO within the enterprise that I am managing while meeting the training needs.

“These are two separate and discrete streams (the RTO function and enterprise activities). This creates its own problems because you’re trying to operate a RTO that covers its costs while trying to provide a quality level of training which generally is not able to be cash positive.

“Another issue for me coming into this role was trying to create new ideas, resources, programs, initiatives and strategies only to find they had previously been the ‘norm’. This made the role of motivating employees into training even more challenging. In addition to this, the person in this role

has turned over four times during the life of the SET Project which lead to the SET team having to bring each new recruit up to speed over and over again.

“Another difficulty has been engaging some long-term employees on the value of nationally recognised training versus internally focused competencies.

“On the positive side, I was able to fall back onto the knowledge and experience held within ForestWorks in Tasmania, developing the RTO to a point that we’re now starting programs and potentially entering an exciting new era

“The fact is, ForestWorks has done its job, which has allowed me to continue doing mine.”

## 6.7 Effective management of the workforce development process

While functioning in two different economic environments, the SET Project had the capacity to provide meaningful skills development solutions for the forest, wood, paper and timber products industry in Tasmania and encouraged the development of skills, competencies and attributes which are potentially of long-term value.

In conveying post-project solutions to the industry, the SET Project lessons were analysed and used to identify the mechanisms which are able to confront the challenges posed by workforce development to most SMEs and sustain a viable industry related skill ecosystem.

In the forest, wood, paper and timber products industry skills development is generally viewed from the perspective of aligning the business with regulatory and work requirements. Skills development is rarely approached within the broader concept of workforce development and not integrated into standard business and decision-making systems.

For some industries and economic sectors the process of skilling up a workforce can be carried out initially as a supply driven, linear pathway (Figure 1). This figure describes some features of the national education supply model where participants are basically just horizontally connected. Many people are not able to think about education and training in a form different to this.



Figure 1: Traditional and readily available model of training and learning (not feasible for an integrated workforce development approach however can be a useful subset of a workforce development approach for some industries)

The SET Project reinforced the understanding that this linear sequence of VET supply cannot meet the skill shortage and skill enhancement needs of the forest, wood, paper and timber products industry. To effectively, and sustainably, manage workforce development the industry needs an interconnected and interactive system which we have described in this report and as used by researchers before us – a skill ecosystem.

The model of such a system 1) recognises the complexity behind the mechanisms and theory of workforce development and the dynamics created by social, economic and technological forces around the workforce; 2) integrates groups of organisations which are practically involved in the workforce development process (i.e. enterprises, service and training providers) and governmental structures which impacts upon the workforce development process; 3) engages industry and VET related organisational environments; and 4) considers informational and consultative functions which can manage the complexity and interconnectivity in the system.

All these aspects are visually represented in the diagram (Figure 2), illustrating the three environments and the key factors relevant to a model for a healthy and sustainable industry related skill ecosystem.

## **Insights into the model of effective workforce development and skill ecosystem**

### **Complexity: an avoidable feature of workforce development and skill ecosystem**

Workforce development is a complex process, and requires complex mechanisms and procedures to manage them. This is a challenge to many who would prefer to believe that workforce development should be/could be a simple process.

Complexity is apparent with any workforce development initiative via a range of challenging situations which are part of the workforce development process itself and additional mechanisms and aspects that sit behind the process, such as:

- the VET system, which manages specific structures for training, assessment and recognition procedures, and introduces specific rules, regulations and controls in terms of learning/training, delivery environments and the quality of training provided.
- VET programs and funding models supported by governments where the rules and opportunities they offer are confusing in most cases and not reasonably transparent to industry.
- the nature of the technical skills required by this industry, which is highly industry specific, carrying the particular characteristics of each individual sector, and evolving with the latest technological developments.
- the regional and nationally dispersed character of this industry, which makes the service of training delivery complex as in many regions and skill areas the demand for training is not high enough or consistent enough to attract sustained investment from training providers (travel time and costs are high and student enrolments are low).

Complexity originates in each organisational entity which make up the skill ecosystem (enterprises, RTOs/AACs, governments) and generates reciprocal impacts into both industry and VET sector environments, with consequences experienced across the ecosystem.

**MODEL OF EFFECTIVE AND SUSTAINABLE SKILL ECOSYSTEM  
FOR FOREST AND TIMBER PRODUCTS INDUSTRY**

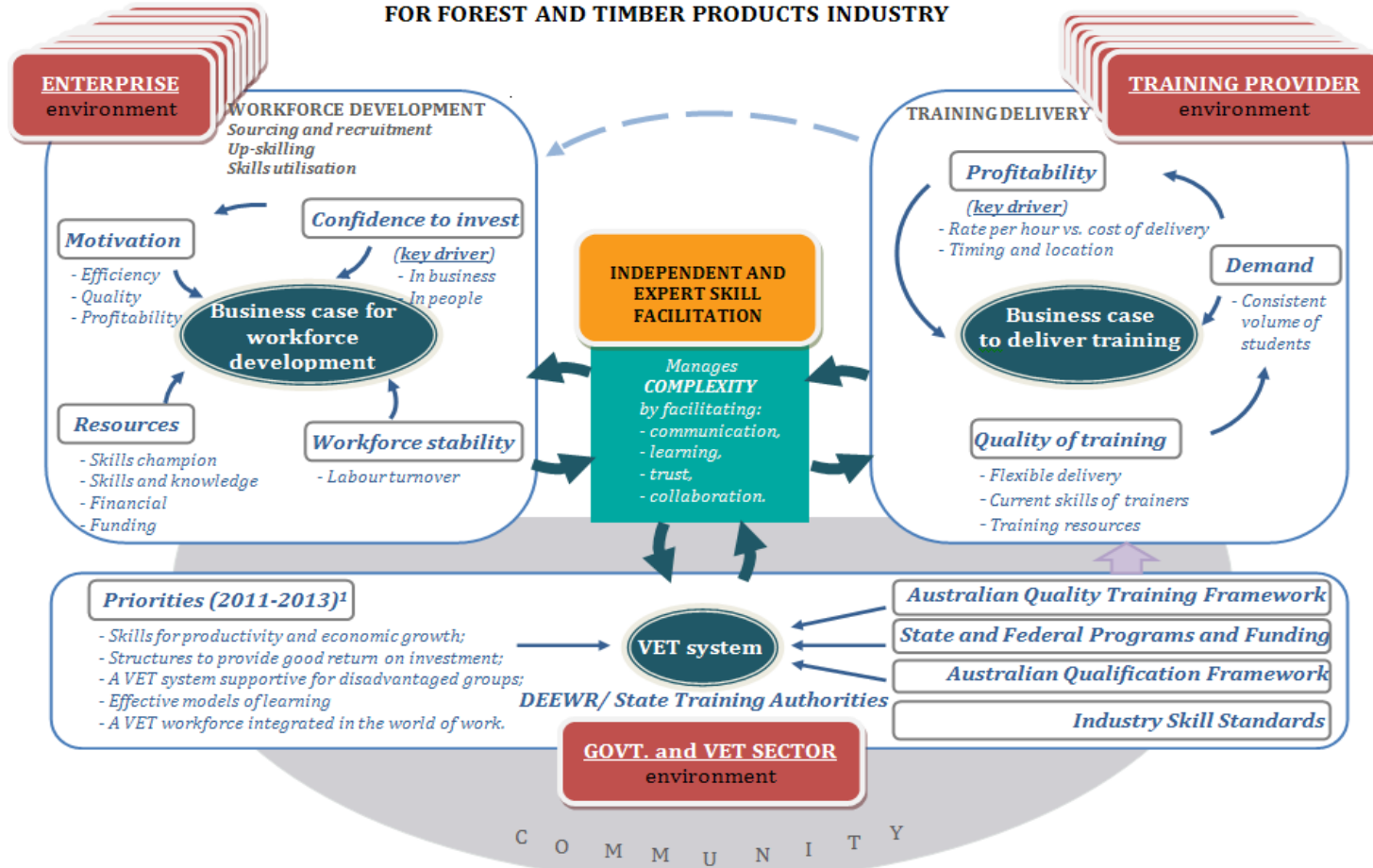


Figure 2: Model of an effective and sustainable industry-related skill ecosystem

<sup>1</sup> Source: NCVET, 2010, National research priorities for tertiary education and training: 2011-13. Available at: <http://www.ncver.edu.au/publications/2271.html>

The SET Project experience showed that enterprises, particularly SMEs, rarely have the capacity to manage workforce development processes on their own and seldom have the knowledge to use the VET funding models and the various opportunities they present. In most cases, these enterprises also confront difficulties in collaborating with the VET sector. They lack detailed understanding about the training and learning system and the ability to coordinate their training demand.

Conversely, RTOs are exposed to the challenges posed by the highly specialised technical skills required by the industry sectors. Responsiveness requires RTOs and trainers who are capable of responding to the industry’s training needs and specific skill requirements driven by technological developments. If this responsiveness is not able to be achieved, poor quality services result which lead to dissatisfaction with RTO training delivery and subsequent lowering of demand for training services.

Complexity is propagated within the skill ecosystem by external forces as well (Figure 3). These produce changes over time into the overall workforce development and skill ecosystem environment.

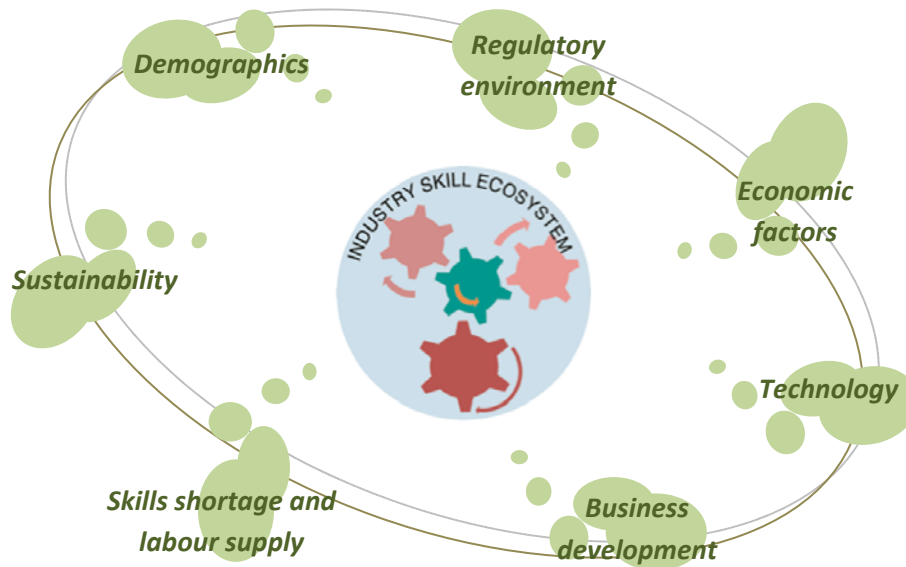


Figure 3: External forces affecting the industry-based skill ecosystem

**CASE STUDY - Complexity of Skills Development: a Story of 2 Pathways**

One of the great challenges in understanding vocational training is just that – understanding vocational training.

Some people believe that you employ someone and they learn. This is, in part, true. A employee will absorb knowledge to a point. But they will absorb all information, information helpful or harmful to

consistent and effective approach to work. The challenge comes when you're looking for consistency and high skill levels and therefore require effective delivery of training and, just as important, assessment of the skills to benchmarks.

Lets look at a small sawmill in southern Tasmania that decided it needed a new staff member to keep up with increased product demand. Someone mentions that a trainee might be a good way to go. The employer doesn't know exactly what that means but decides to investigate this approach.

They find out they need to contact an AAC, a RTO, one that is scoped to deliver the qualification they're after, but they don't know what an AAC is or an RTO and they also are unclear about what skills a trainee would need.

Which qualification are they after exactly? The understand that the government might provide funding for apprenticeship. Which government? Would that be the local government?

So they ask the questions: "It's great that they provide funding for apprenticeships but I just need a trainee because we don't have an apprenticeships (besides sawdoctors) in sawmilling?"

"Does that mean I need to contact an Australian traineeship centre?"

"Is an apprenticeship the same as a traineeship?" Yes and No.

"Oh, so and ACC does the training?" No. "They provide the funding? No.

"So who does the training? "an RTO "how do I choose a RTO?" Go to NTIS.

"Where is the NTIS? Is that in the same building as the institute of sport?"

"Can I ring them?" No, it's a website that houses every training provider, training package and potential resource for training in Australia.

"Well that's excellent, but which ones can come and see my trainee in southern Tasmania, and will it cost extra?"

"Does the RTO train or assess? I assume they train, otherwise they'd be a registered assessment organisation."

"Can I buy a training package from the NTIS and train from it?" No, the training packages are skills standards and qualifications for use by RTOs usually, they don't contain a "package of training".

"What's user choice? Who's an existing worker? What's the difference between nominal hours for user choice training and funded hours for PPP?"

"This is all too difficult just to get one trainee/apprentice. This isn't my core business. I'm in the business of milling timber not understanding the VET sector. I don't think I'll bother, I'll just get a labourer."

“So who can I go to who can give me unbiased information and not try to sell me something?”

“If I could contact one person and they were able to advise, direct and provide an overview of this process it would be easy. This expert’s advice would be really useful to me. An independent person could pull everything together for me to help me get my staff trained and provide them with nationally recognised qualifications without the hassle of having to figure it out for myself. I don’t have the time for it.”

The Career Enhancement Program in the harvesting and haulage sector in Tasmania provided a one-stop shop for employers to take on trainees. The relevant service providers were coordinated by the SET Project to ensure unbiased advice, a smooth process and minimal disruption to the workplace.

This then flows into an easy process for the employer rather than another arduous task. Logically, this encourages rather than discourages and provides the opportunity for more apprentices and trainees in more workplaces across the industry.

### **Organisational environments: each reliant on independent facilitation to operate effectively**

#### *Enterprise environment*

Proactive workforce development is generally supported at an enterprise level when there is confidence in the future and in return on investment. In our experience, proactive workforce development does not occur without a “skill champion”. A skill champion is a person, or persons, with leadership and a degree of influence and authority within the enterprise. Connected to the world of training and service providers and the VET system, this person is able to develop capabilities to establish the necessary framework and infrastructure to systematically manage the process; coordinate the network operation; and develop strategies to deal with the issues of labour instability (i.e. labour turnover). We found that skills champions need support and development from the enterprise and the “ecosystem”. For this project the support came from ForestWorks through specific funding from the Department of Education, Employment and Workplace Relations. It was almost impossible to achieve formal workforce skill development without an enterprise-based person performing the role of skills champion and without that person being mentored and supported by SET Project staff.

#### *Training provider environment*

A critical mass of students is at the heart of a business case for any training provider to deliver training. A critical mass of students can be hard to find in the forest, wood, paper and timber products industry, particularly in the instances where regional and highly sector specific skills are required. A second factor is the cost of training delivery versus the amount of funding available to the provider. The forest industry generally has high training costs and relatively low volume and therefore often doesn’t meet this business case requirement. Governments tend to measure public providers that access government funding on volumes of qualifications undertaken versus the cost. This is a third factor in the business case, and often results in RTOs with a focus on high volume, low cost, classroom-based delivery.

Training providers can be persuaded to deliver in the environment of a weaker business case provided industry-wide recognition is available. Hence, delivery options in this industry appear to rely upon a coordinating body to work with many enterprises to bring the various elements together to ensure a business case is able to be developed for delivery to any particular region across enterprises. Coordination can drive multi-stakeholder solutions and entities into partnership. These approaches focus on building relationships and creating interconnectivity on all related fronts: within industry, among enterprises, between enterprises and training providers and among training providers themselves. These relationships rely initially upon an independent and expert skill facilitation service being in place. For the SET Project, ForestWorks was able to provide this framework of experience and skills through the project staff delivering outcomes on the ground.

#### *Government and the VET sector environment*

Incorporating mechanisms which regulate the national priorities for education and training, the VET system constitutes the base on which a skill ecosystem is built. Industry and competency-based skill standards and qualifications are at the core of a VET sector's capacity to meet the skill needs of industry. Thus, the facilitation of an effective communication and interpretive function between industry, enterprises and the VET regulatory bodies is absolutely crucial within the skill ecosystem to make sure that VET structures are able to operate to meet the needs of industry and become compatible with them. The VET sector largely relies upon industry-based advisory structures to consider the needs of enterprises across industry. Where these do not exist (the only state/territory that does not have these is Tasmania) the VET sector struggles to understand industry needs and therefore struggles to meet them.

#### **Independent and expert facilitation: central to the skill ecosystem**

In broad terms, an effective and sustainable industry skill ecosystem features a wide range of complex issues and influential factors and is dependent on well developed and consistent cross-environmental connectivity.

An effective dynamic interrelation within the ecosystem is very difficult to achieve unless a systematic, independent and expert facilitation function operates across the environments to manage the pressures and resistances. This can be done by the provision of information and assistance and through facilitating communication, learning, trust, collaboration and ultimately ongoing effective relationships.

## **7 Conclusions**

For four years, the Tasmanian forest, wood, paper and timber products industry and the SET Project have been the research and development hub for workforce development activities, delivering significant outcomes, tangible products and essential learnings. This project demonstrated that supported by programs of engagement, on-demand skills training models and other career and worker assistance innovative practices, enterprises and employees in this industry have increased opportunities

for participating in workforce development to improve and better utilise workplace skills and knowledge.

The evaluation revealed the performances of the SET Project against each of its objectives, showing how realistic these objectives became and which are the areas where further attention and work is needed. That said, the SET Project was successful or mostly successful in two of the four objectives and made progress towards success with the others.

**Objective 1: Building Tasmanian Enterprise Capacity, Skills Advice, Options & Education: Mostly successful.**

The industry had the opportunity to continually access independent skill development advisors with strong expertise in the area and in VET funding and support systems. Industry has a readily accessible Skill Development and Assessment Guide; an increase in the number of trainees achieving a nationally recognised qualification was recorded; industry has stronger links and relationships with training providers. However, a culture of continual skill development in the SME operating in a less profitable environment could not be embedded; the Indigenous programs did not have satisfactory progress.

**Objective 2: Provide Workers Assistance and Develop Careers & Pathway: Partly successful.**

The assistance programs for redundant workers have been effective but more work could be done to find solutions for increasing uptake into the programs; the attractive jobs titles were not entirely adopted by the enterprises; enterprises were immersed in successful models and activities of career pathways promotion yet, the industry is not able to take the responsibility for self-promoting its careers and activities; the promotional programs to indigenous youth could not be finalised.

**Objective 3: Enhancing Training and Assessment: Partly successful.**

An increased number of workers achieving higher level training (Certificate IV and Diploma) was recorded; Forestry Tasmania extended its area of expertise but not to a full capacity; the uptake of safety management system induction and licensing under the Forestry Tasmania/ Tasmanian Forest Contractors Association initiative was successful; the FPI05 training package has been improved; models of harvesting and haulage training have been developed but they were not translated into meaningful programs.

**Objective 4: Improving Employment, Skills and Training Materials to Enhance Learning Processes: Successful.**

Training materials of high priority were revised and the assessment tools were upgraded to comply with the national units of competency; the Tasmanian Forest Industries Training Board licensing assessment tools were converted to an AQTF compliant format.

ForestWorks, and the SET Project stakeholders alike, have learnt that an expert resource independent of enterprises and RTOs is needed by the forest, wood, paper and timber products industry to establish and embed a skilled workforce for the longer term. Supported by evidence-based understandings and by the ongoing responsibility of further conveying sustainable skill solutions, this report promotes an integrated model of efficient and sustained workforce development which requires a collective commitment from enterprises, s, the VET sector, governmental bodies and ForestWorks (or like bodies). It is concluded that this approach would most likely work well in other industries characterised by a

majority of enterprises which are small to medium in size, under resourced and under developed in skills, education and training issues.

# Appendix 1

## Documents Examined During the Project Review

### Project Plan Documents

- Attachment 1 of the Report Number 3 for DEST/FAPPESC - Skills Enhancement and Training (SET) Project, 29th September 2006
- Attachment H of the Report Number 8 for DEST/ForestWorks ISC - Skills Enhancement and Training (SET) Project, 19<sup>th</sup> December 2007
- Report Number 16 for DEST/ ForestWorks ISC - Skills Enhancement and Training (SET) Project, 16<sup>th</sup> December 2009

### Project (Quarterly) Reports

- Reports Number 1&2 to 17

### Other documents

- CEP Flowchart, CEP Sign Up Process Sheet, CEP Brochure
- Hybrid Qualification Program for Haulage
- Industry Skills Development and Assessment Guide and Skills Development and Recognition Flyer
- Attractive Careers and Job Titles (Report)
- Assistance Guide for Harvesting and Haulage Redundant Workers
- Grading Eucalypts For Log Quality (training reference material)
- Tree Falling Manual (training reference material)
- Log Grading Self Paced Learner (training reference material)
- Reports on Safety Outcomes (Lost Time Injury) for Harvesting and Haulage Operations
- Assessment tools
- Careers Promotion pack
- Assessors Network List
- Indigenous Workers Report

Note: Digital versions of the documents listed under “Other documents” are available on the ForestWorks website ([www.forestworks.com.au](http://www.forestworks.com.au)).

## Appendix 2

### Questionnaire Used in the Stakeholders Survey

As part of the SET Project Organisation X participated in a range of activity programs and written materials development which enables you to become their “next end-user”.

This questionnaire involves your tick-answer (✓) to two sets of questions, A and B, as follows:

- A. Questions related to the level of satisfaction of your organization with the SET Project delivered programs and written materials

<b>PROGRAMS</b>		Not Satisfied	Satisfied	Highly Satisfied
1	Model for initiating training in the harvesting and haulage sector			
2	Pilot program for promoting attractive pathways			
3	Pre-vocational pathway training program for job seekers - flexed into on the job learning and assessment			
4	Model of assistance for enterprises facing minor or significant labour reduction			
5	Mentored model of harvesting and haulage training - Career Enhancement Program (CEP)			
6	Hybrid qualification program for haulage			
7	Funding pathway for sustaining workplace training and assessment skills			
8	Approach for developing, managing and nurturing relationships between industry and service providers			

<b>WRITTEN MATERIALS</b>		Not Satisfied	Satisfied	Highly Satisfied
1	Industry Skills Development and Assessment Guide			
2	Skills Development and Recognition Flyer			
3	Attractive Careers and Job Titles (Report)			
4	Assistance Guide for Harvesting and Haulage Redundant			

5	Grading Eucalypts For Log Quality (training reference material)			
6	Tree Falling Manual (training reference material)			
7	Self Paced Learner (training reference material)			
8	Assessment tools			
9	Careers promotion pack			
10	Enterprise Trainers and Assessors List			

B. Questions related to the benefits accrued by your organisation from the SET Project’s overall activity.

Has the SET Project:

- 1 Enabled more enterprise specific training for your organisation? Yes  No
- 2 Facilitated opportunities for specific in-house training? Yes  No
- 3 Facilitated opportunities for specific on-the-job training? Yes  No
- 4 Provided workers within your organisation with appropriate opportunities to apply and develop specific or higher order skills? Yes  No
- 5 ..... Yes  No
- 6 .....
- 7 Had any other effects on your organisation? Please indicate below:

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## Appendix 3

### Industry Priorities as Identified in the Project Reports

The initial industry priorities (as per Project Report Number 3 - September 2007) were reviewed and redefined by the end of 2008 (as per Project Report Number 14 - June 2009) as they were partly completed and the economy shifted to a downturn.

#### **A. Initial industry priorities, as per Project Report Number 3 - September 2007**

##### **A1. Improvements in Harvesting**

Product Care, log grading and Basic Forest Practices training including skills recognition for existing and new employees in the forest harvesting and haulage sector integrated with the Industry Tasmanian Forest Industries Training Board Licensing System

##### **A2. Rotary Peeling Mills**

The availability of employment and training pathways for process operators to meet the needs of the two rotary peeling veneer mills soon to be built and commissioned in the south and North West of the State

##### **A3. New Pulp Mill**

The availability of employment and skill development pathways systems for training the operational staff for the proposed Pulp Mill

##### **A4. Increased Availability of Training**

Available flexible training for workplace based Trainers and Assessors, to allow for greater in house training and assessing to the national standards, supported by an assessor network to provide validation and moderation.

##### **A5. School to Work Pathways and Promotion**

Promotion of VET in school programs to provide new entrants to all sectors of the industry. Provision of Careers advice and industry exposure to students and careers advisors.

##### **A.6 Sawmill Training and Cross Sector Training Promotion**

Training of sawmill operators resulting from the move to smaller diameter sawlogs and the inherent technical demands in handling and sawing such logs and the drying, grading and machining of the timber produced. Promotion of FPI05 qualifications and skills set training to other industry sectors.

##### **A.7 Quantification of Training Delivery**

Quantification of training delivery and formal assessment to enterprises in Tasmania including the funding source of training and assessment activities.

##### **A.8 Indigenous Initiatives**

Discussions and participation in processes that lead to improved skill development opportunities and employment outcomes for indigenous persons in Tasmania.

## **B. Revised industry priorities, as per Project Report Number 14 - June 2009**

### **B1. Improvements in Harvesting and Haulage**

- B1.1 Licensing system upgrade to national standards
- B1.2 Support for regulatory changes
- B1.3 Mechanical harvesting skill development
- B1.4 Haulage skill development

### **B2. Downstream Processing Industries**

- B2.1 Skill development for Greenfield sites (sites commissioned within last 2 years)
- B2.2 Training initiatives for sawmills
- B2.3 Other initiatives

### **B3. Increased Availability of Training**

- B3.1 RTO Initiatives (improving the capacity and capability of RTOs).
- B3.2 Workplace training capacity
- B3.3 Establish and maintain connections with service providers (GTOs, AACs, ISCs, Job Networks, GTOs, Labour Hire, RTOs)

### **B4. Work Pathways and Promotion**

- B4.1 School to work pathways
  - B4.1.1 Resource development for industry promotion (Expo Kit, School and PPO visit methodology, Pathway Packs, Employer Starter kits)
  - B4.1.2 Pathway promotion (Expos, School and PPO visits, Employer visits)
  - B4.1.3 Coordination of promotion (nationally)
- B4.2 Jobseeker assistance (develop Job Network kit, provide Job Network interface)
- B4.3 Worker assistance (sourcing government and program funding, providing worker assistance, supporting and establishing assistance programs)

### **B5. Future Needs and Capacity for Industry**

- B5.1 Contribute to Forest and Forest Industries Council strategy development (focus on skills development)
- B5.2 Develop Future Skills Plan to support industry strategy
- B5.3 Determine economic impact of training on Industry

### **B6. Indigenous Initiatives**

- B6.1 Work with individuals and groups.
- B6.2 Collect employment and training data
- B6.3 Support high level stakeholder engagement
- B6.4 Support Forestry Tasmania initiatives in NT

### **B7. Higher level training**

- B7.1 Advanced technical training (technical forestry pathways)
- B7.2 Supervisory/management training
- B7.3 Business management training