

Licensing standards and training packages

Examples of Good Practice

A guide to addressing occupational licensing requirements within a vocational education and training environment

This resource showcases best practice examples across a range of vocational areas.

These examples highlight how licensing standards and national training standards can be met within the vocational education and training system to the satisfaction of licensing authorities and industry.



Examples of Good Practice—A guide to addressing occupational licensing requirements within a vocational education and training environment.

Licensing Issues National Project
Version 3

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and Queensland Government, Department of Employment and Training

First Printed March 2004

Acknowledgments

The following agencies have contributed advice and examples:

- Department of Employment and Training, Queensland
- The National Marine Safety Council
- National Occupational Health and Safety Commission
- Australian National Training Authority
- WorkCover New South Wales
- Building Services Authority, Queensland
- WorkSafe Western Australia
- Civil Aviation Safety Authority
- Maritime Training, TAFE Queensland
- Hospitality and Tourism Industry Training Council, Western Australia
- Transport Training Victoria

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Introduction

Licensing applies to a huge range of occupations and skills, ranging from electricians to forklift drivers to people responsible for serving alcohol. Currently, qualified people are assessed for their licences through a range of licensing authorities, whether or not training is provided through the vocational education and training sector.

There are many advantages to training and assessing people for occupational licences within the vocational education and training system.

Benefits include:

- a consistent, nationally-recognised system of training and assessment across industries
- reduced duplication of effort between licensing and training systems
- access to contemporary approaches to training and assessment
- cost efficiencies
- stronger links between licensing training and other industry training
- improved outcomes through a focus on core business for both the licensing systems and the vocational education and training system.

Consultation with licensing authorities through the Licensing Industry Working Group and through projects including *A Licence to Skill* and *Stairway to a Licence and Beyond* suggest willingness to transition training and assessment to the national vocational education and training system.

Purpose of this document

This document includes examples that demonstrate the ability of the vocational education and training system to meet the needs of licensing authorities and industry.

It highlights strategies that have been used to meet licensing standards and national training standards within the vocational education and training system. It also identifies processes that have proven effective in helping training organisations and licensing authorities to work together for a mutually beneficial outcome.

The examples provided here demonstrate the principles that should be applied to transfer or incorporate regulatory requirements into a training package.

Structure of this document

Several projects have identified critical success factors for the vocational education and training system to undertake training and assessment to meet regulatory and licensing requirements. These principles are summarised in section one.

Section two of this document provides examples of a number of initiatives which demonstrate these success factors, which are summarised as follows:

1. Identify licensing/regulatory authorities and key stakeholders
2. Engage with licensing/regulatory authorities
3. Bring the key players together
4. Establish national agreement
5. Link licence requirements with competencies/ qualifications
6. Involve licensing authorities and industry stakeholders in development, review and implementation of learning materials.
7. Provide feedback to licensing authorities.

Section three presents some additional case studies which showcase vocational education and training responses to regulatory requirements.

Section One

Critical Success Factors

These principles are based on findings from two major projects into occupational licensing and the national vocational education and training system.

1. *Stairway to a Licence and Beyond*, the report from a 2002 Licensing Issues National Project commissioned by the Australian National Training Authority, outlines steps for working collaboratively with licensing authorities. The Ten Step Plan encourages training package developers and other training industry stakeholders to work closely with licensing authorities to review, develop and implement training packages. To overcome concerns and perceptions held by some licensing authorities, the ten steps provide a process for training stakeholders to understand, motivate, educate and include licensing authorities and to formalise relationships with them. For more information, the report is available on the Internet at www.trainandemploy.qld.gov.au/partners/course/training_packages/licensing/index.htm and the steps are outlined in this document.

The Ten Step Plan from *Stairway to a Licence and Beyond*, 2002 Licensing Issues National Project

1. develop a clear and unambiguous mission for industry training advisory bodies and training authorities in addressing licensing issues
 2. create the momentum and opportunity for dialogue
 3. place vocational education and training issues on the strategic radar of licensing authorities
 4. understand the perspective of the licensing authorities
 5. develop approaches that highlight the benefits
 6. avoid unnecessary vocational education and training bureaucratic language in dealing with licensing authorities
 7. obtain agreement with the peak national licensing forum
 8. seek formal endorsement from the peak national licensing forum
 9. establish quality control mechanisms
 10. facilitate strong linkages and partnerships with licensing authorities.
2. *A Licence to Skill—The Implications of Industry Licensing for the Implementation of Training Packages* is more specific, providing steps for successful training package development for areas involving occupational licensing. These steps are considered essential elements of best practice in the development of training packages for industry sectors where significant occupational licensing exists. For more information the report is available on the Internet at www.anta.gov.au/publication.asp?qsID=405 and the steps are outlined in this document.

Essential Best Practice Steps to Training Package Development for Areas Involving Occupational Licensing from *Licence to Skill – the Implications of Industry Licensing for the Implementation of Training Packages*

The following steps are considered the essential elements of best practices in the development of training packages for industry sectors where significant occupational licensing exists.

Identify the major regulators within the scope of the training package.

1. Engage industry regulators to improve their knowledge of the vocational education and training system and the role of training packages.

2. The national industry training advisory body should negotiate a formal agreement with industry regulators or the appropriate inter-jurisdictional regulator forum regarding:
 - The development and use of a common set of competency standards for regulatory purposes;
 - The use of the vocational education and training system generally and training packages specifically as a means of meeting competency-based regulatory requirements; and
 - The ongoing role of industry regulators in maintaining and reviewing their competency-based regulatory requirements (firm arrangements on this issue will require the involvement of the Australian National Training Authority to facilitate discussion and agreement with State Training Authority's).

The agreement should clearly specify the objectives that the parties agree to achieve and the processes and timelines involved. For multiple jurisdictional regulators where no forum exists, the agreement should be with a body nominated by the relevant Ministerial Council.

3. Ensure that industry regulators are adequately represented on the Training Package Steering Committee. This representation should be the relevant national regulator(s) or, where there are multiple jurisdictional regulators, the nominated inter-jurisdictional regulator forum.
4. Clearly determine industry regulator requirements that can be expressed in competency terms and:
 - If necessary, work with the industry regulators(s), to translate these into a common set of competency-based requirements; and
 - Ensure that the industry regulator(s) formally adopt the resulting common set of competency standards
5. Develop competency standards that meet the common competency-based requirements of industry regulators and incorporate them within the training package.
6. Validate the resulting competency standards with industry regulators, thereby ensuring that they can readily identify how the training package will meet their competency-based requirements.
7. Incorporate, where required, industry regulators in the Australian Quality Training Framework registration and audit processes. Where regulators register and audit training organisations through their own processes, develop protocols between those industry regulators and the relevant state or territory training authority to ensure that the Australian Quality Training Framework and industry regulator requirements are integrated into a single registration and audit process that utilises Australian Quality Training Framework requirements, standards and guidelines.
8. Clearly identify in the training package the status of the relevant industry licences vis-à-vis the training package qualifications and/or competencies for each jurisdiction in which licensing applies.

9. When submitting training packages for endorsement to the Australian National Training Authority:
 - Provide evidence regarding industry regulator agreement and support for the training package;
 - Where agreement has not been able to be secured, identify the outstanding issues and the jurisdictions in which they apply;
 - Identify those issues that arose that have industrial relations implications and detail how they were dealt with in the alignment of the training package with industry regulator requirements; and
 - Clearly identify whether the incorporation of industry regulator requirements in training packages is likely to result in increased costs of training delivery.

Section Two

Best Practice Examples

1. Identify licensing/regulatory authorities and key stakeholders

To transition licensing to the training system it is essential to work closely with industry regulators. Regulators operate within a legislative framework. They – and their key stakeholders - need to be totally satisfied that the vocational education and training system can meet their needs, as defined by that legislation, before licensing can happen in the training system. Therefore close collaboration is essential.

Connecting and communicating with the **right** people within licensing authorities and their key stakeholders can be a time-consuming activity. However if the correct stakeholders are not identified valuable liaison time may be misdirected.

Best Practice Example: Licensing Line News

As part of the Licensing Line national projects, the Department of Employment and Training established an electronic newsletter *Licensing Line News*. The key ingredient in establishing the newsletter has been to use technology to cost-effectively share information between licensing authorities, training authorities and their key stakeholders.

The development of this newsletter has led to the development of a database of more than 3000 subscribers from across Australia, and some from overseas. In addition other strategies have supported the expansion of the newsletter such as attending licensing forums, presentations for licensing authorities and acting as a contact point if licensing stakeholders become lost in the vocational education and training system.

The *Licensing Line News* also accepts relevant stories from outside sources. Further information on *Licensing Line News* can be obtained at:

www.trainandemploy.qld.gov.au/partners/course/training_packages/licensing/index.htm

2. Engage with licensing/regulatory authorities

Vocational education and training is not usually the core business of licensing or regulatory authorities, except for state training authorities. Therefore it is important to look for opportunities to demonstrate how using training packages and the vocational education and training system can support the core business of regulatory authorities.

Best Practice Example: Marine Safety Conference presentations

One successful strategy used by industry training advisory bodies is to present papers or manage workshops at regulator conferences. Where an industry involves more than one industry training advisory body, these forums can be used to highlight that the flexibility of training packages can accommodate the needs of different sectors within industry.

As an example, the National Maritime Safety Council held the Marine Safety Conference on the 6-7 August 2002 in Brisbane. At this conference Transport Distribution Training Australia and the Seafood Industry Training Council were able to present papers.

In addition industry groups and regulators were also presenting papers on training issues. The conference arrangements also allowed displays for conference contributors.

The participation of industry training advisory bodies at the 2003 National Maritime Safety Council conference was even stronger and included a presentation from a non-transport industry training advisory body to highlight a best practice approach.

Accordingly in this case the participation of industry advisory training bodies at the regulator forums facilitated a discussion of key training issues and opportunities available through training packages and the training system.

3. Bring the key players together

In developing solutions within the vocational education and training system for licensing needs there are a range of stakeholders including:

- industry regulators
- peak employer bodies
- peak employee bodies
- national industry training advisory bodies.

Bringing these players together helps each to understand needs, establish agreement and develop solutions.

Best Practice Example: Round tables

The methodology used in undertaking the research for the report *Licence to Skill – the Implications of Industry Licensing for the Implementation of Training Packages* focused on providing a broad overview of current occupational licensing arrangements and their characteristics and relationships with industry training packages, followed by a detailed analysis of the implications of occupational licensing for training packages in the following seven nominated industry areas:

- electrotechnology
- metals and engineering
- community services
- security industry
- aeroskills
- financial services
- general construction.

The methodology involved background research, a program of stakeholder consultation with relevant national industry training advisory bodies, peak industry and union bodies and government regulators and a series of round table discussions for the industry areas involving a representative selection of industry regulators, peak employer and employee bodies, the relevant national ITAB and in some cases, industry participants.

The round table discussions were designed to capture critical peak industry and regulator views on issues associated with licensing and training package implementation in their industry sectors. It was not practicable for the round tables to cover the entire industry sector concerned. Rather, they concentrated on critical areas where occupational licensing poses significant issues for the implementation of training packages. In particular, there was a focus on identifying cooperative actions and strategies for resolving these issues.

For more information contact the Australian National Training Authority on 03 9630 9800.

Best Practice Example: Transition Working Group

The Transition Working Group is a joint occupational health and safety and vocational education and training working group to provide advice on the issues and options for transitioning *NOHSC:7019(1992) National Guidelines for Competency Standards for the Operation of Loadshifting and Other Types of Specified Equipment and NOHSC: 1006(2001) National Occupational Health and Safety Certification Standards for Users and Operators of Industrial Equipment* to the vocational education and training system.

This working group enabled the key stakeholders to consider the issues and identify a preferred option for using the training system to provide training and assessment, which meets the requirements of licensing authorities.

4. Establish National Agreement

Formal agreement is needed with regulators at the national level to ensure lasting agreement to training solutions that will meet the needs of licensing authorities.

Agreement should be well-documented and transparent, but may be as simple as an exchange of letters between regulators and industry training advisory bodies or training authorities. The agreement should specify the ongoing role of industry regulators in ensuring training packages or other training solutions continue to meet their requirements through regular reviews.

However, formalising arrangements with licensing authorities is not always as simple as establishing a 'Memorandum of Understanding' with an appropriate national body. In many cases authority is fragmented across states and territories and suitable approaches will vary from sector to sector.

The report *Stairway to a Licence and Beyond* highlights three mission statements that could be adopted by regulator and training authorities to address licensing issues. The first step is to develop a strategic mission for the vocational education and training sector. This could be along the following lines:

In developing and reviewing national training packages, it is expected that full qualifications or units of competency from a qualification are capable of being endorsed by regulators as meeting the occupational licensing requirements established by regulators.

An additional mission could include:

To facilitate the acceptance by one or more state and territory regulators that full qualifications or units of competency from a qualification are one pathway to meet the occupational licensing requirements established by regulators.

A further higher-level mission could also be:

To facilitate the endorsements of all national, state and territory regulators that full qualifications or units of competency from a qualification are one pathway to meet the occupational requirements established by regulators.

Best Practice Example: Agreement to Collaborate

The Australian National Training Authority and the National Occupational Health and Safety Commission have signed an agreement to collaborate in the area of competency development.

The Australian National Training Authority's vision for Australian vocational education and training is to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry, and to provide individuals with opportunities to optimise their potential.

The National Occupational Health and Safety Commission's vision is to have Australian workplaces free from injury and disease, and its mission is to lead and coordinate national efforts to achieve its vision.

To achieve its vision, the Commission has developed the National Occupational Health and Safety Strategy 2002-12, which has been endorsed by the members of the Workplace Relations Ministers Council. The strategy will guide Australian occupational health and safety efforts over the next ten years.

This will be achieved through:

- identifying national training packages in medium to high-risk industries
- identifying opportunities for enhancing the skills of workers in relation to occupational health and safety
- integrating occupational health and safety within training packages, specifically the information contained in the Australian National Training Authority *Training Package Development Handbook*.

A copy of the agreement can be accessed on the web at

www.nohsc.gov.au/OHSInformation/EducationAndTraining/RelationshipsANTA-NOHSC.pdf

5. Link licence requirements with competencies/ qualifications

To develop training package or competency responses to licensing requirements it is necessary to determine the industry regulator requirements that can be expressed in competency terms. These competency units can then be mapped to an existing training package or approved course. Gaps revealed through this mapping process can then be met through additions to the training package or through development of other training products.

Best Practice Example: Transitioning of licensing requirements for the operation of loadshifting equipment

The Queensland Department of Employment of Training has been facilitating a national project on behalf of the Australian National Training Authority to examine how occupational licensing requirements can be addressed through the review and development of national training packages.

One area examined was occupational health and safety, in particular the operation of loadshifting equipment.

National guideline competency standards were developed in 1992 and recognised by the National Occupational Health and Safety Commission, a national body that facilitates and implements a national occupational health and safety strategy. The commission and local authorities recognised that the current system for obtaining occupational licences needed to change and this training would be suited for delivery within the vocational education and training sector.

To achieve national consistency, these guidelines are now being transitioned into units of competency which can be delivered through the vocational education and training system. The methodology is to use the elements and performance criteria from the current standard and develop range of variables/evidence guides based on the assessment tools developed by the National Occupational Health and Safety Commission. The adoption of this method assures regulatory authorities that the current standard is being maintained.

Key stakeholders were consulted through a public consultation approach and given the opportunity to provide input into the development of the units. It is proposed the units of competency will be available through a training packaged eventually and be available for registered training organisations to obtain registration through the state/territory training authority in their jurisdiction. However in the interim an accredited course will be developed to meet the short and medium term requirements.

The benefit of having a nationally recognised training program is that recognition will be given to the qualification if learners move across states/territories to work.

A consultation paper *Road to transition—Improved pathways for operator certification* was released in November 2003 to generate discussion on the key issues identified and to enable the transition working group to finalise a report for the consideration of the Australian National Training Authority and the National Occupational Health and Safety Commission.

6. Involve licensing authorities and industry stakeholders in development, review and implementation of learning materials.

Research and consultation about transitioning licensing to the training system has consistently found that licensing authorities and industry representatives need to be involved in developing training solutions to meet licensing requirements within the national vocational education and training system.

Industry and regulator representation ensures training solutions will meet industry and licensing requirements, and builds industry ownership of and support for the training solution.

Best Practice Example: Self-erecting cranes

A training product is being developed for use in the vocational education and training sector for the operation of self-erecting cranes which would satisfy the requirements of occupational health and safety authorities throughout Australia. Initially an accredited course will be developed, though eventually it is expected to be adopted in a training package.

Learning materials have been developed in consultation with employer and employee association representatives, crane owners and suppliers and the National Occupational Health and Safety Commission who represents all jurisdictions and are responsible for ensuring consistency in the administration of national occupational health and safety certification arrangements.

The learning materials developed include:

- A learning guide for trainees and operators of self-erecting cranes
- A training guide for persons conducting training and supervision of self-erecting crane trainees and operators and
- An assessment instrument to ensure that an operator has the appropriate occupational health and safety competencies for the safe operation of self-erecting cranes.

For more information on this product contact Mr Ian Tuit of the National Certification Working Group, WorkCover New South Wales on 02 4321 5185.

7. Provide feedback to licensing authorities

Providing formal feedback to licensing or regulatory authorities after endorsement of the training package is an important trigger to assist regulatory or licensing authorities to adjust their legislation.

A key issue is to ensure the appropriate level of officer is targeted, and the request is framed in line with this legislative authority.

This is one area where there is need to develop more best practice approaches.

Section Three

Case Studies

Case study: Tilt – Worksafe (Western Australia)

- √ All stakeholders involved
- √ Short, medium and long-term approaches formulated
- √ Integration with national training system

Western Australia is introducing regulations to secure the safety of those doing tilt-up construction work, including a requirement to undertake a training course in safe tilt-up for all persons doing tilt-up construction work. The regulations will be supported by a code of practice, which is currently under preparation.

In late 2002, the WorkSafe Western Australia Commission set up a Tilt-up Training Working Group to examine and advise on implementation of the tilt-up training requirements. The Working Group included representatives from the Department of Training and other key stakeholders, including:

- Building and Construction Industry Training Council
- Housing Industry Association
- Construction, Forestry, Mining and Energy Union
- industry representatives, for example tilt-up building and rigging companies
- Concrete Industry Association.

The Working Group agreed that the long-term objective should be to integrate tilt-up training into the Australian Quality Training Framework and construction industry training packages at the national level. However, it recognised an immediate need to develop and deliver a course on safe tilt-up construction in Western Australia.

The following short, medium and long-term approaches were agreed by the Working Group:

Short term: preparation of a competency-based training course in Western Australia and accreditation as a course with the State Training Accreditation Council to ensure providers have immediate access to appropriate competency and training materials.

Development of a generic safe tilt-up competency as the base for the above course and also to be integrated into all relevant apprenticeships in Western Australia.

Medium term: Western Australia will seek nationally to integrate the generic competency into the General Construction and Civil Construction training packages as a generic competency unit, at which point the accredited training course will be withdrawn.

Long term: the generic competency unit will be supplemented by trade specific competencies, including safe tilt-up competencies for crane operators, steel fixers, grano (concrete) workers and riggers, at which time any existing trade-specific tilt-up competencies will be reviewed.

A generic tilt-up competency, *Contribute to Safe Tilt-up*, has been developed through the Department of Training. The aim of the generic unit is to provide an overview of the whole process of tilt up construction and safe work practices to all persons involved in such work. It will give these workers a basic understanding of the process from beginning to end, where their work fits into the whole process and how their work may have an impact on others further down the line. People involved will include architects, engineers, builders, rigging company site supervisors and riggers, grano workers, crane operators, apprentices and labourers.

The tilt-up training initiative in Western Australia provides an excellent example of best practice in that:

- All stakeholders, including the vocational education and training and occupational safety and health sectors, have been involved in the formulation of relevant competencies and the development of training materials;
- short, medium and long-term approaches have been formulated
- the long term approach will achieve high quality occupational safety and health input while achieving a national approach to construction industry qualifications and training for tilt-up.

For more information on this initiative contact Ms Jane Taylor, Manager Policy and Education, WorkSafe Division, 08 9327 8758.

Case study - Building Services Authority

- √ collaborative approach
- √ integration of licensing and training regimes

Since May 2001, the Queensland Building Services Authority has been working with industry to rationalise its licence classes so that they are more reflective of the modern building and construction industry and consistent with the Australian Qualifications Framework.

The review took place in response to calls from the building and construction industry for the licensing framework to be aligned with formal training regimes including national and state qualifications. The industry also highlighted the need to reduce the number of licence classes.

The Licence Class Review project is entering its final phase. The new licence classes are expected to be introduced early in 2004. Under the new system, 106 licence classes will be reduced to 57. Some will be similar to existing licences while others will incorporate the combined scope of work of several current restricted licences.

The integrity of any system of licensing is dependent upon the use of appropriate and current qualifications. It is necessary to ensure that changes to industry training as a result of reforms under the National Training Agenda are incorporated into the system. The training system should embrace new qualifications and construction processes by ensuring innovation while maintaining industry standards and consumer protection.

For more information on the Building Services Authority review of licence classes contact Jason Smith, telephone 07 3225 2901 or visit the internet at www.bsa.qld.gov.au

Case Study: Coordinating Compliance of Fixed-Wing Pilot Training

- √ mapping regulatory requirements against training standards
- √ collaborative approach between regulators and trainers
- √ stakeholder involvement

During May 2001, the Queensland state registering body approved a project to map Civil Aviation Safety Authority regulatory requirements for pilot training against the *Standards for Registered Training Organisations* national registration and compliance requirements.

Prior to the project, no protocols had been developed to coordinate the compliance requirements of the Civil Aviation Safety Authority and Training Quality and Regulation, Department of Employment and Training, Queensland. Both regulatory bodies audited flying schools in parallel.

Training providers registered under the Australian Quality Training Framework perceived a conflict between compliance requirements and, in some instances, unnecessary duplication between the Australian Quality Training Framework compliance requirements and the Civil Aviation Safety Authority regulatory compliance requirements.

Training Quality and Regulation personnel and the Civil Aviation Safety Authority national and regional staff collaborated to develop a gap analysis of the two regulatory bodies' requirements.

The final outcomes also included input from the Australian Qualification Training Framework compliance auditors, local Transport and Distribution Industry Training Advisory Board staff, an independent Chief Flying Instructor and forum feedback from flying school owners and staff.

The analysis underpinned the implementation of a Queensland fixed-wing pilot training compliance management plan for industry registered training organisations. The management plan contains Australian Quality Training Framework registration and audit activities and a standardised Australian Quality Training Framework audit sample tool for registered training organisations registered to deliver fixed-wing pilot training products.

Adopting the Australian Quality Training Framework *Pilot Training registered training organisations Registration and Audit Management Table* management plan represented a low-risk but effective compliance management option within Queensland.

The management plan was supplemented with information sessions, facilitated by the Queensland Department of State Development, and was delivered in conjunction with national Civil Aviation Safety Authority information sessions on emerging Civil Aviation Safety Authority compliance requirements.

The management plan will be reviewed again after the current national training package development is completed.

Case Study: Security guard collaboration

- √ collaborative approach
- √ stakeholder involvement
- √ audits to ensure quality standards are met

The Western Australian Police Service, through Commercial Agents, is the Licensing Squad for individuals wishing to gain employment in the areas of Crowd Control and Security Officers. Under the current legislation (*Security and Related Activities (Control) Act 1996*), individuals must complete accredited training to apply for a licence to operate.

An audit was undertaken, focussing on deployment of registered training organisation policies and processes in relation to delivery and assessment of Certificate level II and III qualifications in Security (Guarding). The Security Industry Strategic Audit Steering Committee oversaw the conduct of the audit. This committee comprised representatives from the Western Australian Police Service, the Finance, Property and Business Services Industry Training Council, the Security Agents' Institute of Western Australia and the Department of Training. The close collaboration with peak industry bodies proved most valuable in determining the issues that needed examining and giving input into the criteria to effectively manage the audit process and the ongoing follow up activities required.

A briefing session was held with the auditors where industry experts raised key issues and explained the nature and importance of auditing to ensure that resources met industry standards and current requirements. Industry stakeholders valued the opportunity to convey their concerns and key issues directly to the auditors.

Prior to audits commencing, 40 registered training organisations voluntarily withdrew from the scope of registration leaving a total of 28 registered training organisations to be audited.

Audit visits were conducted by approved external monitors accompanied by a department observer and, on a number of occasions, a representative of either the industry training council, the Commercial Agents' Squad or the Security Agents' Institute of Western Australia. The audit also included interviews with a significant number of employers and trainees.

The Security Industry Strategic Audit Steering Committee recommended the following:

- revisit those registered training organisations that were identified as having serious non-compliance issues
- conduct random audits/monitoring of all security registered training organisations as part of the department's monitoring strategy
- encourage more registered training organisations to deliver security training in regional areas
- review the audit checklist and incorporate issues resulting from audit findings
- the industry training council recommend to the Review Committee of the Asset Training Package that competencies from relevant training packages be packaged to enable a relevant and flexible qualification for crowd control to be endorsed nationally
- make public funding accessible for ongoing skills training, not entry-level training, for the security industry
- State Recognition Authority to have the power to quickly suspend under certain circumstances
- Commercial Agents' Squad to review the granting of a provisional licence for Crowd Control
- Commercial Agents' Squad to undertake audits of requirements for organisations approved for licensing purposes under the *Security and Related Activities (Control) Act 1996*.

The Steering Committee is continuing to meet regularly to ensure recommendations and outstanding issues with respect to the audit are addressed, and measures put in place to ensure ongoing quality of security training in Western Australia.

Case study: Long term arrangements – maritime training

- √ Mapping of licence requirements for new training package
- √ Formation of stakeholder network

Wide Bay TAFE as key account manager for Maritime Training for TAFE Queensland has played a leading role in the mapping exercise and implementation of the new Maritime National Training Package for the maritime industry throughout Queensland. To ensure effective and efficient mapping and implementation, Wide Bay TAFE initiated the formation of a network of peak bodies from this sector, including:

- Queensland Transport (Maritime Division)
- industry training advisory bodies (Transport & Distribution/Seafood)
- maritime industry representatives
- TAFE Queensland institutes.

In its role as a member of TAFE Qld Marine Training Management Advisory Board, Wide Bay TAFE drew on its extensive understanding and sound knowledge of the licences required by regulatory authorities within the maritime sector. The institute has proactively monitored training package development processes in collaboration with network representatives to ensure licensing requirements were embedded in relevant competencies of the new Maritime Training Package.

Case study: Addressing mandatory training for liquor licensees

- √ Link with training package competency
- √ Ongoing consultation

To satisfy legislative requirements, Licensees and Approved Managers in Western Australia all need to undertake mandatory knowledge training, which encourages the responsible service of alcohol and knowledge and understanding of the Liquor Licensing Act.

To address these requirements, the Hospitality and Tourism Industry Training Council (Inc) Western Australia and the Office of Racing Gaming and Liquor (regulatory body) developed a short course. The short course included the nationally-endorsed unit of competency from the Hospitality Training Package THHBFB09B Responsible Service of Alcohol which in part addresses the mandatory knowledge training requirement.

Where issues and concerns have arisen following policy changes in training, these have been resolved through consultation meetings and discussions with all key stakeholders to implement the best for the industry in terms of training for liquor licensing requirements.

The regulatory body has identified a need to cover the remainder of the training course with a competency standard. Representatives are leading the discussion on a national policy concerning training and further developments in that area.

Currently there are continued discussions on developing a state specific unit of competency to reflect the mandatory knowledge training. Further development will rely on decisions made a national level.

The consultation that has occurred and the willingness of the licensing authority to include training initiatives as part of the licensing requirements provides a good example of the linkages established at a state level between a licensing and training authority. By the time of the next review of the training package there may be a unit of competency developed that will be able to be used to assess the underpinning skills and knowledge required for mandatory licensing training.

Case study: Transport Training Victoria Course Guide

√ Information for consumers

Transport Training Victoria is the peak training advisory body for the road, rail, marine and air transport, distribution and warehousing industries of Victoria.

The organisation produced a course guide for people seeking information about training for the transport and distribution industry. Although it is not a definitive list it includes information about a range of courses offered by TAFE and private training providers across Victoria.

Many operators in the industry must hold licences or other certification as required by government regulations, for example:

- Driving – car, light rigid, medium rigid, heavy rigid, heavy combination, multi-combination, hazardous driving, mass loading limits, oversize loads, pilot and escort vehicles
- Taxi driver
- Driving instructor
- Operation of plant and equipment classified under occupational health and safety regulations - forklift, mobile cranes, elevated work platforms
- Transport of dangerous goods
- Vessel operations – officers, engineers and deckhands on commercial fishing, charter and transport vessels
- Recreational boat licences
- Aviation – fixed wiring and helicopter pilots.

In most cases, a formal test must be undertaken before applying to the relevant authority for the licence or certificate of competency. In some cases, applicants must complete a training program before taking the test. The applicant may have to satisfy other requirements prior to a licence being issued such as medical reports, driving records, previous work-related experience or a pre-requisite licence.

Licence testing, and any specified training must be provided by trainers and/or assessors who are registered with the relevant regulatory authority.

Many training organisations across Victoria provide training and/or testing for licences. The guide encourages consumers to ask if the provider is registered for the particular service with the regulatory authority when enquiring about training or testing.

It clearly identifies relevant information and contact details for people wanting to undertake vocational education and training where occupational licensing requirements need to be considered.

More information

For information on vocational education and training in your jurisdiction contact:

State	Website
New South Wales	www.det.nsw.edu.au/trainingindustry
Queensland	www.training.qld.gov.au
Victoria	www.otte.vic.gov.au
Tasmania	www.opcet.tas.gov.au
Western Australia	www.training.wa.gov.au
South Australia	www.training.sa.gov.au/ovet_home.asp
Northern Territory	www.deet.nt.gov.au
Australian Capital Territory	www.decs.act.gov.au/services/training.htm
Australian National Training Authority	www.anta.gov.au

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