

Industry at the Centre

Building a Sustainable VET Workforce

VET Workforce Project
Stream Two Report
August 2025



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Executive summary

This report presents the outcomes of *Stream Two* of the VET Workforce Project, a national activity led by Skills Insight to contribute to building a sustainable vocational education and training (VET) workforce. Building on *Stream One: Understanding the VET Landscape*, Stream Two tested what can work in practice through extensive consultation, case studies, and co-design of activities with industry, training providers, government, and community stakeholders.

Key findings:

- Expanding workforce numbers alone will not resolve attraction and retention challenges; systemic reform is needed to address regulatory burden, funding instability, and workforce shortages.
- Industry-led models deliver the strongest outcomes, particularly where enterprise RTOs or employers embed staff with Certificate IV in Training and Assessment (TAE) to deliver training in partnership with RTOs.
- Shortages of VET educators mirror shortages in the broader industry, requiring a dual approach: strengthening industry workforce capability while creating clear pathways for experienced workers to transition into training roles.

Consultations highlighted priority opportunities to support a resilient and future-ready VET workforce:

- **Unlock untapped talent** – pathways for First Nations people, women in male-dominated industries, people with disability, neurodiverse people, and those in regional, rural and remote (RRR) areas.
- **Purpose-driven funding** – accessible, well-timed, and place-based investment supporting long-term transition into VET teaching.
- **Stronger industry-RTO integration** – co-designed training, shared resources, and deeper collaboration between providers and employers.
- **Reduced administrative burden** – streamlined compliance, consistent templates, and supportive systems to enable trainers to focus on teaching.
- **Visibility of VET careers** – national messaging to raise the profile of VET teaching as a valued and rewarding career.
- **Support for trainer wellbeing** – improved pay, career pathways, and cultural, mental and physical safety to improve retention.

Insights from Stream Two underpin the *Stream Three Workplan*, which will:

- Test a national workforce development framework for industry-led attraction and VET workforce retention strategies.
- Pilot a targeted place-based initiative; a First Nations mentoring program, to demonstrate a scalable model of workforce development.
- Engage industry and RTOs in refining practical tools and resources for implementation.

This project demonstrates that a sustainable VET workforce will be built through collaboration, inclusion and industry leadership.

By leveraging the opportunity presented by untapped talent, embedding industry expertise in training delivery, and aligning investment with long-term workforce needs, the VET system can evolve to meet Australia's future skills challenges.

Stream Three will move this vision into action through pilots and frameworks designed for real-world impact.

Glossary

Attraction: The process of encouraging individuals to consider and pursue careers within the VET sector. This encompasses recruitment strategies, addressing societal stigmas, and promoting the value and opportunities within VET roles.

Retention: The ability to maintain a stable VET workforce by ensuring job satisfaction, providing career development opportunities, and fostering environments that allow for flexibility and growth. This includes recognising the dynamic nature of career paths and supporting transitions within the sector.

VET workforce: The professionals involved in delivering vocational education and training, including those affiliated with registered training organisations (RTOs), group training organisations (GTOs), and those operating under auspicing arrangements.

VET teacher: Refers to trainers, trainer assessor, VET educators.

RRR (Regional, Rural and Remote): An acronym used to describe areas outside major cities that face unique geographic challenges. In this report, the focus is primarily on rural and remote communities, which experience significant barriers to training, education, and work, including, but not limited to, affordable and/or reliable internet access, extreme and hazardous weather conditions, and incredibly long travel times.

Untapped talent: This project specifically focusses on untapped talent defined as people with a wealth of skills, experience and perspectives that have not been fully recognised or accessed, which covers priority and diverse cohorts, with a focus on their potential and the benefits they bring to the workforce.

Invest: The current VET system depends heavily on short-term government funding. To ensure long-term success, especially in building a sustainable VET workforce, the focus must shift toward longer-term, strategic and reliable investment. Developing and maintaining the right workforce takes time, commitment and consistent resources.

Workforce Development Framework (WDF): A conceptual map or prototype to be refined and named by stakeholders during Networking Roundtables in Stream Three.

Stream Two: Activities with industry at the centre

Stream Two has focussed on industry-led responses tailored to the needs of local enterprises, aiming at strengthening the VET workforce through practical, sustainable initiatives.

Based on the findings of Stream One, Stream Two activities explored potential actions and opportunities to address structural barriers affecting training delivery and workforce viability, as well as examining any existing opportunities that can be utilised as a successful framework with industry, RTOs and untapped talent.

The Stream Two program of work was undertaken through extensive stakeholder engagement ([Appendix 8](#)) and the following activities:

1. **Five open-invite participatory online brainstorm discussion** sessions with RTOs, industry and government stakeholders. These extended on and supported action opportunities for the challenges found in Stream One and began prioritising's key pain points. Insights were synthesised and categorised as quick wins and long-term solutions. [Appendices 1-5](#)
2. **Industry leader's roundtable** activity to engage with industry leaders, RTO peak bodies and unions to help initiate practical, industry-driven strategies to improve workforce development and training delivery. [Appendix 6](#)
3. **Case study identification** of successful programs based on attracting and/or retaining VET teachers, identifying key success factors of these programs that could be described as part of a workforce development framework and applied on a broader scale. [Appendix 7](#)
4. **Workshops:** While three regional workshops were originally planned to identify region/s for a potential pilot project, feedback at the roundtable, broader stakeholder engagement and further investigation indicated this was not feasible within industry and VET resources. The approach shifted to creating a broader framework development, requiring less granular engagement.
5. **Templating visual assets and a skeleton workforce development framework** along with messaging prepared for testing in Stream Three. These will be refined and contextualised with stakeholders. These tools can be used to promote industry-led approaches that build a sustainable VET workforce and support local training for local people in local jobs.

6. **Scoping of pilot concept proposal** to test the framework in a real-world setting.

The data and insights gathered from the Stream Two activities were analysed to identify recurring themes and actionable insights.

Activity one: online brainstorming sessions

Introduction

This report presents the key insights and ideas generated during recent Online Brainstorming Sessions designed as thinking sessions, held during May 2025. These sessions focused on themes emerging directly from group activities and collaborative exercise outputs to generate a clear and accessible overview of outcomes, without layering external frameworks or arguments on top. [Appendix 1-5](#)

Objectives

The objectives of the weekly online brainstorming sessions were to:

- deepen and broaden the understanding of barriers and opportunities within the VET workforce
- identify current opportunities within the VET system
- prioritise key pain points
- propose opportunities for consideration and potential action beyond this project
- identify steps or mechanisms toward immediate and long-term change that can be carried into the next stages of the research, which will include regionally based roundtable networking events and additional stakeholder engagement activities.

Methods

This participatory research activity was designed to both uncover existing knowledge and co-create new insights and opportunities to help address skills shortages in the VET workforce. Building upon insights from [the Stream One Report](#), the project aims to facilitate the collective exploration of these challenges and to foster new ways of envisioning the future within the VET system; moving participants from a place of reflection into solution identification and creation.

This involved conducting hour-long online sessions utilising facilitated activities and prompts. These were designed to elicit professional experiences and support open dialogue utilising design research expertise and stakeholder intelligence.

Grounded in co-design and active participatory research principles, these online brainstorm discussions served as dynamic spaces for open exploration and collective insight-making among diverse stakeholders.

A positive indicator of engagement was the increase in participant numbers throughout the sessions over time, alongside positive feedback.

Scope

The discussion sessions aimed to expand upon existing themes and findings from Stream One, while stimulating innovative thinking for the future. The five core areas explored included:

- addressing administrative burden
- funding of programs
- opportunities for industry support
- complexity of the VET System, with particular attention to regional, rural, and remote areas
- the trainer and assessor role, which focuses on unique issues impacting the VET workforce.

Limitations

As a qualitative research project focused on generating insights and co-creating action opportunities, the findings are not intended for statistical generalisation. This project prioritised in-depth exploration and collaborative ideation.

A notable methodological adjustment was the iterative development of the discussion sessions, which, much like interviews, allowed for alterations as they progressed. The most significant change occurred after the first session, which served as a trial. This led to the development and introduction of a metaphor activity in subsequent sessions. This specific activity was not applied in the first session, but was applied in all subsequent sessions. While online formats enabled broad participation, they may have inherently limited certain forms of spontaneous interaction that could occur in face-to-face settings.

The insights generated reflect the perspectives and imagination of the participating stakeholders only.

Participants

The five online discussion sessions were held weekly on Fridays during May of 2025. An open invitation was extended to VET professionals and various stakeholders across Australia to register for each session. Participation was open to trainers, compliance officers, administrators, and RTO managers from metropolitan, rural, remote and regional providers.

Table 1_Online discussion sessions – topics and attendees

Date	Focus/topic	Number of participants
02/05/2025	Addressing administrative burden	14
09/05/2025	Funding of Programs	13
16/05/2025	Opportunities for industry support	12
23/05/2025	Complexity of the VET System (RRR focus)	18
30/05/2025	The trainer and assessor role	20

Participant motivations for attending

Participants cited key reasons for electing to take part in the sessions such as:

- To hear different perspectives of other attendees:
 - "Hoping to find out how other RTOs deal with the administrative burden in Victoria."
 - "To hear opinions and experiences of others."
 - "Insights into how other RTOs are operating and hearing about others' experiences in the sector."
 - "Listening to other viewpoints"
 - "Looking through the eyes of teachers."
- To bring experiences or questions to the table to facilitate learning and/or collaboration:
 - "I am quite new to my current position, so I was interested in the projects currently happening."
 - "To have skills and knowledge already gained from the workforce recognised."
 - "I want to understand the different funding as they apply to VETDSS." "I would also like to understand how YAR funding works."
 - "What the broader complexities in the VET System are?"
 - "Greater understanding of the work that Skills Insight are doing in relation to the VET workforce."
 - "Listening and learning from others"
 - "Roles of assessor and trainers in directing learners in AI era".
- To develop ideas and gain inspiration to apply across future projects and work:
 - "Insights that I can apply to my own work. The focus area is similar to my work."
 - "Practical strategies for industry engagement"

- "Ideas about how we build capability. I'm in the SW of Victoria."
- "Strategies to enhance our regional delivery."
- "Unpack some of the complexities and discuss possible practical solutions."
- "Teacher's strategies to be able to bring much needed programs. Make progress and bring change for robust future."
- "New ideas for capturing industry engagement."

Participants came to the sessions familiar with the planned structure and eager to engage by exchanging perspectives, sharing real-world experiences, and generating actionable ideas. This pre-session clarity and interest affirmed that our design intentions were well aligned with participants' expectations.

These insights generated gave a useful glimpse into specific topics and motivations that could inform future research and potentially signal a desire for more interactive approaches to collaboration and strategy building.

Activity two: industry leaders roundtable

The roundtable was attended by leading Industry organisations and RTO peak bodies.

In attendance were representatives from:

- TAFE Directors Australia (TDA)
- Community Education Australia (CEA)
- The Independent Tertiary Education Council Australia (ITECA)
- Dairy Australia
- Racing Australia
- Cotton Research and Development Corporation
- National Farmers Federations (NFF)
- Future Skills Organisation

Participants explored potential regional pilot/s on how to support the transition from industry roles into VET teaching. The proposed idea was strongly supported but considered too ambitious in its original form. Participants recommended refining it into a more practical and adaptable approach.

From this, the concept was reshaped into a Workforce Development Framework (WDF) defined as a conceptual map of employer/industry-led workforce development.

The WDF brings together draft tools, templates and steps that employers and RTOs can use to design training suited to their communities. It shifts the focus from a single large pilot to a scalable model that can support local training for local jobs across regional, rural and remote areas.

Activity three: case studies

Case study information describing how different RTOs attract and retain staff has been collected across a range of RTO types:

- private, public and community-based
- small, medium and large
- metropolitan, regional, rural and remote

The case studies revealed that various recruitment methods are used by different RTOs to attract and employ VET trainers and assessors. Targeted strategies and long-term planning were necessary to maintain operations in a climate where shortages of trainers and assessors are reported across most industries under Skills Insight coverage. The federated and cyclical nature of funding makes this a key challenge. [See appendix 7 for detailed case studies.](#)

Activity four: templating visual assets and skeleton framework

The workplan for Stream Two had included the use of visual assets for engagement to identify a pilot project concept for Stream Three. With the pivot to a framework rather than a pilot for wider effectiveness, we will now use and refine visual assets as part of the testing engagements in Stream Three.

Activity five: scoping of pilot project

Roundtable discussions in activity two, and scoping analysis highlighted that a large-scale regional pilot was not achievable within the available time and resources. Instead, stakeholders strongly supported a smaller, targeted First Nations pilot, which was considered more practical and effective. As a result, this proposed Stream Two activity was refined to focus on a framework for testing and scoping of a First Nations Mentoring Pilot.

Through active stakeholder engagement, Skills Insight has scoped a proposed pilot contracted through an Aboriginal education corporation in regional Victoria. The pilot will deliver formal training, either as a skill set or group of units, to equip First Nations employees with the skills to mentor new entrants into a workplace and support their training journey. This training can be credited toward a full TAE40122 Certificate IV in Training and Assessment.

Approval to proceed with this pilot will be sought through the Stream Three Workplan before a comprehensive quote is developed and a contract drafted. The

Aboriginal education corporation will need to incorporate a fee for preparing this documentation, so prior approval is being requested. An allowance for this has been made in project costings, which will be formalised once approval is confirmed.

Support for this initiative has been significant. Stakeholders from multiple states have expressed strong interest in adopting this program once it has been piloted.

Summary of Stream Two: key themes and guiding visions

This section presents the overarching themes of the insights gathered through recent online qualitative research via discussion sessions, stakeholder engagement and roundtable conversations.

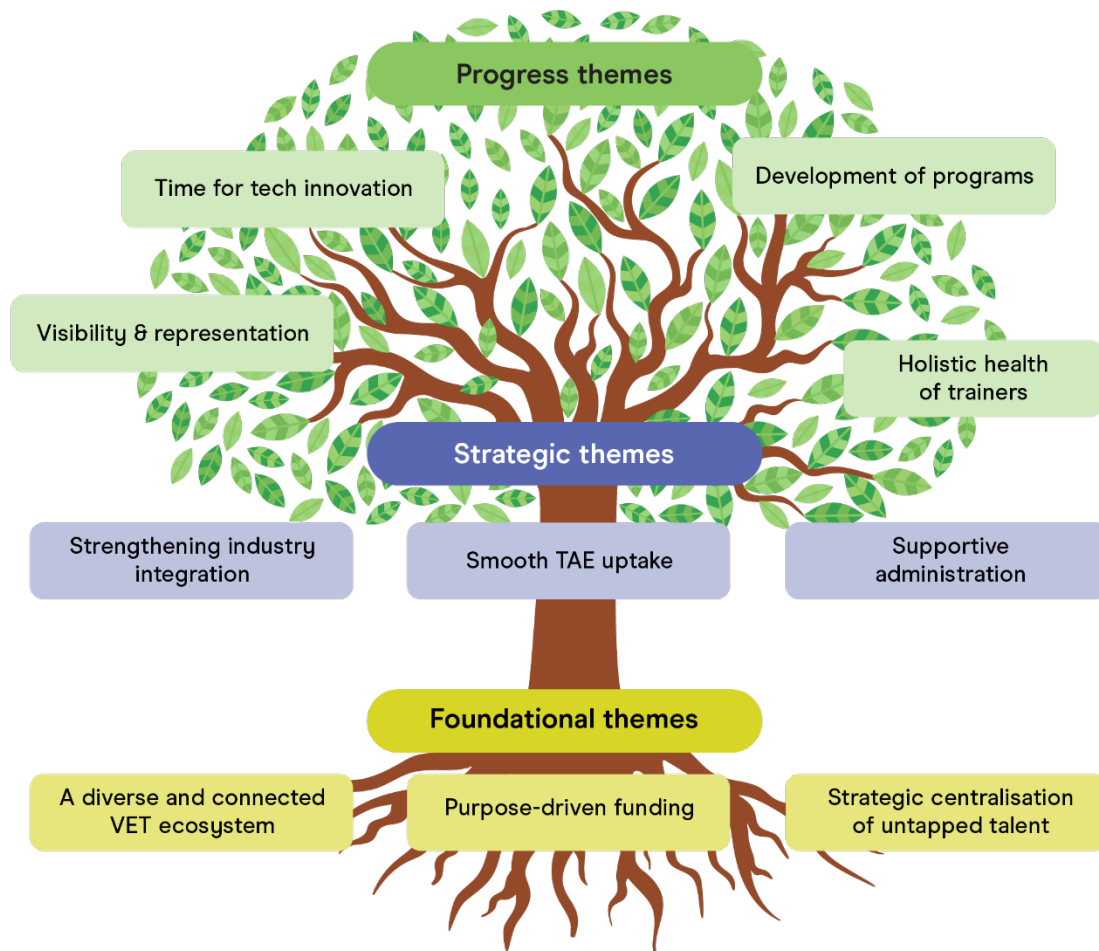
The themes identified do not seek to reiterate previously highlighted issues but rather to surface shared visions, strategic ideas, and high-level approaches that either currently exist or have the potential to be realised.

These insights will play a critical role in informing the development of our industry-led engagement plan in Stream Three.

The collective focus of these engagements has been to propel discussions beyond the well-documented challenges and widely reported issues identified in Stream One.

We have concentrated on exploring “what if” scenarios alongside recognising elements that are already functioning effectively within the sector. This approach intentionally shifts the dialogue from an echo chamber of known problems towards a space of practical action opportunities and innovation.

Using the analogy of a tree, the themes have been unpacked.



The Theme Tree in detail

Foundational themes:

1. **A diverse and connected VET ecosystem:** Characterised by centralised resources, the nurturing of diverse and interconnected learning pathways, and the cultivation of strong social capital networks.
2. **Purpose-driven funding:** Funding frameworks that clearly prioritise untapped talent and are shaped by active input from place-based stakeholders.
3. **Strategic centralisation of untapped talent:** A focus on integrating untapped talent into VET strategies through both top-down policy directives and bottom-up community engagement.

These guiding fundamental themes provide a strategic foundation for advancing the VET sector towards a more inclusive, responsive, and sustainable future. Based

on our engagement and research, these foundations are interconnected, offering a shared sense of purpose and alignment. Building on these, the following prioritised key themes have emerged to guide action opportunities.

Strategic themes:

1. **Optimise TAE uptake** for rural, regional, and remote (RRR) areas.
2. **Strengthening industry integration** between training organisations, industry connections, and professional relationships in RRR contexts.
3. **Supportive administration** structures and systems that effectively work from the sidelines to support teachers to teach in RRR locations and allow teachers to put real-life interaction with students first.

These priorities were strongly emphasised throughout our research and engagement and closely echo the top barriers and opportunities identified in Stream One, providing a firmer basis for targeted action orientated opportunities. Detailed insights relating to these have been captured in our online discussion and roundtable summaries. [Appendices 1-6](#)

From these foundational and priority themes, we have further prioritised the following areas. However, it is important to recognise that without progress on the initial six structural barriers *identified in Stream One, these additional priorities lack sufficient substance and long-term sustainability. Any efforts in addressing these subsequent themes must be pursued alongside and in alignment with addressing the fundamental and guiding priorities to avoid temporary short-term change as opposed to sustained and impactful actions.

**Structural barriers identified in Stream One:*

Administrative burden – excessive compliance and regulatory requirements reduce efficiency, making RTO operations less viable and difficult to manage, creating unsatisfying work and therefore hindering workforce attraction.

Funding constraints – inconsistent and unpredictable funding models make it challenging for RTOs to invest in workforce development and training delivery.

VET workforce skills shortages – staff shortages impact course delivery, teaching hours, the capacity to maintain industry partnerships, and overall RTO viability.

Misrepresentation and system complexity – opportunities and challenges in the VET sector are often misunderstood or overlooked. Employers and RTOs alike can struggle to navigate the system, leading to misaligned expectations and missed opportunities for collaboration.

Industry Connections – strengthening employer and enterprise involvement in VET is essential for addressing skill gaps and developing clear workforce pathways.

Geographic challenges – regional, rural, and remote locations face severe workforce shortages, much higher delivery costs and limited access to qualified trainers and education facilities.

Progress themes:

1. **Visibility and representation:** Full visibility and support for RRR VET careers and pathways.
2. **Time for technological innovation:** Time given to essential context-appropriate technological innovation and corresponding training in RRR communities.
3. **Development of programs:** ‘Tasters’ and VET pathway frameworks tailored to untapped talent and RRR communities.
4. **Holistic health of trainers:** Prioritisation of teacher and trainer health and wellness, including better pay, clear career progression, and ensuring cultural, mental and physical safety as a minimum specific to untapped talent in RRR regions.

Taken together, these essential themes can inform a holistic check point or compass for Skills Insight to navigate Stream Three of the project, so that our approach can contribute to VET sector evolving in a way that is strategic, purposeful, and inclusive.

This is a structure we are using in order to take action; it is not a finite or unchangeable model. It is a way to structure the themes and perspectives coming out of consultations, stakeholder engagement and research work thus far.

Theme Tree derived actions

Based on the Theme Tree, below are ideas and opportunities to advance the project towards these visions. One column shows direct ideas, or existing solutions shared in online brainstorm discussion sessions, stakeholder engagements and in our roundtable discussions. The second column highlights opportunities and actions to contribute to each theme and those within the parameters of the final stream of the project.

High level Foundational Themes

Theme	Actions suggested by stakeholders	Opportunity actions for VET Workforce Project
Strategic centralisation of untapped talent	Here we are referring to RRR communities and more specifically in these communities; women in male dominated fields, first nations, people with disability(s), neurodiverse people, ageing workforce, people struggling with mental health issues, people experiencing poverty, immigrants and CALD (Culturally and Linguistically Diverse) communities. There are opportunities to support these groups which run through key themes, with an emphasised need to design solutions and create policies that centralise these groups in order to have a diverse and productive VET system and workforce.	For Stream Three, Skills Insight will: Undertake a First Nations mentoring pilot to test it as a scalable model to create a flow of first nations trainers Create a framework to enable more industry workers in RRR communities to be trained in skill sets or full TAE Qualification and transition into the VET workforce. Our focus here is going to RRR communities to share a rough concept for deconstruction, building and feedback. We will work to shape and test this framework using personas inclusive of untapped talent for further reflection and to create a career map for development of Industry-led VET Teachers
Purpose-driven funding models	• Well-defined funding channels that accommodate diverse needs. • Funding focus for untapped talent in rural, regional, and remote communities. • Funding that supports employment pathways. • Well timed funding (based on school cycles/training cycles/industry seasons). • Funding that is accessible to all-easy to access.	The WDF being developed and tested as part of Stream Three will include testing with VET stakeholders who support jobs, skills, workforce development and may use or refer to this framework when submitting requests for funding where it is most needed in RRR. Skills Insight beyond this project and long term will advocate for improved place-based investment for skills and workforce development in RRR areas.

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- Support career pathways for underserved communities.

Current opportunities that derived from this project to be considered:

Consistency: A harmonised national approach to funding and documentation—with location-based adjustments for RRR areas—would improve equity and sustainability.

Funding cuts: Sudden funding cuts are particularly damaging; a phased wind-down approach could be considered.

Investment: Workforce shortages particularly in the VET Workforce may need long-term transition investment models, rather than short term funding, to build a sustainable flow of industry workers into the VET Workforce. Particularly in RRR areas.

A diverse and productive VET ecosystem

- Centralised resources
- A system that has:
 - strategic resourcing
 - especially in RRR
 - interconnected social capital
 - nurtures diverse pathways
 - knowledge layering across generations

Through the learnings from current and future projects, Skills Insight will continue to look for opportunities for centralised resources, strategic resourcing, interconnected social capital on that could also be scalable.

Strategic Themes		
Theme	Actions suggested by guests/participants	Opportunities for action.
Optimise TAE uptake for rural, regional, and remote (RRR) areas	- On-the-job training. - Mentoring, and flexible frameworks. - Contextualising TAE. - Removing admin, compliance, time blockers.	The review or re-development of the Certificate IV in TAE is not in the remit of Skills Insight. Our stakeholders have indicated that any future reviews should include more comprehensive on-the-ground consultation. Within our scope of Stream Three of this project; we will respond to the TAE complexity issue, by looking at ways that industry professionals can undertake a Cert IV in TAE while remaining in Industry, making the process a much smoother approach to becoming a trainer/teacher.
Strengthening industry integration: between training organisations, industry connections, and professional relationships in RRR contexts	- Enabling higher numbers of qualified trainers and industry experts familiar with RTO processes. - Scheduled time for Industry/RTO engagement. - Purpose-driven funding mechanisms to improve Industry RTO connections. - Better support in equipment provision. - Industry informed course design and development. - Better support in industry placements, teaching assistance, and networking.	During our framework testing, we will be looking at evaluation and communication of needs, gaps, successes, ongoing support mechanisms, sharing of technology and equipment. Looking at who and how lines of communication can best be open and integrated between RTO, industry and governing bodies. The knowledge and needs at the 'coal face' have the potential to drive sustainable change. We also need to examine and explore how these channels can remain open.
Supportive administrative structures: Developing	Streamlined compliance including unified reporting and national templates.	Addressing these issues is not with the remit of the JSC however there are opportunities that may be

administration structures and systems that effectively support teachers to teach in RRR locations	• Increased workforce of compliance specialists. • Better technology and innovation for admin and compliance. • Better Scope application process. Both RTOs and industry identified mismatch between RTO delivery and training needs of an employers. • Consistent and simpler Traineeship/Apprenticeship Documentation. The administrative load is heavy and inconsistent, discouraging employers from participating. In many cases, funding does not offset the cost of administration, leading to missed opportunities for workforce development.	considered for our advocacy or action: Templating for regulatory reporting: A templated, streamlined approach to compliance may contribute to reducing this burden. This may involve a future government project to bring together three regulators to create templates for commonalities to ease the burden of RTOs. Auditing: Often the focus is on paperwork rather than actual skill outcomes. A shift toward employment-based audits may contribute to better assessing training quality and driving energy to more robust audits where quality skills outcomes are lacking. Scope application: Consideration for RTOs who are long term providers for a training qualification to be given automatic Scope approval even for non-equivalent qualifications providing the RTOs covers all the regulatory and compliance requirement before completion of teach out period. (RTO focus is on training needs of employers before updating training delivery.) Traineeship/Apprenticeship documentation: Consideration for development of nationally consistent documentation with a look towards simplification for the future.
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Progress (or productivity) Themes		
Theme	Actions suggested by guests/participants	Opportunities for Action
Visibility and representation: Full visibility and support for rural, regional, and remote VET careers and pathways.	• “Needs to be about an ecosystem. All players have strengths, and these need to be harnessed...there is the opportunity for ppl to teach skills... that’s what the marketing should be about, not about the provider but about the ecosystem.” • Marketing was a key recommendation from TAFE VET review; we need a PR campaign... it’s not well advertised...” • Lived experience over representation- • Students may first experience these roles through their trainers, so they need to see strong leadership, imagine themselves in those positions, and be offered “taster” opportunities.	Skills Insight’s framework testing aims to identify smoother industry led transition into VET, and how it can encourage more industry employees into teaching and makes space for this to become adapted and contextualised. Thus, contributing to a healthier ecosystem by increasing visibility and representation through an industry. Ideally generating spaces for trust, respected and clearer and authentic communication of pathways.
Time for technological innovation: Time given to essential context appropriate technological innovation and corresponding training in RRR communities.	• Better technology- suited to the context. • Space for context appropriate tech adoption or tech as solutions.	This is outside of our remit for this project. We acknowledge the need for this to be part of the conversation, in terms of tech as a solution as well as tech as an obstacle. There is an opportunity for JSCs to encourage stakeholders to engage in future tech projects that may be developed by FSO.
Development of programs: including ‘tasters’ and frameworks of VET pathways	• “We need an intervention at Year 10 before students commit to narrow pathways.” • “Support those who are under-served in RRR communities	The aim of this project is to test a framework where RTOs and industry work together to create local opportunities for attraction and retention of VET staff.

tailored for untapped talent and RRR communities.	through building on earn-while-you-learn models and local solutions." • "The lowest literacy and numeracy people don't want to leave RRR...building on local solutions I think." • Support pathways for parents returning to workforce or recovering from injury as well as unemployed people discovering new careers. • Trade shows and 'taste of' opportunities change lives in the unemployed group.	The ultimate long-term goal is to create a local environment where "tasters" or pre-employment programs can be facilitated through RTO-Employer relationships. This would create an environment that enables "Local Training, for Local People, for Local Jobs"
Holistic health of trainers: Prioritisation of teacher and trainer health and wellness, including better pay, clear career progression, and ensuring cultural and physical safety as a minimum specific to untapped talent in RRR regions.	• This topic came up throughout our discussions and roundtable. And is integrated into the other themes and suggestion for change here. • Without the health and wellbeing of trainers in RRR areas being centralised, and more specifically support for untapped talent, then we have no diversity, inclusion, and no growth or productivity.	During the testing of the framework, we will look for ways to build in a support mechanism for ongoing support and development of an industry-led VET Workforce.

Conclusion: an ideal but possible world; a shared dream for the VET System

An ideal VET system thrives by producing a skilled and adaptable workforce. It is a system where individuals can move in and out without the expectation of a linear journey or lifelong consistency, yet still find a safe, rewarding, and evolving career. The ideal system is accessible to all, regardless of age, gender, culture, or background. The JSA Regional Roadmap (2025) recommends an overarching vision for the regional skills system: *"the jobs and skills system in Regional Australia helps realise the aspirations of its people"*.

In this vision, the VET workforce is driven by passion and purpose. Educators are empowered to teach and inspire, focusing primarily on the joy of learning and the excitement of industry engagement. Students, in turn, are motivated by the enthusiasm of their teachers and the relevance of their training to real-world applications.

Individuals are free to pursue careers in both industry and education that foster independence, self-reliance, teamwork, and personal growth. By doing so, they contribute to Australia's prosperity and have the agency to shape their futures, thereby influencing the nation's trajectory for the benefit of all.

This vision necessitates fair and attractive funding and remuneration for all involved. It calls for continuous opportunities for growth and skill development, particularly in adopting technologies that enhance both teaching and learning experiences. The use of technology should alleviate unnecessary burdens, allowing educators to focus on their primary role.

Furthermore, the system encourages self-reflection and personal and professional development among students, decision makers and leaders in the VET workforce, to ensure cultural and physical safety, promoting an environment where all can thrive. This holistic approach supports not only the professional growth of individuals but also the collective wellbeing of the community.

In such a system, productivity increases, job opportunities expand, and Australia benefits from a workforce that is both skilled and adaptable. By investing in this vision, we invest in a future where individuals are empowered to be their best selves, shaping the future of Australia through their contributions.

Appendices

Note: All quotes are from project participants, such as RTO managers, trainers, educators, students, etc. unless otherwise referenced.

Appendix 1: Addressing administrative burden

Summary

This section summarises four key findings on the topic of administrative overload as experienced by participants, including proposed opportunities that could reduce administrative burden.

Administrative burden highlights a misalignment between regulatory demands and educational priorities and encompasses tasks that consume time and energy such as documentation, reporting and compliance activities, which detract from teaching duties.

Theme 1: Shift in trainer focus from teaching to admin

"Teaching has become secondary to administrative and compliance duties.

Even with dedicated admin staff, educators continue to carry much of the burden. Participants described a complete reversal in the focus of their roles, from education to administration.

When I first started teaching, you'd draw a triangle on the board. Three-quarters was teaching, the bottom third was admin. Now you flip it, training is the tip, and the rest is admin burden.

You have to explain that to new staff."

It is worth noting that the administrative burden of individual teachers is also considered to be a significant issue in RTOs with dedicated admin teams.

"The compliance in Victoria is very, very hard. In South Australia we have one admin staff for the same number of students, but in

Victoria we need two full-time admin staff, a compliance officer, and two part-timers just to keep up.

At times there are things that admin staff cannot really assist, and the educators need to do all the work."

Participants envisioned a future of returning to high-quality, student-focused teaching, if the administrative burden was reduced.

"More time to support student learning. Teachers would be able to create engaging content and cater better to student needs. We could get more training on the ground and attract the right people as trainers."

Theme 2: Compliance intensity and assessment evidence overload

"Excessive evidence collection, multiple reporting formats, and state-specific demands, especially in Victoria, are draining resources.

If you don't have every piece of data—the unit code, student ID, trainer signature—then it fails audit."

Theme 3: Duplication across multiple bodies

"You do the same documents in different formats for different audiences—ASQA, VRQA, students, staff."

Theme 4: State-specific burdens

"Victoria's always had a higher compliance framework around the funding contract.

The records have to be kept differently for different states, it's so time-consuming when we're meant to be training."

Proposed Actions and Opportunities

Participants advocated streamlining compliance through unified reporting and national templates, introducing role specialisation (e.g. compliance specialists), and adopting improved technology and innovation.

Unified reporting and national templates

- Review the enrolment and registration side to reduce duplication.
- Start with evidence requirements – review the UoCs.
- If we had one national set of assessments, it would help.

- We need a compliance review that looks at what can be removed—not what can be added.
- Have one way, one set of templates reporting to multiple assurance bodies.

Role specialisation (compliance specialists)

- Bring in compliance specialists.
- Specialists should do the admin work.
- Trainers should be focused on delivery, not data entry.

Better technology and innovation

- Use technology better.
- Support us to use the tools available—it shouldn't take more time to 'save time'.

Conclusion

This discussion explored a sector-wide issue: the administrative and compliance burden in vocational education has grown to the point where it has inverted the purpose of the system. Trainers are now spending more time proving their competence than applying it in the classroom.

Victoria appears to carry a disproportionate share of this burden, which is intensifying burnout, driving experienced trainers out of the sector, and placing the sustainability of rural and remote RTOs at risk.

Despite these challenges, participants brought forward tangible and hopeful solutions. They emphasised that the future of VET depends on freeing educators to focus on teaching. Through structural reform, technological innovation, and shared national standards, the compliance triangle can be turned the right way up again, restoring balance and purpose to the system.

Appendix 2: Funding of programs

Summary

When asked to describe funding of programs in the VET sector, participants commonly likened the current system to a “burst dam” – a powerful deluge that is uncontrolled, poorly timed, and frequently misdirected.

This erratic approach is seen to drive reactive, short-term planning cycles and to undermine equity by failing to direct resources to areas where support is most critical, particularly in historically underfunded communities.

The unpredictability of funding also restricts the choices available to learners. Groups such as women in male-dominated fields, First Nations people, and neurodiverse learners can find their career pathways shaped less by their potential and aspirations than by whatever funding happens to be available at a given time (see for example, Productivity Commission, Building a Skilled and Adaptable Workforce, 2025, p.62).

Equity is further compromised by the mismatch between funding announcements and educational planning cycles. This misalignment reduces fairness and limits the sector’s ability to plan for the long term, rather than prioritising purpose-led, inclusive access and meaningful employment outcomes. For example:

“Schools in WA do course counselling in Term 2 for Yr 10s going into Yr 11 the following year. The timing of funding for these programs is announced late in Term 4 making it difficult to plan a pathway.”

Theme 1: Purposeless flow of badly timed funding

Participants emphasised that even when funding is directed towards areas of need, it is often delivered too late or in ways that fail to create sustainable, long-term change. The misalignment between when funding is announced and when programs need to be planned undermines its effectiveness, leaving RTOs and schools unable to build consistent pathways for learners.

No purpose and strength behind the funding flow

“Burst dam – not sure Free TAFE was thought through properly – some courses were originally funded (e.g., business), and that funding was subsequently dropped.

A trickle in summer – reaching some roots but not all. For RPL it is a puddle. The lack of funding to consider regional areas. Slowness to

respond to workforce needs and changes within industry in terms of applying funding to certain programs."

Bad timing

Funding often flows like a summer trickle, reaching some areas while leaving others dry, particularly in relation to Recognition of Prior Learning (RPL). Current funding announcements are misaligned with educational planning cycles, creating impossible decision-making scenarios for providers and learners alike.

"A trickle. The timing of funding doesn't align with school timelines."

Theme 2. Purpose-led solutions and visions for a better future

Participants favoured accessible, well-defined funding channels that accommodate diverse needs, providing direction, clarity, and certainty while creating natural pathways for innovation, growth, and adaptability within the VET system.

"Funding channels which are climate-resilient, adaptable to change and always there. In historically underfunded areas, this would be an absolute godsend, especially to support people in the creative industries."

"Climate-resilient analogy sounds good because it's adaptable and can be updated as the needs of the workforce/industry change. The good part of this approach is that reallocation doesn't mean a complete shut-off elsewhere."

"We need funding 'rules' to be clear and those funds accessible."

"We need to be different and more innovative to encompass all those who should have access to all."

"More capacity to long term plan if funding was not just based on popular vote".

Theme 3. Funding to open VET pathways

Participants described ideal scenarios where individuals with the greatest need are not forced to shape their career choices around the availability of funding. Instead, all learners would have clarity on where resources are directed and the employment pathways these investments unlock, particularly for untapped talent in rural, regional, and remote communities.

“People would go into a qualification, knowing there was an avenue for employment afterwards.”

“If we had trained RPL assessors we could assist addressing skills shortages as well as enhance opportunities for those often left out of accredited training, women, first nations people, people with neurodiverse learning styles and others.”

“It would be predictable and would make planning of resourcing, staffing, student numbers, programs offered etc more stable and would remove a lot of stress and uncertainty.”

Conclusion

The “burst dam” metaphor starkly illustrates a funding system that is unpredictable, inequitable, and misaligned with educational and workforce realities. Rather than empowering learners, the current model perpetuates disparities and disrupts planning.

Discussions highlighted the need for VET funding to pivot toward frameworks that are equity-focused, purpose-led, transparent, stable, and responsive to the needs of untapped talent across all regions.

By anchoring funding allocation in strategic objectives and ensuring accessibility for marginalised learners, the system can deliver not just higher participation (volume), but meaningful opportunity, enabling learners to pursue qualifications with clarity, confidence, and assured pathways to employment.

Appendix 3: Industry support opportunities

Summary

Discussions highlighted that Vocational Education and Training (VET) practitioners face significant challenges in building effective industry connections, primarily due to constraints in funding and time.

These limitations hinder the development of responsive, relevant training programs that align industry needs. Addressing these challenges requires a strategic approach that streamlines compliance processes, allocates dedicated time for industry engagement, and establishes purpose-driven funding mechanisms.

Theme 1: The need to prioritise activities to improve Industry engagement

Participants consistently emphasised the importance of stronger, more effective industry connections, noting that these are constrained by limited funding and insufficient time. Without deliberate space for engagement, RTOs struggle to deliver training that is fully responsive to evolving industry needs.

A recurring theme was that administrative complexity and compliance demands consume valuable time that could otherwise be invested in collaboration with employers, industry bodies, and regulators. This imbalance leaves practitioners focused on meeting regulatory requirements rather than fostering innovation and responsiveness in program design.

Participants highlighted that targeted, purpose-driven funding mechanisms, together with clear allocations of time for industry engagement, are essential to reversing this trend. Such measures would provide the conditions for meaningful collaboration and ensure VET delivery is more closely aligned with industry practices and standards.

Participants identified top issues to be prioritised to improve RTO/industry connections such as:

"Time, connection and network."

"Teaching resources, networking, funding."

"For a VET practitioner perspective - time for industry engagement, balancing this with compliance."

"Funding, network, communication. Time release!"

"Complex capture processes for industry consultation."

Theme 2: To aim for a reliable Industry/ RTO collaboration

Participants emphasised the need for consistent and responsive partnerships between industry and RTOs. They noted that reliable collaboration requires structured support for resource sharing and practical engagement. Key areas raised included access to and provision of equipment, opportunities for industry placements, teaching assistance, and stronger networking mechanisms. These measures were seen as essential to ensuring training remains current, relevant, and closely connected to real workplace practice.

"To be agile, adept, responding just in time to industry needs."

"We rely on our industry connections in parallel with our vocational currency to ensure that we are staying up to date with not only the content of our courses as dictated by training.gov, but also to ensure that we are meeting the needs of industry."

"Use of equipment, industry workplaces for placement."

"Teaching support in particular industry skills."

Theme 3: Better funding and connection improves productivity

Participants noted that purpose-led funding provides direction, clarity, and certainty, creating conditions for innovation and growth within the VET system.

Building on earlier discussions about funding programs and courses, participants described an ideal future where stronger industry connections, supported by targeted funding, would directly benefit teachers and learners. Anticipated outcomes included improved productivity and course delivery, greater student capacity, industry-informed course design and development, and a more qualified trainer workforce, complemented by industry experts who are familiar with RTO processes.

"Way more productive. Momentum in running courses. More capacity for students"

"Fully industry informed course design and assessments"

"A strong connection with industry, including industry experts. This could also lead to more qualified trainers as IE's (Industry Experts)"

become more familiar with RTO processes and teaching methods, then stepping into the complexities of compliance”.

“A highly connected system of training -tripartite co-design”

Conclusion

At the heart of many effective VET programs is strong industry collaboration – skilled trainers, authentic workplaces, and access to modern equipment. Yet without purpose-led funding and time deliberately protected for engagement, these vital connections remain out of reach.

Simplifying compliance processes, introducing funding models that enable genuine collaboration, and allocating dedicated time for industry interactions are not quick fixes. Rather, they represent the foundation for a more agile and responsive VET system. With co-designed curricula and stronger partnerships, the sector can unlock real productivity and deliver training that empowers learners while meeting the evolving needs of industry.

Appendix 4: VET system complexity

Summary

This discussion employed metaphor analysis to explore educators' perceptions of Australia's Vocational Education and Training (VET) system, revealing how metaphors such as zoo, circus, savannah, and ecosystem capture experiences of fragmentation, resource scarcity, and aspirations for systemic renewal.

Through thematic analysis of participant narratives, key challenges were identified – including bureaucratic complexity, isolation in niche training areas, and persistent under-resourcing – and translated into actionable insights.

Proposed interventions ranged from short-term strategies such as shared resource pools and mentoring programs to long-term reforms, including structural system clarity and regionally tailored funding models.

Ultimately, the discussion pointed to a vision of the VET system as a dynamic, interconnected ecosystem that honours intergenerational knowledge, fosters inclusive pathways, and adapts to emerging workforce needs.

Theme 1: Who is who and what is what in the zoo?

In the metaphor activity, the zoo and the old-school circus emerged as the most resonant images used by participants to describe the VET system. These metaphors gave new meaning to the phrase “who’s who in the zoo” – speaking not only to the crowded and complex nature of the sector, but also to a sense of being observed, categorised, and confined.

Most strikingly, they highlighted the manufactured and performative aspects of the system, where educators and providers often feel like performers jumping through hoops under the gaze of regulators and policies that seem disconnected from realities on the ground.

A participant illustrated this perspective, noting that they chose:

“An old school circus sometimes feeling like one of the performing monkeys.”

“And the other thing, you know, with all the requirements, if I go with a TAFE... just all the hurdles and trying to get an understanding of who's who in the zoo basically (are barriers to getting basic education programs).”

Theme 2: Scarcity of resources

The zoo metaphor extended to the image of a savannah – exposing the scarcity of resources that leaves the ecosystem fragile and unevenly sustained. Participants described how limited funding, equipment, and staffing create vulnerabilities that threaten both program quality and long-term viability. One educator working in equine programs in regional areas described the challenges vividly.

“I was looking at the resources because in particular in our industry with equine there is a restriction on resources for teachers. There are also restrictions that we can't do particular things with the horses and things like that... the things that we need to be able to run our programs. So, we have to find our horses from somewhere and they have to be safe horses... There's all those sorts of things. So, I mean, even from our industry, we sort of through our industry, rely a lot on volunteer to help us.”

In describing why participants chose a zoo and savannah as their metaphors, they expressed frustration with the numerous barriers faced when trying to deliver basic education programs—especially equine education for young people—in regional areas.

These quotes highlight the emotional and operational pressure of delivering unique qualifications with limited resources, underscoring how scarcity is felt most acutely in regional contexts.

“There are often quite a lot of barriers that we have to go through to try and get just basic education programs. So equine education programs, we focus on young people and it's often difficult navigating to get the resources, the funding. And to kind of reach out into regional areas as well.”

Theme 3: Imagining the VET System as ecosystems

Participants drew on ecosystem metaphors – wetlands, forests, and conservation reserves – to envision a more responsive and inclusive VET system.

Wetlands conveyed images of interconnected social capital, nurturing diverse pathways for learners. Deciduous forests suggested seasonal renewal and the layering of knowledge across generations. Conservation reserves reflected the importance of protective, strategic resourcing, particularly in regional and remote contexts.

One participant summed this vision up as:

"I suppose I thought about the system in a broader context, so looking at the social capital that it provides to a country. So it provides, you know, through training and education, it can provide that social capital that you need within the largest sort of societal context."

Another stressed the importance of including diverse programs:

"The biodiversity would then cover all those varying areas or would cover the niche smaller some types of programs."

"But then also, you know, like your large programs where you may have thousands and thousands of enrolments, but it takes into account those sort of nuances and ability through a wetland because they're quite amazing places."

And a call to value experience:

"It's like probably a slightly different perspective than a lot of other people. And what I find is that without trainers and our employers, etc, we make quantum leaps in the VET sector. Without recognising the contribution that those and generally older employers and older teachers have made into the system, and I think that's something that we're missing that we're sort of like, you need to adapt or die as a perception. But without accepting that they have had a long and historical understanding of the VET sector and what has and hasn't worked for them traditionally, and particularly in a regional area."

"We have really quite low numbers in a lot of our enrolments that we have to adapt to and a lack of recognition, perhaps about the difference between being able to do an apprenticeship stream type of qualification and something which can be done freely online, you know our guys are working full time, our apprentices and then the you know the expectation of how much they can fit into a study time component as well."

Concerns about low enrolments surfaced:

"But the low enrolment numbers in forestry have always concerned me and it concerns me greatly because we're very set up for forestry and we have very, very low numbers and in fact I was considering removing the qualifications from scope. So, it's an issue, that and it's not something I don't think the JSC or one JSC

can fix but it might be something that JSCs together can work on for the future is that people in forest industries aren't considering a qualification. Almost nil, they just want enough tickets to be able to hang in at work."

Access to resources was highlighted as a priority

Participants identified access to resources as their highest priority for improving the VET system, particularly in regional, rural, and remote (RRR) contexts. Resource scarcity was consistently raised alongside challenges such as low student numbers, instructor isolation, and broader system-level complexity. Together, these issues were seen as compounding pressures that limit the effectiveness and sustainability of training delivery.

Participant pain points:

- Inadequate resources to support delivery
- Managing risk in unique qualifications with one teacher
- Limited access to resources relative to student demand
- Low student numbers in FWP and AHC
- Difficulty of the TAE40122 qualification for new trainers.

Conclusion

Imagine the Vocational Education and Training system as part of the living landscape – wetlands, forests, or conservation reserves – where diversity, resilience, and deep connections sustain health and longevity. Participants described how VET, too, must be richly varied, rooted in its communities, and capable of adapting over time.

For the system to flourish, it must honour intergenerational knowledge, thoughtfully integrate innovation – in areas such as microcredentials and tailored funding – and recognise that today's decisions shape tomorrow's opportunities. The solutions proposed reflected this balance: valuing established strengths on the ground while advancing bold reforms for the future.

Ultimately, a thriving VET system is one that respects the past, meets the needs of the present, and builds inclusive, sustainable futures.

Appendix 5: Trainer and assessor role

Summary

This discussion synthesised insights into two core themes regarding the role of trainers and assessors in the VET sector.

Participants highlighted inherent challenges in the role, including low pay, limited career progression, heavy administrative demands, and outdated technological infrastructure – particularly in regional and remote contexts.

These were consistently identified as interlocking pressures that affect both the sustainability and attractiveness of the profession, including the need to navigate a deteriorating ‘technical terrain.’ Together, these pressures reinforced the importance of addressing low pay, career pathways, and administrative burden as priority issues for sustaining and strengthening the VET workforce.

Theme 1: Major challenges identified as low pay, limited career progression and high administrative burden

In the initial insights-gathering activity, participants selected from a set of metaphor options. Four out of five chose Burdensome Path, either on its own or in combination with another option, while four also selected Tech Terrain in combination. The Burdensome Path metaphor reflected the pressures of low pay, limited career progression, and heavy administrative load.

These findings reinforce the need to prioritise action on these key challenges in order to sustain – and grow – the VET workforce. From an attraction perspective, participants noted that it is difficult to promote the benefits of the trainer role when the role itself is not adapting to a changing economy or meeting contemporary workforce needs.

Concerns about the Tech Terrain metaphor also surfaced strongly, pointing to outdated tools and limited innovation in this space. Participants identified a clear need for meaningful investment in suitable tools and technologies that can support and aid trainers and assessors in their day-to-day work.

Theme 2: Supporting trainer wellbeing and capability

Participants highlighted the toll that these pressures take on trainer wellbeing. Many reported feeling consistently under pressure, describing the role as “twice the work for less pay” due to the dual requirement of maintaining current industry expertise alongside training and assessment capability.

“Being required to be in two places at once and maintain focus on both. TAE knowledge and skills as well as industry knowledge and

skills.

We're getting paid less than we are in the trade... we've now got to do two jobs."

Trainers also highlight that expectations vary greatly between different RTOs with little standardised guidance about competency maintenance and whether it is measured by points or time.

"Is it points based or time based? Yes, it depends on your RTO."

Theme 3: Technological terrain

Trainers in remote and regional areas report significant challenges due to unreliable or no internet, limited access to devices, and continued reliance on paper-based materials.

Despite sector-wide requirements for digital transformation, practical realities can make it difficult to comply with administrative requirements and deliver training effectively. This appears to be the case for trainers in certain regional, rural and remote settings.

"Remote is difficult because there's not always Internet. I'm sitting in Cairnes city here and I have probably 1/4 of your speed because I don't have fibre to the premises. I have copper so big downloads are up by the year.

"It's very difficult. So going an hour from here there isn't even Internet in some places. So, then it's very difficult if you're using an iPad for assessment, which I do delivering TAE or my laptop. Many places there's no Internet."

"So that's the technical issue and but that's an issue the whole countries on because our NBN didn't work and we still don't, we don't have NBN here...my friend doesn't have NBN at all and another consultant friend of mine only has Starlink... and getting paperwork to the RTO is an issue."

"Even here on campus we have trouble in our regional campuses we teach out of.... It's a constant battle... we have started to go paperless... but then how do we go paperless when the internet is not reliable. And then in turn, how do we ensure that we meet in compliance marking these things and within our timeframes? For funding to make sure that we get it done. Like, how do we do that when we might look, I mean at the main campus today? But there are other times when I'm not."

"It is a huge issue that city people do not get. If you go paperless it does not assist people who need paper to learn i.e. for notes and highlighting information?"

"As a casual travelling trainer operating out of mine sites, I have to rely on mobile data which can be hit and miss."

"Yep, great to want to be paper free but not always practical! I struggle with a workplace that is like this - no printers, not even a computer/laptop, they use an iPad (so trouble as I use android devices)."

"In my case, we do have printers and laptops, but I think, they are not enough. We have to share laptops with other trainers and classrooms. This is my opinion about the previous slide."

This discussion underscores a fundamental truth: trainers cannot effectively innovate or remain in the profession without first addressing core issues, administrative burden, inadequate remuneration, lack of career clarity, and technological disadvantage.

Participants insights affirm that resolving these foundational stresses is essential before broader reform efforts can succeed. Broader sector research corroborates these findings, highlighting pay disparities, casualisation trends, and the need for consistent workforce capability strategies through initiatives like the Government's VET Workforce Blueprint.

Specific tools and supports identified as critical include

Structured onboarding and mentoring are needed to stabilise and retain new trainers, while clear career pathways would improve role perception, recruitment, and retention. Competitive compensation aligned with industry norms, together with stronger industry connections, would enhance both the recruitment appeal and the quality of delivery. Support for TAE qualification uptake via on-the-job training, mentoring, and the integration of instructional design support. Collectively, these immediate and long-term strategies, centred on capability, clarity, and wellbeing, are essential to empower trainers and build resilience and quality across VET delivery throughout the sector.

Appendix 6: April 2025 roundtable take-aways

Summary

The objective of the roundtable was to assess industry-to-VET teaching pathways and identify viable pilot locations and models. The outcome was a reframing of the original transition program into a large-scale future initiative, supported by a targeted and manageable pilot. These conversations validated the emerging strategy and generated new insights consistent with the Stream One report, as outlined below.

Insights and proposed actions discussed at the roundtable

The below biggest themes or discussion points include:

- TAE is a barrier to becoming a VET trainer/teacher
- Support Career Pathways for underserved communities
- The “taste of” model to introduce learners to VET teaching
- Flexible, adaptable jobs
- Gaps in digital and core skills access
- Transport issues in regional areas
- Improving visibility and representation of VET teaching.

TAE is a barrier to becoming a VET trainer/teacher.

Participants emphasised that the Certificate IV in Training and Assessment (TAE) remains the most significant barrier to entry for industry professionals aspiring to become VET trainers or teachers. This concern, first raised in the Stream One report, continues to be a recurring theme in sector discussions.

If the very qualification designed to enable industry professionals to teach also prevents them from entering the profession, there is a clear opportunity for reform. Options may include reducing complexity, addressing compliance burdens, adjusting unrealistic timetables, or creating alternative pathways that recognise existing qualifications, experience, and skills.

Some of these issues are being addressed through the new standards; however, further options may need to be considered.

“Only barrier I see is the TAE itself- Cert 4 in training and assessment- I have a MA. But I’m not allowed into teaching in VET.”

However, there is a lack of clarity and disparity around the TAEs value and purpose which bleeds into disparity around RPL (recognised prior learning).

“RPL (recognised prior learning) is a divisive label in our area.”

In the roundtable discussion it was also suggested that the TAE could stand alone like a degree.

“Why doesn’t the TAE standalone like a degree?”

These last two comments highlight the varied perspectives on the complexity of the TAE. They suggest that no single solution is likely to suit all circumstances, and that different approaches may be needed depending on place, location, and perception. Possible directions include:

- Contextualising the TAE, to encourage passion, excitement and alignment for all learners.
- Reconfiguring TAE into modular or degree-aligned options.
- Broadening RPL (Recognised Prior Learning) recognition frameworks.
- Clearly communicating the value proposition and career impact of holding a TAE.
- Recognising that one size does not fit all, and tailoring solutions to the context in which the TAE is delivered.

Support career pathways for underserved communities

Discussions on pathways into the VET workforce often shifted toward the challenge of attracting talent into industry, beginning with schools. The two are inseparable, as RTO teaching staff must first emerge from industry.

To create a sustainable VET workforce, there must be a steady flow of skilled industry workers. Diversity was also emphasised as a priority, with participants noting that a diverse VET workforce depends on diversity within industry itself, ensuring the pipeline of talent is broad and representative from the outset.

Building on what works in RRR

“Students often lack understanding or awareness of career paths in sectors such as agriculture or racing. Introducing career awareness by Year 9 or 10 through taster programmes and trade shows was widely supported. We need an intervention at Year 10 before students commit to narrow pathways.”

“Through SACSA... create a taste of retail ... Sometimes some kids try it but only tell their parents if they don’t like it. Not mates or

teachers etc... I'm talking about the unemployed gap, those students... I have seen trade shows change so many lives."

In addition, participants emphasised the importance of broadening the focus beyond school leavers to include parents returning to the workforce, people recovering from injury, and unemployed individuals seeking new careers. There was also a recognised need to support underserved learners in regional, rural, and remote (RRR) communities by strengthening "earn while you learn" models and developing locally tailored solutions.

"Earn while you learn is in northwest quarter, very huge disparity in wealth- there are a lot of local solutions...my experience is that it's different in different regions. The lowest literacy and numeracy people don't want to leave...building on local solutions I think."

Building on what works for RRR

In Skills Insight's VET Workforce Project, the focus is on the workforce rather than on young students. This makes it important to consider models that fall within these parameters, while still recognising the broader ripple effects across the system.

The emphasis on RRR contexts is guiding efforts toward the areas where support is most needed, and highlights the value of building on local solutions that already exist. Examples include "a taste of" programs, "earn while you learn" models, and trade shows. These approaches not only support training but also improve the visibility of roles - two sides of the same coin.

Flexible, adaptable jobs

Flexible and adaptive roles are essential to meet future workforce needs. The roundtable discussion highlighted that in today's economy, workers – particularly millennials – move between roles more frequently, influenced by housing pressures, economic shifts, and changing career expectations. Work is different now. Careers are different. Post-COVID student experiences are different. Generational needs vary, from mothers re-entering the workforce to pre- and post-retirees, as well as younger cohorts.

This prompts a re-examination of how we define both *attraction* and *retention*. It is not only a question of who we are attracting, but also what kind of work, roles, and opportunities we are attracting them to. Likewise, retention may no longer mean keeping each employee for five or more years. Instead, it may be about creating a system that sustains productivity across the natural ebbs and flows of a mobile workforce, supported by diverse employer and employee needs and motivations.

Digital and core skills access gap

As machines continue to replace traditional roles, the role of VET trainers must adapt rapidly. Yet many students and trainers lack the digital fluency required by modern industry. Digital skills cannot be assumed, younger learners are not automatically digitally savvy, and regional and rural learners often experience genuine digital poverty. These challenges are further compounded by persistent literacy gaps.

“And machine replacing workers- so the place we have to replace trainers is changing.”

“There is more tech advancement coming in now, students are not equipped to coming into tech of this work- so not just for kids and adults’ but students.”

“Digital poverty around us, there is a rich digital economy (here in the regions and cities and in our work)- but out in Moray there is digital poverty.”

Digital and core skills access gaps

Addressing access and capability gaps, while building digital and literacy skills in tandem, is essential to preparing both trainers and learners for a technology-driven future. Any adoption of technology must be strategic, with health, equity, and people placed at the centre of change to reflect the nuances of different contexts.

Key questions raised include:

- What role does technology play in regional, rural, and remote areas?
- How is technology shaping training and work in industry?
- Is the transition to digital approaches smooth, or are barriers emerging?
- Where is technology genuinely needed, and where is it not, to enable quality training, delivery, and work?

Transport issues in regional areas

Lack of transport and funding significantly compromises opportunity for learners and prospective trainers in remote communities. Accessing training in rural and remote areas is not simply about course availability; it also depends on whether students can physically reach training locations, feel safe, and afford the associated costs.

Transport emerged as a major barrier, with many students and potential trainers unable to attend without support. For individuals with disabilities or limited financial resources, these barriers are even greater, widening the equity gap.

Addressing these barriers requires long-term funding and practical solutions such as subsidised transport, local delivery models, and flexible learning options. Without these measures, many learners and prospective trainers in rural and remote communities will continue to be left behind.

Transport issues in regional areas; our takeaway

For trainers and teachers in RRR areas, as well as for students, transport costs and travel time represent a major barrier to both delivery and learning. Future pilots and frameworks must explicitly account for this challenge and incorporate measures to alleviate it.

Improve visibility and representation of VET teaching

The roundtable gravitated towards the topic of communication and representation of VET teaching. Participants noted the absence of consistent public messaging about VET teaching pathways, and highlighted that the sector continues to suffer from perceptions of low pay, high stress, and limited appeal, particularly among younger people.

It was discussed at length that careers in VET teaching and training, as well as industry roles more broadly, are poorly represented. As a result, many people have little understanding of what the role involves day to day, or of its broader contribution and impact at a systemic level:

“Problem is what representation of what a job is in ag- one of the biggest issues is letting kids know what’s available.”

“There are good jobs outdoors, and we don’t promote that enough.”

“Marketing was a key recommendation from TAFE VET review; we need a PR campaign... it’s not well advertised.”

“Needs to be about an ecosystem- we all have strengths, and it needs to be harnessed...there is op for ppl to teach skills... that’s what the marketing should be about, not about the provider but about the ecosystem.”

There was also an awareness of the circular nature of VET teacher, student and industry roles. Each naturally having an impact on the other. For example, students may first experience these roles through their trainers, so they need to see strong

leadership, imagine themselves in those positions, and be offered “taster” opportunities.

For this to occur, the industry and trainer role itself must be healthy, safe, and attractive, especially in regional, rural, and remote areas, and communicated authentically to showcase both its benefits and real-world demands. The discussion also briefly touched on the impact of trainers working while managing workplace injuries, and how this can shape perceptions of the role.

“With trainers recovering from injury, if I’m a kid in a classroom someone who sees an injured teacher, that would need to be handled delicately.”

Improve visibility and representation of VET teaching

Future pilots and frameworks must acknowledge the need for more authentic, ecosystem focused, diverse representation and visibility of industry and the VET workforce.

There is an opportunity for these initiatives to pilots and frameworks to be self-aware and to demonstrate that meaningful change comes from within, with representation and visibility understood as two sides of the same coin.

Purposeful programs and the people who make a difference should be shared and celebrated, within communities and beyond them. These stories need to be circulated authentically and supported by all stakeholders, so that the value of VET teaching and industry roles is both visible and respected.

Conclusion

The roundtable confirmed that scaling a full transition programme would exceed current capacity; thus, recommending it become a separate, well-funded initiative.

Our team will pursue a focused pilot that aligns with key insights, testing manageable elements (e.g., taster experiences/ piloting training within Industry roles and using existing working models of this to build from with participants who are already championing this kind of change).

Outputs are consistent with existing research and widely observed challenges in attraction and retention.

Next steps

All of this through the lens of supporting underserved RRR communities:

- TAE is a barrier to becoming a VET trainer/teacher.
- Support Career Pathways for underserved communities:

- 'A taste of' idea
- Flexible, adaptable jobs
- Digital and core skills access gap
- Transport issues in regional areas
- Improve visibility and representation of VET teaching.

Appendix 7: Case studies

Case study 1: Trainer employed as study coach

In one case study, the targeted employee starts with a job title as a 'study coach' and is responsible for providing outbound and inbound student support, mentoring and coaching plus supporting the trainers in the field.

Study Coaches are involved in course development in the areas of their industry specialisation. Over a period of 12 months, the Study Coach works through their TAE and graduates to become a full-time trainer.

The RTO looks for people that have a passion or desire to be a trainer/teacher, in the twilight of their physical working life, that have industry experience and a qualification in the industry and offer them a position as a Study Coach. We fund and enrol them in a Certificate IV in TAE under what is effectively a paid Traineeship.

'Real-life examples' describing the background and pathway of four trainers that have been brought on that have successfully transitioned from industry roles to training positions are outlined below:

Example 1: An ex-alumni of the college, transitioned from a site supervisor role in landscaping to a trainer. Completed the TAE in 12 months despite low digital literacy and is now a successful trainer.

Example 2: A candidate with a Diploma of Sports Turf Management, transitioned from a disillusioned role in the golf industry to a trainer. Completed the TAE in 12 months and now travels across the state as a successful trainer.

Example 3: Identified as a promising trainer during interactions as a student, completed his TAE and is now working successfully as a trainer in sports turf management.

Example 4: Candidate with a background in horticulture and landscape construction, and a Bachelor of Architecture, is halfway through her TAE and is already contributing significantly to the program.

Another case study, (private, small, regionally-based, landscaping, Qld) the process of attracting staff was similar, though formally structured. It still depended on the identification and approach from the employer to a suitable person with current industry experience, with potential skills and interest in becoming a trainer.

Following that, an employment offer would be made with a view to supporting them to undertake the Cert IV in TAE while employed. In response to questions about how this RTO attracts staff.

"Headhunt is the easiest way to say it. The last one we put on was a nursery trainer, and she was with large nursery up here. Extremely

good knowledge of plants and company culture and all that type of stuff.

So, we preferably had a coffee with her and said, are you happy with what would you be interested in doing that? And then we went out and put her on and then we put her through our own. We paid to put them through their TAE. And then we, they learn our systems as they're going and doing their TAE and then we facilitate that.

To clarify that a bit further, if we look for, as I said, underpinning knowledge and then the demeanour, the temperament, the way that they facilitate, we look for people that are well organised as well."

For a small to medium sized business, can be a big investment in staff - no guarantee of return in the future.

The question of how to attract and retain staff came up with varied and sometimes proactive and innovative methods undertaken, often with a relatively large investment in staff that was considered to be a large cost without any guarantee of returns in a financial sense. However, these actions were considered necessary and central to maintaining staff levels required for viability of the business.

A small, metropolitan TAFE in WA delivering courses in Animal Care and Management (ACM).

"I haven't once advertised on the open market for anybody. It's always been someone that you know, or someone who knows that I'm after trainers and they'll send them to me.

Whilst I haven't had to advertise, it's still been difficult to find people."

How do you attract staff

Larger and metropolitan RTOs mentioned using more common and central methods to attract staff such as seek, LinkedIn and use of employment consultants - table covers off on that with examples and comparisons of approaches from small, medium and large sized RTOs.

Small (Under 10 staff)	QUOTES
Under 10 staff Rural/Remote	Well, to be honest, it's usually word of mouth of good people that are working with us and we want to approach their friends or their people they associate with. What the person is like and whether they might be

	suitable for the job. That's probably the most honest answer I can give you. Yeah.
Under 10 Regional	So basically a lot of it is word of mouth. Or we did actually have to go to seek as well.
Under 10 Regional/Rural	So there's a lot of online within the industry. So anything that has, like for racing jobs, that's quite a specific Racing Australia like job platform. We obviously have to try and target a lot.
Under 10 Metropolitan/Regional	Word of mouth. Okay. So it's a fairly small industry. We don't tend to advertise on seek. In foresight, we tend to advertise on seek, but we tend to advertise for people working in industry doing the task rather than trainers. We just go and find ourselves a good arborist who's doing the job and then put them through the training and assessment qualification vacation and teach them to be a trainer.
Under 10 Remote	We use everything from seek to professional sites. But yeah, you know, everything from Facebook LinkedIn. Yeah. You know, every kind of advertising that you can think of.
Under 10 Metropolitan, Regional; Rural	Obviously not hugely successfully. We advertise every few months, and we put calls out to our regional committees and ask them to try to help us identify people. Again, it's mostly word of mouth getting someone who's got the right mix of technical experience with the industry, but also someone who can work with students effectively is challenging
Under 10 Remote	We use everything from seek to professional sites. But yeah, you know, everything from Facebook LinkedIn. You know, every kind of advertising that you can think of. At the moment, we seem to get a lot more applications, but the quality is not there. So you're often talking about visa sponsoring again.
Under 10 Metropolitan, Regional; Rural	Obviously not hugely successfully. So we advertise. We advertise every few months, and we put calls out to our

	regional committees and ask them to try to help us identify people. Again, it's mostly word of mouth getting someone who's got the right mix of technical experience with the industry, but also someone who can work with students effectively is challenging.
Under 10 Metropolitan	So I'd be quite involved in industry. I, I sit on lots of different committees for the vets and the vet nurses and so I actually do know a lot of people within that industry. So I'll put it this way. I haven't once advertised on the open market for anybody. It's always been someone that you know, or someone who knows that I'm after trainers
Medium (21-50 Staff)	
Medium (21-50) Metropolitan, Regional	So if we put up a job, it gets advertised via the jobs board as well as Seek. And that's the formal process for people to get merit selected and all the rest.
Medium (21-50) Regional	Well we usually try and identify people and tap them on the shoulder. It is you know, can I say it's very challenging in rural and remote locations to get staff in general.
Large (Over 50 Staff)	
Over 50 Regional/Rural/Remote	We're in a really good position just with the team of people we've got. Like I have a lot of extremely high level trainers that, you know, we've mentored a lot of students over the years that have gone through our courses, and you sort of identify them as, you know, that here's someone with potential to actually be a really good shearer trainer or wool handler, Wool classer trainer.
Over 50 Regional	It's a strategy of advertising with a career path. So they're targeting the people that are in industry and expert at the job because you have to be an expert at the job. If you're going to train four wheel drive or forestry or tree felling, whatever it is, you have to be an expert at that. So you have to target those people. You

	can't take school leavers and make them a trainer in in any of those tasks.
Over 50 Metropolitan, Regional	We're very big on our departments engaging with industry and industry forums. We join a lot of different organisations. So we're front and foremost. We do the obvious one when we recruit goes straight through seek, but we'll deal with our networks as well. Sometimes we'll actually go directly through the industry and advertise in their magazines. We generally do that when we've got areas that's really hard to find trainers.
Over 50 Metropolitan, Regional	So, generally Seek is where we generally advertise. Sometimes it can be word of mouth if somebody knows somebody else that works, you know, in their industry and they say, you know, we're looking to recruit. So yeah, it can be a combination.
Over 50 Metropolitan, Regional	So we've set up our own recruitment team. They use Seek more often than not. And then we do some Facebook. We do some Instagram stuff as well. A bit of LinkedIn, but mainly through Seek.
Over 50 Regional	We find them through word of mouth. We find them through Seek. We find them through you know, potentially other networks, through industry contacts and things like that. It's a small community, as you would expect up here. And so word of mouth is a really big part of that.
Over 50 Metropolitan, Rural, Regional	I think it's because, you know, being at RTO, we have that specialised capability development for our staff. So most of that ownership is taken away from the delivery team.
Over 50 Remote	We do our usual recruitments with the government areas. There's the jobs portal, the Aboriginal jobs Board and Seek. And then networking as well. Also some like word of mouth in that sort of networking. We have an Aboriginal training services area. So we might

reach out to them to help us out. Colleagues, other TAFEs. Yeah. As part of that sort of network.

Over 50 regional, rural,
remote

Word of mouth. I've got an advertisement out at the moment, we use Seek. Oh, yeah. Sometimes we use that Facebook. But religiously, it's just kind of like word of mouth people that you know, we're kind of really specific about recruitment. We're not we're not in a position where we can just hire somebody and it'll fit. Like the jobs are either extremely remote or working alongside a lot of community. So they're either really, really remote for a very long time on station runs. And that's in itself is hiding a lot of experience in that background. Or they're working alongside community. And so, yeah, but the normal recruitment process is advertise, whether that goes to seek and you have people that you know, should apply for it, and then it goes into a merit based process. So, you know, you might find a unicorn who just applied on seek, but it goes into a merit process. We do interviews, people, you know, they move through the steps through a group of people who run interviews.

Case studies focussing on employment strategies, challenges and possible solutions

Range of employment models for RTOS

Engaging staff full-time, part-time, or as contractors. Pros and cons of employing staff full-time versus part-time or as contractors. Full-time employment offers benefits such as higher productivity and commitment, but it limits the staff's ability to maintain industry currency. Part-time staff can maintain industry currency outside of normal work hours. Full-time work can promote staff commitment and reduce the risk of staff leaving for other jobs.

Risk reduction

Full-time employment reduces the risk of staff taking on side jobs or leaving the program prematurely, which can be a concern with part-time or contractual staff.

Maintaining industry currency

An approach involving hiring staff who are already current in their industry knowledge and then sending them to professional development events to maintain their currency. This includes attending conferences, PD sessions, and spending time in the workforce (one or two days every quarter with an employer, working on the tools to stay current).

Flexible training model

Often need full-time trainers who can travel and be flexible, targeting experienced individuals who can share their knowledge across the state. This flexibility is crucial for their model, as trainers need to be able to stay overnight and travel across the state. This model targets students who are employed full-time or part-time under a traineeship.

Experienced individuals

Targeting experienced individuals, particularly those in their 40s and 50s, who have industry knowledge and are looking to stay connected to the sector. These individuals are ideal for their training model.

Targeting experienced trainers

Strategy of targeting experienced individuals, particularly those in their 40s and 50s, who have industry knowledge and are looking to stay connected to the sector.

Ideal candidates

Target individuals in their 40s and 50s who have had kids, are well-established, and have a mortgage. These individuals are flexible and looking to share their knowledge across the state.

Funding issues for TAE

Funding issues related to the Certificate IV in Training and Assessment (TAE). The TAE is subsidised at the state level but not supported by Commonwealth incentives, which creates challenges for RTOs. For example, RTOs cannot access the \$5000 priority hiring incentive for employers and \$3000 for trainees, which is available for other qualifications.

Commonwealth support

Lack of Commonwealth support for the TAE, noting that RTOs cannot access the priority hiring incentive available for other apprenticeships and traineeships.

Inconsistency: Inconsistency in the model, as the TAE is the third most popular qualification nationally, yet it does not receive Commonwealth support, which seems inconsistent given the demand for trainers.

Challenges in attracting trainers

Challenges in attracting trainers, including the perception that industry wages are higher. However, this only applies to a small part of the market and emphasised that the wage issue does not impact their ability to attract trainers, as they offer competitive salaries that are often better than industry wages.

Industry comparison

Examples, such as a course supervisor at a Tier 2 golf course earning \$75,000-\$80,000 a year (Sports Turf Management), while their trainers earn similar or higher wages, making the transition to training roles attractive.

Study coach role

Role of study coaches, who support trainers while completing their TAE. They assist with validation, moderation, and other tasks, gaining practical experience within the RTO.

Integrated training approach

Integrated training approach, where study coaches are involved in the development process of content and support students. This approach ensures that trainers understand the business and its processes, leading to better productivity.

Case study 2: College Lecturer Industry Placement (CLIP) Program

The College Lecturer Industry Placement (CLIP) Program is a Western Australian government funded program to which connects TAFE teachers with industry placements to gain first-hand experience of the skills and needs of the sector.

The program aims to provide TAFE teachers with first-hand experience in contemporary industry practices so that Teachers/Trainers are up-to date with technological advancements, workplace systems and industry standards.

Providing teachers with exposure to industry environments can reinvigorate educators, offering fresh perspectives and new challenges. This can lead to increased job satisfaction, a sense of professional growth, and reduced burnout. In addition, seeing a tangible impact of their work on student success can increase a sense of purpose and commitment to their role. Educators who have recent industry experience are often seen as more credible by students and peers, which can increase confidence and satisfaction in their teaching role.

The program prioritises placements in industries experiencing rapid or complex changes such as new technologies and changing work practices, skills shortage areas, and industries with significant growth or opportunities for economic diversification.

With the use of digital technologies increasing, teachers can experience the latest advancements, technologies, methods, systems and practices operating within real-life industry settings.

CLIP Program key features

- Prioritises placements in industries undergoing rapid change, facing skills shortages, or offering economic growth opportunities.
- Focuses on sectors like mining, automation, design, education, and healthcare.
- Placements have occurred across a variety of industries and workplaces including Rio Tinto, City of Joondalup, Brightwater, Foyer Oxford, various education and childcare centres, leading WA design studios. As, an example, mining lecturer at North Metropolitan TAFE gained insights into autonomous operations at Rio Tinto, which enhanced her teaching of the Certificate II in Autonomous Workplace Operations
- Over 428 teachers participated across WA TAFE colleges in 2022 and 2023.

CLIP Program challenges

1. Program uptake vs. funding availability

- Despite available funding, actual participation is low

- Unused funds accumulate, leading to pressure from the department to utilise them effectively.

2. Staffing and workload constraints

- Shortage of relief teachers, especially in trades, makes it difficult to release teachers for placements.
- High workloads and increased student enrolments mean teachers have limited time to participate.
- Resignations and recruitment difficulties further strain staffing capacity.

3. Administrative and logistical complexity

- The program requires significant coordination, including liaising with industry, managing approvals, and arranging travel and accommodation.
- Loss of dedicated coordinator funding has placed the burden on colleges to self-fund or manage logistics internally.
- Without a coordinator, support for teachers in finding placements and completing forms is limited.
- The application process is time-consuming, and teachers often lack the capacity to engage.

4. Industry engagement challenges

- Small and medium enterprises, especially private farmers, are often unwilling or unable to host teachers due to:
 - Seasonal work cycles.
 - Lack of infrastructure or time.
 - Perceived burden of hosting.
 - Access and equity sectors (e.g., LLN – Language, Literacy, and Numeracy) lack clear pathways for industry placements.

5. Regional and remote limitations

- Limited local industry in remote areas means teachers often need to travel interstate or to other regions.
- Travel and accommodation costs are high, though covered by funding, they still present logistical hurdles.
- Some industries (e.g., welding) are centralised in urban areas, requiring travel for relevant experience.

6. Alignment with Training Packages

- Placements must be directly relevant to the units or qualifications teachers teach.
- Some proposed placements are rejected if they don't align with curriculum needs.

Case study 3: Large Dairy Organisation – Building a workforce from within

The Challenge

This organisation needed a training model that:

- Recognised and formalised staff skills.
- Matched their specific safety and operational requirements.
- Offered clear progression pathways tied to pay and roles.
- Could be rolled out across multiple states with consistency.

Attempts to work with traditional TAFE providers fell short due to rigid delivery models and lack of flexibility.

The Solution

Partnering with an enterprise RTO, they co-designed a contextualised training and workforce development framework, delivered in-house by qualified staff. Key elements include:

- **Cert II as structured induction**, progressing through to Cert III and Cert IV for supervisors.
- **Content mapped to organisational policies and procedures**, including safety and standard operating practices.
- **Training delivered by the organisations own qualified staff**, embedded as regional onboarding and training managers.

“We wanted a model that reflected our business and helped staff progress—not something off the shelf. This model delivers that.”

“This organisation saw the value in a skilled workforce and backed it with investment in quality, contextualised training. That’s rare.”

Impact

- Over **120 staff enrolled** in Cert II to date.
- Improved safety, onboarding, and retention.
- HR and payroll systems integrated with formal training milestones.
- Created **internal trainers and mentors**, boosting long-term workforce capability.

"We're now seeing better inductions and safer workplaces because staff are learning in context—not theory alone."

Why it works

- Industry-designed and led
- Contextualised to real-world operations
- Builds internal capacity for future trainers
- Offers clear, meaningful career pathways.

Lessons and opportunities

- Cost of contextualisation can be high
- TAE qualification is a key barrier, this organisation supports modular entry points like mentoring and assessor skill sets.
- Model is now informing a national framework being developed through Skills Insight, including First Nations mentoring pilots and regional rollout options.

"This isn't just a training solution; it's a workforce strategy. And it's one that's scalable."



Skills Insight is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations.