

National Retail Motor Industry Task Force Report
Actions and Outcomes

Final Report
October 2002

Prepared by VACC

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1. Introduction

This report has been prepared at the conclusion of the formal operations of the Retail Motor Industry Skills Task Force in August 2002. The Retail Motor Industry Task Force, as part of the National Industry Skills Initiative, was one of a series of industry based action groups that were established as a focal point through which a broader understanding of labour and training issues in various industry sectors could be achieved.

A key facet of this initiative, raised by the then Minister for Education, Training and Youth Affairs, Dr David Kemp, was the bringing together of sometimes disparate State industry organisations to a forum where a national and cooperative approach could be developed toward shared government, industry and community objectives. The Retail Motor Industry Task Force was established in August 2000 as a bi-lateral, government/industry initiative designed to address critical skills shortage issues present in the retail motor industry in Australia.

Although the initial time frame for the project was two years in duration it is apparent from the project findings, that continued work is required by the industry in an environment in which there is a shrinking youth base and a perception of reduced value by the community on automotive trade based apprenticeships.

The primary focus of the Task Force has been on researching current views and expectations of youth seeking to enter automotive apprenticeships. In addition the Task Force was committed to seeking ways in which schools, industry and local communities could become further engaged in the promotion, support and facilitation of industry based career development amongst young people to counteract growing skills and labour shortages in the industry.

Critical to the project was the identification of key issues that were shown to limit the intake of new apprentices into the industry and to develop strategies to reduce the impact of these limitations.

Specific action targets for the Task Force were established through discussions with the Commonwealth Government and an Action Plan was developed to assist the operations of the Task Force. (See appendix 1). The Action Plan was purposely prepared in an outcomes focused framework. From the outset of the project there was agreement by the key stakeholders in the project that the work ahead of the team should offer a clear evaluation of the existing skills shortage arrangement followed by objective outcomes that focus on creating change in targeted environments.

Representation on the Task Force was provided by various State Motor Trades Associations and other industry bodies. The Chair (Brian Curmi) was the incumbent President from the Victorian Automobile Chamber of Commerce. (See Task Force Membership, Appendix 2). Representation and project support was also provided by the Commonwealth Department of Education, Science and Training (DEST). In particular, the support of Perelle Scales, (Industry Skills Section) provided a key liaison point between the relevant Commonwealth Government Departments and the industry.

2. Background

2.1 The Industry

The retail motor industry in Australia is a diverse industry sector typified by small to medium sized enterprises (SMEs). Whilst the industry can be described as fiercely competitive at both local and national levels, there also exists a complex and diverse network of arrangements, between competing groups, that facilitates a collaborative and supportive approach to business and commerce between organisations.

In Australia the retail motor industry:

- employs 210,000 people nationally;
- employs 10,000 apprentices and trainees annually through the retail service and repair training package; and
- generates \$63 billion (1999).

The retail motor sector has traditionally been described as any activity associated with motor vehicles once they have left the vehicle manufacturing plant. This description, however is less accurate now than in the past. With a growth in integrated supply chains to vehicle manufacturing from the retail sector there is some blurring of the distinctions between the retail motor industry and the vehicle manufacturing sector.

In many cases today automotive organisations in the retail sector may provide new vehicle componentry to the vehicle manufacturers, both domestic and overseas, and will also service the aftermarket, retail outlets and re-serviced parts sector with components. The retail motor industry can still be easily identified in the local community through vehicle dealerships, vehicle smash repair shops, and engine re-conditioning type organisations.

2.2 Shortage of Entrants and Retention Rate Issues

Over the past decade the industry has become acutely aware of decreasing levels of applications from new entrants to the industry and a significant ageing of its existing work force. The retail motor industry has suffered the cyclic effects of skill and labour shortages particularly in the areas of skilled tradespeople and new apprentices seeking to enter the industry.

There are a number of factors that appear to be shaping the attitudes of youth away from trade occupations and more toward a focus on the professional and white collar occupations.

Whilst new and emerging IT based technologies have attracted the attention of Australia's youth, occupations more typically found in the retail motor industry have failed to capture the interest of school leavers in recent times. There is a strong belief in the industry that this situation has been exacerbated by a focus in schools and the general community on direct articulation of youth from school to university, with little emphasis on industry or trade based careers by school careers advisors.

In many ways the retail motor industry has grown to expect a constant waxing and waning of new recruits to the industry. In the late 1990's and into the 21st century this phenomenon has become more pronounced than ever.

Compounding the labour issue is a realisation in the industry that pre-existing flows of youth into the workforce in Australia will not be sufficient to meet the demands of the industry in the future. This is an issue confronting all Australian industries because of the ageing of the Australian workforce.

Far more analysis needs to be carried out to explore the potentials in the adult apprenticeships area. Whilst the motor industry has generally not readily adopted the notion of adult apprentices, this group may provide the much needed skills base for the future, given the shrinkage in the available youth market.

There also exists, in the industries in particular, a perception that schools today provide far more in the way of academically centred subjects in their curriculum at the expense of hands-on technically based subject that appeared to be more prevalent in school curriculum's in the past.

In Victoria, for instance, in the period 1989 to 1990, 92 technical schools were either closed, as an outcome of State Government policy, or were directed to change their name to eliminate any reference to the term technical to be replaced the term 'Secondary College' in their new name.

In the automotive industry these changes signalled a deliberate attempt to remove any technical reference from the schools' culture and curriculum, which in turn would impact on the number of technically inclined students emerging from the secondary school system.

With fewer young people finding access to hands-on technology based subjects at school, it appears, in industry, that fewer school students will have any work ready trade/technical skills that may assist in the transition from school to work in the future.

The Victorian Automobile Chamber of Commerce operates the largest automotive group apprenticeship Scheme in Victoria (250 automotive apprentices). Their experience over the past five years has been that fewer and fewer applicants to the VACC Group Scheme have a basic technical understanding upon which they can be assessed for their suitability to the trade. When technical schools and technical subjects were popular in school curriculum's this was much less the case.

In our communities and in the home there appear to be fewer opportunities for young people to gain practical hands on technical experience that may have provided a basis upon which learning could occur. Given new vehicle technologies, for example, and the level of diagnostic skill and equipment required to diagnose faults in vehicles it is becoming less and less likely that young people get a chance to understand vehicle technologies through experiences in the home or garage. The days of teenagers watching dad fix the car in the garage are largely over. Given this phenomenon, a platform for exploration, understanding and a possible budding interest in vehicle technologies is becoming less prevalent in the domestic community.

In a broader sense there appears to be a focus in our communities on replacement over repair, which in turn removes from our youth a developmental attitude that includes a capacity to fix and repair things.

In addition, a drive toward higher education pathways, later school leaving ages and relatively low wages for apprentices are issues that are limiting the uptake of apprentices in the industry. This perception in industry is confirmed by recent ABS data that indicates a continuing trend toward retention rates for school leavers in Australia (Year 10-12 retention rates 1996-73.6%, 2001-75.4% [Schools ABS.4221.0]).

Retention rates are also an issue requiring deeper analysis, with over 40% of the workforce leaving the industry five years after joining. The industry is acutely aware of the costs and training implications associated with low retention rates amongst mature workers in the industry.

2.3 New Technology

In terms of the emergence of new technologies that will attract a new cohort to the industry, there are positive signs for the future. Electronic data analysis technologies, on board diagnostic computers and distance diagnostic capabilities are all emerging in the industry to present new career paths that have little resemblance to the spanner based occupations that colour our more traditional perceptions of the industry.

In many ways the industry is in a state of metamorphosis. The mechanic and the body technician of the future will be typified by an IT diagnostic skill set with highly developed communication, team work and team building skills.

Automotive based services to the community, in the future, will be based on large but segmented organisations, dealerships, front end specialists, brake specialists, and niche organisations. It is quite probable that the generalist mechanic found today will be marginalised by more economic parts change-over operations in the future. That is, it is likely to be cheaper to replace the part than to repair it. A broad based mechanic with a deep skill and knowledge set will in many ways become a specialist; our generalist mechanic of today will become a specialist of tomorrow residing in a segmented area of the industry.

In this segmented industry environment, dominated by narrow but deep occupations in specialised areas, broad skill sets will be less common and possibly less sought after by employers.

In a sense this position contradicts the need to lessen the pressure on youth to stay at school in favour of starting an apprenticeship at an earlier age. It does however have to be viewed on the basis that the future will see significant changes in the types of training required to meet the skill needs in industry (see attached industry segmentation report).

If four year apprenticeships are an unpopular choice for youth leaving school at 18 years then quicker, more streamlined approaches to skills development and remuneration will need to be developed.

It is possible that given these tensions between school leaving age and periods of apprenticeship, an intersection may occur on narrower skill base requirements in the industry and shortened training cycles required in some areas of the industry to achieve competency and certification. An example of this situation is where apprentice motor mechanics in dealerships spend up to four years, carrying out routine servicing processes due largely to a lack of diagnostic and repair work required in new vehicles. It could be argued that for apprentices in that are employed in extremely segmented areas of the industry a four-year apprenticeship is not required and a different skill mix with that provided broader workplace applications could be considered. This new skill mix could include broader, cross-functional activities that would enable the apprentice to be employed in a number of different functions in the dealership.

2.4 Necessity to Market the Industry and Attract Workers

It has become clear throughout the operations of the Task Force that within this time of change in the industry a renewed focus also needs to be given to understanding the labour and skills requirements for the future. With a new demographic cohort emerging from the schools sector in Australia the industry needs to position itself as an attractive option for career and personal development for both young and mature age workers. The Task Force is conscious of the fact that the industry will need to compete more vigorously to attract both mature workers and school leavers into its ranks.

The issue of perceptions of the industry and in particular those held by parents and their children have been identified by the industry as a major factor that contributes to intake levels for apprenticeships. A key objective set by the Task Force was to explore these perceptions with a view to establishing strategies through which youth perceptions could be validated and acted upon.

In order to help shift these often outdated and obscure images of the industry that exists amongst youth and in schools the Task Force, through the activities of the VACC developed the concept of a mobile careers unit that would visit schools to inform both VCE students and school staff on the career options available in the industry today (see articles). Although high levels of interest has been shown in the careers unit by the other State MTA's issues of finance and costs associated with staffing such a project at local levels has limited the degree of duplication of this project in other states.

Costs to the VACC to establish the careers unit were somewhere in the region of \$80,000.

The visitation of the mobile careers unit to schools not only met its objectives, and continues to do so, but also created a heightened awareness of the industry through local press articles that followed on from the visits (see articles attached).

The careers unit is scheduled to visit over 100 schools each year throughout metropolitan and regional Victoria.

The VACC, in 2002, used television as a key medium through which to promote the industry and advertise for its 2003 apprentice intake program to both youth and families.

An additional 16 Industry applicants were identified as a result of this activity.

The industry, in the future, will need to find more ways to clearly articulate to the general community the dynamic career options that are available and the broad-based transferable skills that are provided through an apprenticeship.

Until recently the retail motor industry has not clearly communicated to school leavers, parents, careers advisors and the community generally, the diverse nature of careers in the industry.

There have been limitations experienced by industry in communicating how industry personnel can take advantage of career development opportunities to advance their careers or broaden their experience into related areas in the industry.

The results of the work undertaken by the Task Force have led to additional on-going research in this area. Additional research has been undertaken in the exploration of apprenticeship durations, adult apprentices entering the industry and the specialisation and segmenting that is occurring in the industry globally.

The Task Force has considered deeply the current apprenticeship training model, and, in the light of their activities in this project, has concluded that new systems will be required in the future to meet the demands of industry and youth aspirations in respect to career development and skills training.

Traditionally, in Australia strong ties have existed between local communities and their local business operations. The Task Force has recognised the strengths of these relations and in particular those between schools and local business and recognise that in today's highly mobile communities these ties and schools-to-work networks are under significant pressure. The Task Force accepts that models for the re-integration of these groups should be explored.

The activities of the Task Force have provided much needed discussion on the strengths of national initiatives and their contextualisation into local projects. For example, the Career Information and Industry Partnership Program (CIIPP) "pilot" activities that were undertaken in regional Australia have many facets that could be practically customised to meet similar demands in other locations. The CIIPP "pilot" activities in Townsville demonstrated that well-organised partnerships between schools and local businesses could successfully promote local industries.

Through a strengthening of the knowledge base and levels of understanding on skill shortage issues in the industry nationally a more structured and coherent industry led promotion of auto careers is being achieved. In meeting its primary objectives the Task Force has gained not only a clearer understanding of its own needs in the future but also an understanding of the needs of youth when they view the competing career options available.

In particular the development of the <http://www.autocareers.com.au> web site has allowed for significant levels of access across the broader community in terms of gaining a deeper understanding of the career paths available in the industry.

The web site details a number of individual vocations in the automotive industry and outlines pay rates, typical duties performed and potential career paths that stem from particular trades.

With an average monthly hit rate of 15000 users the web site has proved to be one of the most significant and effective aspects of the collaborative CIIPP/Task Force project.

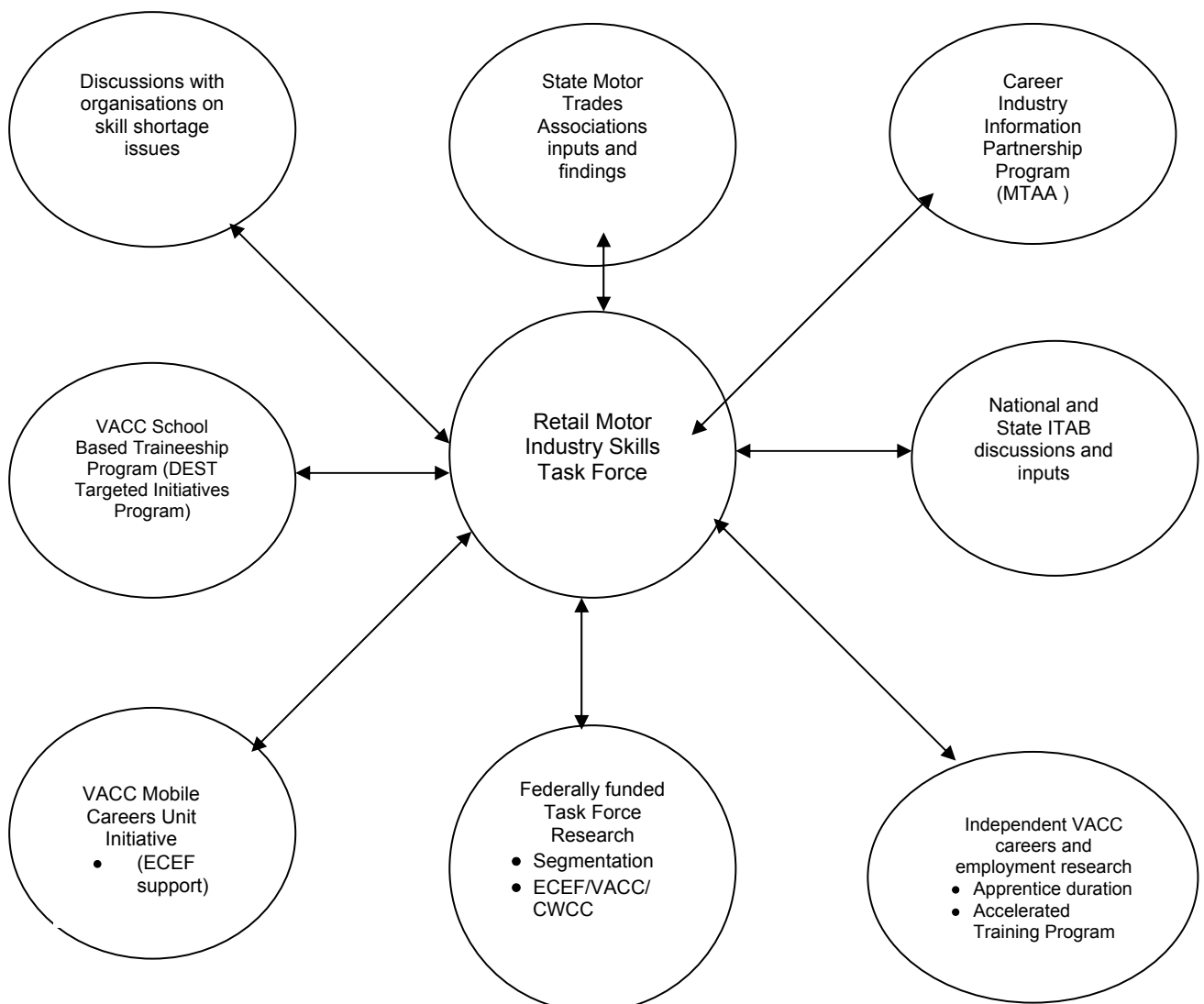
The challenge for the future is ensuring that industry takes responsibility for maintaining the currency of the website.

3. Methodology and Project Connections

The Skills Task Force and the project outcomes do not sit in isolation from other 'like' projects and pre-existing industry initiatives.

It was accepted, from the outset of the project, that this initiative would inform and would be informed by other projects being undertaken concurrently either by the various consortium industry groups or the Federal Government.

The chart provided below forms a graphic representation of the network connections that support the Task Force initiatives.



The Task Force set out to limit the amount of duplication and wastage between its own project outcomes and those outcomes invested in related projects at both State and national levels.

3.1 Task Force Membership

In the formation of the Task Force, every effort was made to ensure national representation and a range of expertise in the membership.

Whilst many of the project outcomes of the Task Force Action Plan have been met in Victoria, in other states more effort and contribution was made to the CIIPP, which in turn, articulated into the Task Force project objectives.

Given the dynamic and multi-faceted nature of the Action Plan, a range of differing methodologies and approaches were employed by the various MTAs. (See project outcomes).

The support and guidance offered by DEST throughout the project is acknowledged by the Task Force.

Through the efforts of DEST, connections from other Task Force projects were provided, as were key links and dialogue to government officials and their offices.

4. Summary

Analysis of the attached reports identifies a number of key issues that confront the industry. These include:

1. A shrinking youth base in Australia will lead to increased competitive activities from employer and trade organisations designed to attract school leavers into their ranks.
2. The need for immediate exploration of the ways of attracting adults into the industry through skills cross-streaming and recognition.
3. Employer groups, ITABs and schools need to market trade occupations in new and dynamic ways. They need to appeal to youth and their families and in particular, mothers. (The CIIPP activities confirm this).
4. Significant in transitions between school and work are the depth and breadth of local connections between schools and industry. Local employers need to find ways to become more deeply engaged in school/career activities.
5. Employers need to clearly articulate what it is that they have to offer to apprentices and trainees. They need to recognise that they are competing with a diverse range of attractions and options in the job market.
6. VET in Schools is imperative to the supply of appropriate labour to the industry in the future. Without hands-on exposure to technology it is unlikely that young people will explore the potential in the trades sector.
7. School teachers and career advisors often have outdated views of the industry. Unless these groups can gain a realistic understanding of the industry it is unlikely that they will promote automotive trades to their pupils as a viable career option.

8. It is unlikely that the current training models will meet the emerging needs of the industry. New models will need to be explored and tested.
9. The industry will need to find ways in which to retain and continually retrain and reward its existing and ageing workforce.

5. Proposal for Next Research Stage (prepared by VACC and CWCC)

Delivering Skills in Automotive Retail Service and Repair Draft Pilot Project outline

Background

The Australian automotive sector is undergoing a period of significant change. In particular, the Retail Service and Repair (RSR) sector is faced with a range of issues regarding skills, jobs and the labour market.

Jobs and skills are changing very rapidly. The RSR sector has gone from a relatively small number of traditional job titles (e.g. mechanic, spray painter, panel beater), to a broader range of job titles (e.g. service technician). In parallel, skills involved have become more diverse and are crossing boundaries. For example, people from technical roles are required to have more face-to-face contact with customers, and previously technical roles (such as service advisor) are now being performed by people with customer service expertise.

At the same time 'traditional' approaches are still being used in terms of targeting people to enter the industry and training these people.

Young people have been the main traditional source of employees for the RSR sector. Due to the ageing workforce, and ongoing skill requirements in many sectors, the RSR is already and will continue to, find it difficult to access significant numbers of young people.

In addition, training approaches in the RSR sector are still based around traditional apprenticeship models (3-year traditional delivery approach with 1 year improvement period).

The industry has a critical need in terms of delivering skills and providing career paths within the industry. Current industry training models do not address these new skill issues very effectively. This impacts on the ability of the industry to attract people, and to provide them with, skills, jobs and career paths to match those available in other industry sectors. This may impact on the number and quality of people entering the industry through traineeships and apprenticeships, as well as the ability of these people to provide industry with the diversity of skills required.

It is clear that in order to ensure the future viability and sustainability of the industry in terms of a skilled labour market within Australia, the industry needs to consider innovative approaches to attracting, training and retaining new industry participants.

This Project focuses on people with transferable skills from other industries. Other industry sectors (e.g. retail, dairy, carpentry) have recognised the value in targeting skilled people from non-traditional sources and providing them with 'top-up' technical training as required in order to meet their skill needs.

Proposed Project

This Project seeks to address some of the issues outlined above in terms of piloting an innovative approach to providing participants with the mix of skills required by the industry today. (See Figure 1 page 3.)

The Project will pilot approaches to attracting non-traditional entrants (e.g. people with transferable skills from another industry), and providing them with skills in an innovative model. The first target will be people who are interested in careers within the RSR sector. The VACC has received many enquiries from such people.

The specific model for training will involve forming a strategic alliance of RSR businesses, and if appropriate, relevant training providers and other stakeholders. In terms of RSR businesses, a key focus is likely to be dealerships.

The alliance of businesses will work together to identify key skill sets they need. Specifically, the Project seeks to understand the range of skill requirements for the businesses (e.g. skills that may cross traditional skill sets).

The Project also aims to develop an innovative approach to delivery of these skills. The approach involves providing participants with a portfolio or 'parcel' of key skills applicable to current and emerging business needs. The approach will also provide work experience in a range of environments to augment these skills.

Key steps

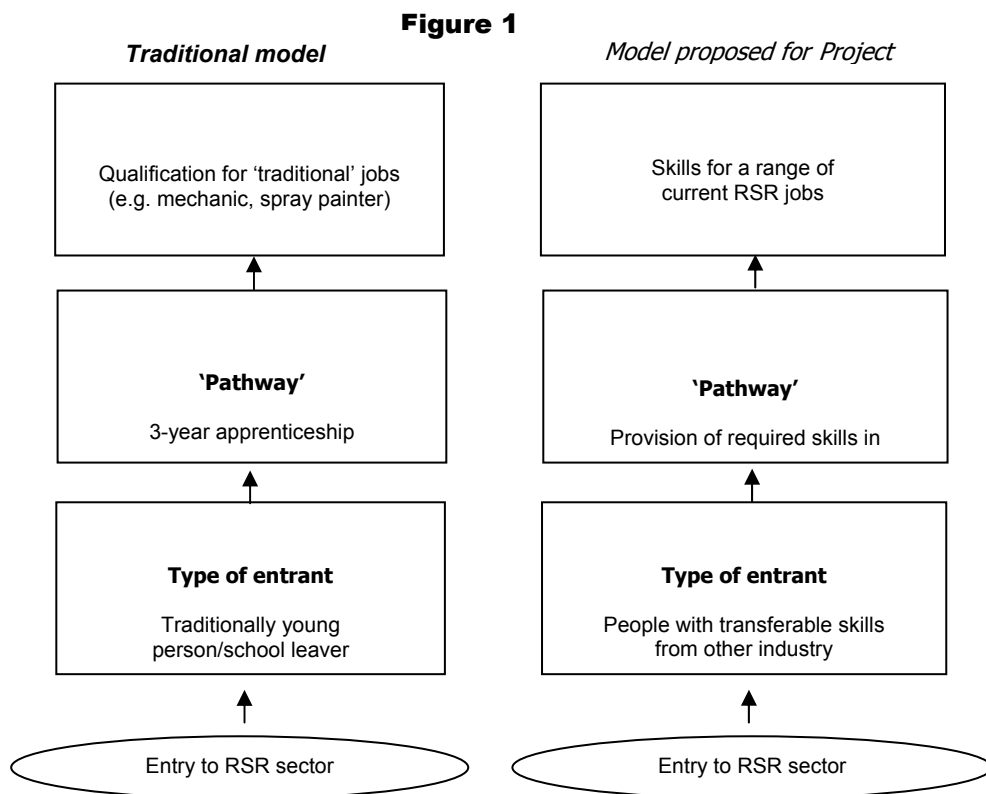
1. The first aspect of the Project involves building a strategic alliance of selected businesses in the RSR sector (focus on dealerships), working together to attract new participants to the industry, identify skill needs, and developing a new model for delivering those skills.
2. Project stakeholders will work together to define the skill mix and undertake a gap analysis of current materials/approaches for delivering these skills. This may involve a review of the Training Record Book.
3. Based on the gap analysis, an approach will be developed which customises existing content, and/or develops new content as appropriate. The mix of skills will be developed to meet the emerging and current skill needs of participating businesses and the industry. The approach will also outline delivery methods to provide this material.
4. The VACC have indicated that participants are currently available and interested in participating. Additional participants will be targeted for involvement in a range of ways; including Project promotional material, information sessions and other activities.
5. Training programs will be developed and delivered to meet the skill needs of individual participants and the Project stakeholders. This will be a 'fast-track' approach, based on competency rather than the traditional 3-year time-based apprenticeship model.

6. Participants will be provided with an accredited qualification. Delivery of training (on and off-job), and assessment will be managed and provided by the Project Team in conjunction with other providers as appropriate.
7. At the end of the Project an evaluation will be undertaken analysing issues arising for rolling out such initiatives on a broader scale. The Project will also assess the impact of pilot initiatives on perceptions of skills, career paths and employment opportunities in the industry for Project participants.

Project Outcomes

This Project will provide:

- A group of participants who have successfully acquired key skills for the RSR sector;
- A tested approach for bringing different types of skilled people into the RSR sector;
- A tested approach to identifying skills for such people to enter the RSR sector;
- A tested approach for developing an innovative skills package for the Automotive RSR sector;
- A tested new delivery model for providing relevant, current skills;
- Individuals with accredited and relevant skills for the industry;
- Evaluation in terms of analysis of issues arising and recommendations for broader rollout.



Given the cessation of the task force it is proposed the VACC project manage this new project stage with research support from CWCC.

ACTION PLAN OUTCOMES

OBJECTIVE	ACTIONS	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 1</p> <p>Establishment of Task Force.</p>	<p>The Task Force was quickly established following the announcement of the Project by Minister Kemp.</p> <p>Regular meeting of the Task Force were well attended by the Task Force members.</p>	<p>Representation at Task Force meetings included personnel who were either undertaking or participating in connected projects: i.e. John Braddy ATA in regional career pilot studies through MTAA; Steve Balzary ACCI BEPA projects.</p> <p>Critical to the success of the Task Force activities was the cross pollination of ideas and dialogues on objectives and outcomes of separate automotive career initiatives at both state and national levels.</p> <p>Acknowledgement at the onset of the project that the CIIPP project would meet many of the outcomes described in the Task Force Action Plan.</p>	<p>Consultation at a national level achieved.</p> <p>Task Force group cognisant of local state issues and models that may be adopted to increase industry participation rates amongst youth.</p> <p>Leveraging support from various industry support and research projects to meet Task Force objectives.</p>	<p>The Skills Task Force has completed its project timelines.</p> <p>Through the activities in the Action Plan a significant proportion of the outcomes in the Action Plan have been achieved.</p> <p>Those project outcomes that have not been met are listed in this report for a continued focus by the industry MTA's.</p> <p>Extension activities based on research projects will support the extension of the Task Force Action Plan outcomes into a new stage of activity for the industry.</p> <p>Currently independent VACC research into apprenticeship durations and ECEF/VACC/CWCC research into industry segmentation and skill requirements in the future will facilitate new initiatives designed to increase levels of understanding on skill shortages in the industry.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 2</p> <p>Improved awareness of career opportunities available in the retail motor industry.</p>	<p>National dissemination of career materials to schools and New Apprenticeship Centres.</p> <p>Development and dissemination of VET in Schools handbook, CD Rom and video to all Victorian Secondary Schools.</p> <p>Development of VACC Mobile Careers Unit, visiting over 100 schools annually, targeting regional Victoria.</p> <p>Development of careers wall chart for distribution to schools.</p> <p>Development of seminars to schools and general community on preparing for employment in the motor industry. 10 seminars in 2002.</p>	<p>CIIPP Project.</p> <p>VACC.</p> <p>VACC and BEPA support through ACCI.</p> <p>VACC. DEST/VACC School Based Traineeship Targeted Initiative Project.</p> <p>VACC.</p>	<p>Nationally consistent careers materials provided to schools in all states/territories.</p> <p>VET CD ROM and careers booklet developed and available to all states/territories.</p> <p>VACC mobile careers unit visiting over 100 schools annually. Commitment to continue initiative at VACC.</p> <p>Careers wall chart provided to all schools through careers unit visits. Cart available to all states/territories</p> <p>Applying for employment in the auto industry presentation kit developed and available to all states/territories.</p>	<p>Possible re distribution of revised career materials in the future depending on available support.</p> <p>Continued distribution through VACC Mobile Careers Unit.</p> <p>VACC to continue Careers Unit initiative supported by BEPA funding.</p> <p>Continued distribution to schools through VACC Mobile Careers Unit.</p> <p>Continued delivery of seminars in the future. Presentation pack available to all State MTA's.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 2 cont'd</p>	<p>Two-year comparative research on levels of knowledge amongst School Careers Advisors on careers available in the industry.</p> <p>Development of VACC Apprenticeship TV and radio campaign in 2002.</p>	<p>VACC.</p> <p>VACC.</p>	<p>VACC survey to schools indicating increase in schools knowledge of auto careers.</p> <p>VACC automotive careers advertising campaign launched in Victoria (August 2002).</p>	<p>Possible research of existing industry knowledge base amongst School Career Advisors in the future.</p> <p>Impact of new marketing approach to be measured and assessed by VACC.</p> <p>Project outcomes to be made available to all State MTAs.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 3</p> <p>Expand range and uptake of new apprenticeship and other training pathways to meet existing and future needs.</p>	<p>ATA have previously developed industry best practice studies for utilisation by industry.</p> <p>Face to face program of visits in Victoria to advise industry on industry training issues completed.</p> <p>(Proved extremely successful for introduction of new intakes into the industry through structured work placement.)</p> <p>VACC uptake of DEST Targeted Initiatives Program for School Based Traineeships.</p>	<p>CIIPP.</p> <p>VACC/BEPA.</p> <p>VACC/BEPA.</p>	<p>Industry profiles prepared and posted on autocareers web site.</p> <p>VACC to maintained industry visitation cycle through BEPA activities and VACC Employment Services field staff.</p> <p>Maintained applications (250)received by VACC Group Scheme for 2002-3 apprentice intake.</p> <p>30 school based trainees initiated in industry in Victoria in 2002</p>	<p>Further industry profiles to be posted on site as developed.</p> <p>VACC/BEPA commitment to continue industry visitation and advice program in Victoria.</p> <p>Program extended to March 2003.</p> <p>Targeted to reach 40 new trainees by project completion.</p> <p>School based traineeships embedded in industry view of viable career pathways for VCE students.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 4</p> <p>Improved awareness of career opportunities available in the retail motor industry.</p>	<p>Review of existing careers materials undertaken by ATA.</p> <p>Focus groups facilitated through CIIPP Careers Group meetings resulting in national agreement on new careers marketing materials.</p> <p>Career packs provided to State schools nationally and New Apprenticeship Centres.</p> <p>Job profiles prepared by the Centre for workplace and Cultural Change (CWCC) for inclusion on Web Site and in hard copy in career packs.</p> <p>Validation of career profiles provided by Task Force members.</p> <p>Specific focus in development of careers materials on skills shortage areas.</p>	<p>ATA/MTA's</p> <p>CIIPP/ATA/MTA's.</p> <p>CIIPP></p> <p>CWCC, CIIPP.</p> <p>MTAs.</p> <p>CIIPP</p>	<p>Task Force review of existing careers materials determined that many of the current brochures were poorly developed with little appeal to youth.</p> <p>Distribution complete.</p> <p>Complete and on web site.</p> <p>Recognition that many niche areas of automotive not gaining high exposure on web site or in print materials.</p>	<p>Continued focus on contextualisation of careers materials to engage youth.</p> <p>Additional funding will need to be sought to facilitate on-going maintenance of Web Site.</p> <p>Additional profiles to be added to web site based on an on-going basis.</p> <p>VACC currently preparing new careers materials for Engine Reconditioning sector for inclusion into career packs.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
Objective 4 Cont'd	<p>Web Site launched and receiving positive levels of response. (http://www.autocareers.com.au)</p> <p>VACC currently negotiating link to Auto Careers Web Site from Holden Race Team Web Site.</p> <p>Regional community career development projects undertaken by ATA.</p> <p>Various models for industry/community linkages described in CIIPP Outcomes Report.</p>	<p>ATA/CIPP</p> <p>VACC/Task Force</p> <p>ATA/CIIPP</p> <p>ATA/CIIPP/MTAA</p>	<p>Web site receiving 15000 hits per month and climbing.</p> <p>Link established to VACC careers site which in turn links to Autocareers web site.</p> <p>Regional pilot projects complete and report provided to all task force members.</p> <p>Potential use for regional pilot models to be developed further for VACC/CWCC adult apprentice proposal (see section 5)</p>	<p>ATA to seek additional support for maintenance and upgrades of web site.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 5</p> <p>Improved understanding of the impact of industry segmentation and specialisation.</p>	<p>Funding provided by ECEF to undertake research in collaboration with CWCC/VACC.</p> <p>Project report currently in draft stage.</p> <p>Final project report due October 2002.</p>	<p>VACC project accelerator research.</p> <p>VACC research into ways of encouraging the rise of more adult labour in the industry (see attachment).</p>	<p>Draft report attached and proposal for stage two of project to pilot new training model through adults entering the industry.</p>	<p>Articulating research to be proposed looking at the nature of the small business sector in the retail motor industry and pressures affecting future sustainability.</p>

OBJECTIVE	ACTION	RELATIONSHIP TO OTHER PROJECTS	OUTCOMES	FUTURE
<p>Objective 6</p> <p>Consideration by the Task Force of issues relating to the utilisation of Commonwealth incentives by employers.</p>	<p>Report provided by ACCI (see attachment).</p>		<p>Industry maintaining report position.</p>	<p>VACC and other State MTA's involved in Focus Groups for Commonwealth Review of Apprentice incentives 2002.</p>

7. Acronyms

ACCI	Australian Chamber of Commerce and Industry
ATA	Automotive Training Australia
ATV	Automotive Training Victoria
BEPA	Business Education Partnership Advocate
CIIPP	Career Information and Industry Partnership Program
CWCC	Centre For Workplace Culture and Change
DEST	Department of Education, Science and Training
ECEF	Enterprise and Career Educational Foundation
ITAB	Industry Training Advisory Board
MTAs	Motor Trades Association
VACC	Victorian Automobile Chamber of Commerce