

# "SHAPING TOMORROW"

## Workforce Planning Report HOSPITALITY | 2024



## *Acknowledgements*

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## ABOUT SACSA

Service and Creative Skills Australia (SaCSA) is an industry-owned, industry-led Jobs and Skills Council (JSC), funded by the Department of Employment and Workplace Relations (DEWR). We offer workforce planning, training product development, guidance and advocacy for the following industries:

- Arts
- Personal Services
- Retail
- Tourism
- Hospitality.

Working within a tripartite approach, SaCSA is the critical link between industry stakeholders, government and unions. We aim to provide a stronger, more strategic voice in ensuring that Australia's Vocational Education and Training (VET) sector delivers stronger outcomes for both employers and employees.

As the leader in workforce development initiatives for our industries, SaCSA collaborates with industry stakeholders to identify and articulate employment trends both now and into the future and develops solutions that best serve those needs.

## Foreword from the CEO

It is with great pleasure that I present "Shaping Tomorrow", SaCSA's Workforce Planning Report (WFPR) 2024 for the Hospitality sector. As one of the recently formed Jobs and Skills Councils (JSCs), SaCSA aims to use workforce and training insights to identify and provide solutions for industry-specific workforce challenges that will aid us in shaping the workforce of tomorrow.

Hospitality is a diverse and dynamic sector dedicated to providing exceptional service experiences in food and beverage and event management. As a cornerstone of the service economy, Hospitality professionals play a pivotal role in creating memorable and enjoyable moments for guests.

"Shaping Tomorrow" offers an overview of the Hospitality sector's workforce and identifies some of the challenges our sector faces. It also delves into the challenges and opportunities within the Vocational Education and Training (VET) sector and outlines our initial focus areas. Combined, these areas will drive our efforts and stakeholder consultations in the near term and provide a strategic approach to managing industry challenges.

This report, developed in consultation with our wide range of stakeholders, builds on SaCSA's expertise in workforce planning and is a major advancement towards exploring the issues facing the Hospitality sector.

Through collaboration with other JSCs, we aim to understand current, emerging and future workforce challenges, including skills gaps and shortages. This collaboration will continue to help us refine data collection and analysis processes for better alignment of demand and supply of skilled labour within each sector of our remit.

"Shaping Tomorrow" is intended to be a valuable tool for industry stakeholders, including employers, businesses, industry peak bodies, unions and government agencies. It will inform the creation of policies and proposals while encouraging further workforce planning, training product development, skills development promotion and monitoring, and industry stewardship.

The 2024 WFPR is a testament to SaCSA's commitment to developing and empowering the workforce of the Hospitality sector in Australia both now and into the future. I thank each and every stakeholder involved for taking their time and sharing their expertise to help us shape this report.



***Natalie Turmine***

Chief Executive Officer  
Service and Creative Skills Australia (SaCSA)

## Report structure

The WFPR begins with a joint **Preface** on the Tourism, Travel and Hospitality workforce – noting the interconnections across these sectors and that they share the same training package, with an additional emphasis on the Hospitality sector.

The **workforce challenges** section draws on industry intelligence, research, and data analysis to identify key priorities in the sector. These include:

- *Understanding current and emerging workforce needs:* the reopening of venues post-COVID-19 restrictions resulted in a large number of vacancies in the Hospitality sector – especially for Chefs, Cooks, Bar Attendants and Waiters. This has led to skill shortages as many employers have been unable to fill vacancies.
- *Recognising the role of migration and regional challenges:* migrant visa holders have had a complementary role in meeting the specialised demands and in addressing shortages in the sector, including in regional and remote areas.
- *Hospitality as a career:* the sector provides an entry point into the workforce for many young people and delivers valuable entry-level training and work experience. More needs to be done to improve the retention of these workers, including shifting perceptions about longer-term career opportunities in the sector.
- *Prioritising upskilling:* there have been shifts in how training is being delivered, with a greater role for private and enterprise training, which tends to be more industry focused. Industry stakeholders have also noted the need for upskilling workers.

The following sections step through the **workforce insights and skill needs, training developments** and **workforce strategies and measures**. This includes:

- *Details of the sector* at the occupational and training package levels, highlighting data and evidence gaps
- *Mapping of national as well as state and territory initiatives* and how they link back to the identified workforce issues.

The WFPR concludes with SaCSA's **current and planned stakeholder engagement efforts** including how they relate to our proposed priorities over the next 12 months, which include:

- *Deepening our understanding and analysis of the sector and addressing data and evidence gaps:* to better understand the interconnections across the sector with other sectors.
- *Deepening our occupational areas of focus (such as Chefs and Cooks):* this will include further diagnosing the workforce challenges in this area with a view to developing evidence-based responses and identifying data and evidence gaps.
- *Reviewing our training products (the SIT – Tourism, Travel and Hospitality training package) and relevant Units of Competency:* to ensure they are up to date, as well as engagement with other initiatives to address skills and training needs, beyond the formal VET training package.
- *Influencing key national projects such as the National Skills Agreement, the Australian Universities Accord, the Migration Strategy, and the follow up from the Employment White Paper:* including presenting feedback from industry on current and emerging needs and gaps.
- *Identifying areas for collaboration:* including with other JSCs, noting that workforce planning is ongoing, and priorities can evolve over time.

The WFPR is supported by Appendices on **Data sources and occupational profiles**, **Cross-cutting national policies**, **Australian Government initiatives**, and **State and territory initiatives**.

# PREFACE

## - TOURISM, TRAVEL AND HOSPITALITY WORKFORCE

The Tourism, Travel and Hospitality workforce underpins Australia's visitor economy.

The visitor economy comprises the wide range of interconnected industries that provide goods and services to visitors who travel to a destination for a variety of purposes, including leisure, education, business and employment. It is a significant driver of economic and employment growth, prosperity and wellbeing for Australia.

This includes outbound travel by Australians visiting overseas which is a natural complement to inbound travel and underpins the air and sea connectivity that Australia needs to sustain a vibrant visitor economy. Australians travelling overseas also, directly or implicitly, promote Australia as a travel destination to those with whom they interact.<sup>1</sup>

There are a range of estimates of the size and scope of the visitor economy and the associated Tourism, Travel and Hospitality workforce. There is no single dedicated Australian Bureau of Statistics (ABS) industry code or definition that captures the entire workforce.

The ABS Tourism Satellite Account (TSA) is a statistical framework that measures the economic impact of tourism on the Australian economy. It captures the direct contribution of tourism to the Gross Domestic Product, including spending or activity by tourists, employment in tourism-related industries, and the production of tourism-related goods and services. As of the December 2023 quarterly release of the ABS TSA, the total filled jobs in tourism was estimated at 655,400 persons.<sup>2</sup>

THRIVE 2030, identifies more than 1 million persons employed directly and indirectly in the sector as part of the broader visitor economy.<sup>3</sup> THRIVE 2030 defines tourism subsectors in the sector, drawn from the ABS Australian and New Zealand Standard Industrial Classification (ANZSIC) methodology and supplemented by stakeholder advice, including: Accommodation, Transport, Culture, Arts and Recreation, Tourism Services, Education and Training, Business Events, Food Services and Retail.

For the purposes of this Workforce Planning Report (WFPR), and following stakeholder and industry consultation, the Tourism, Travel and Hospitality workforce is defined to encompass workers who operate across a diverse range of industries covering: Tourism, Travel and Tour Services; Hospitality; Retail Trade; Cultural Services; Transport; Education and Training and Outdoor Recreation (i.e those defined in the SIT Tourism, Travel and Hospitality Training Package - see Table 1).

This results in 1,213,000 persons engaged in the Tourism, Travel and Hospitality workforce as at end 2023.

This approach is driven by the estimates in the TSA of the workforce, supplemented by the ABS ANZSIC / industry workforce estimates, for Accommodation and Food Services and related industries.

<sup>1</sup> Australian Trade and Investment Commission, THRIVE 2030 revised: The Re-Imagined Visitor Economy Strategy, March 2023 : <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>.

<sup>2</sup> ABS, Tourism Satellite Account, Quarterly tourism labour statistics, Direct tourism filled jobs, December 2023 : <https://www.abs.gov.au/statistics/economy/national-accounts/tourism-satellite-accounts-quarterly-tourism-labour-statistics-australia-experimental-estimates/dec-2023>.

<sup>3</sup> Australian Trade and Investment Commission, THRIVE 2030 revised: The Re-Imagined Visitor Economy Strategy, March 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>.



It is sufficiently broad to fully capture those employed and engaged with the Tourism, Travel and Hospitality sector. It builds on the TSA activity-based approach for the sector to better capture all those who are employed and engaged across the sector. It is also broadly inline with the Department of Employment and Workplace Relations (DEWR) industry mapping to each JSC, which aligns with training products each JSC is responsible for. Finally, the industry-based approach is also potentially more accurate given the Australian and New Zealand Standard Classification of Occupations (ANZSCO) and the ANZSIC have not been finalised for each JSC (see data and evidence gaps section).

A mapping of the Hospitality-related industries as a whole is outlined in Table 1, including how they directly relate to SaCSA and other JSCs (where there are close links to industries and respective training products, following consultations with stakeholders and industry). Table 1 also presents some occupations under each of the industries, noting these relate to training packages allocated to each JSC and are non-exhaustive.

**Table 1: Tourism, Travel and Hospitality workforce sectors, occupations and links to responsible JSCs and respective Strategic Workforce Advisory Groups (SWAGs) or their equivalents**

| Hospitality   | Tourism, Travel and Tour Services   | Retail Trade, Cultural Services  | Transport   | Education, Training, Outdoor Recreation  |
|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>Accommodation</li> <li>Cafes, Restaurants and Takeaway Food Services</li> <li>Pubs, Taverns and Bars</li> <li>Clubs</li> <li>Gambling Activities</li> </ul>  | <ul style="list-style-type: none"> <li>Travel Agency and Tour Arrangement Services (a part of Administrative and Support Services)</li> <li>Amusement and Other Recreation Activities (a subset of Arts and Recreation Services)</li> </ul> | <ul style="list-style-type: none"> <li>Retail Trade</li> <li>Cultural services</li> </ul>  | <ul style="list-style-type: none"> <li>Rail Passenger Transport</li> <li>Water Passenger Transport</li> <li>Scenic and Sightseeing Transport</li> <li>Air and Space Transport</li> </ul>  | <ul style="list-style-type: none"> <li>Education and Training</li> <li>Sports and Physical Recreation Activities</li> </ul>  |
| Occupations (examples)  | Occupations (examples)  | Occupations (examples)   | Occupations (examples)  | Occupations (examples)   |
| <ul style="list-style-type: none"> <li>Accommodation and Hospitality Managers</li> <li>Cafe or Restaurant Manager</li> <li>Caravan Park and Camping Ground Manager</li> <li>Hotel and Motel Manager</li> <li>Pastrycook</li> <li>Chef</li> <li>Cook</li> <li>Bar Attendant</li> <li>Barista</li> <li>Cafe Worker</li> <li>Gaming Worker</li> <li>Hotel Service Manager</li> <li>Waiter</li> <li>Kitchenhand</li> <li>Caretaker</li> </ul> | <ul style="list-style-type: none"> <li>Conference And Event Organiser</li> <li>Tour Guide</li> <li>Tourism and Travel Advisers</li> <li>Tourist Information Officer</li> <li>Travel Consultant</li> </ul>                                   | <ul style="list-style-type: none"> <li>Visual Merchandiser</li> <li>Sales Assistant (General)</li> <li>Entertainer or Variety Artist</li> <li>Community Arts Worker</li> <li>Recreation Officer</li> </ul> | <ul style="list-style-type: none"> <li>Truck Driver (General)</li> <li>Railway Track Worker</li> <li>Waterside Worker</li> <li>Train Driver</li> <li>Train Controller</li> <li>Aeroplane Pilot</li> <li>Air Traffic Controller</li> <li>Aircraft Baggage Handler and Airline Ground Crew</li> <li>Flight Attendant</li> </ul>       | <ul style="list-style-type: none"> <li>Diving Instructor</li> <li>Snowsport Instructor</li> <li>Other Sports Coach or Instructor</li> <li>Bungy Jump Master</li> <li>Fishing Guide</li> <li>Mountain or Glacier Guide</li> <li>Outdoor Adventure Instructor</li> <li>Whitewater Rafting Guide</li> </ul> |
| Responsible JSC and SWAG  | Responsible JSC and SWAG  | Responsible JSC and SWAG   | Responsible JSC and SWAG  | Responsible JSC and SWAG   |
| <ul style="list-style-type: none"> <li>SaCSA</li> <li>Hospitality SWAG</li> </ul>   | <ul style="list-style-type: none"> <li>SaCSA</li> <li>Tourism SWAG</li> </ul>   | <ul style="list-style-type: none"> <li>SaCSA</li> <li>Retail SWAG</li> </ul>   | <ul style="list-style-type: none"> <li>Industry Skills Australia</li> <li>Maritime Strategic Workforce Planning Committee</li> <li>Transport and Logistics Strategic Workforce Planning Committee</li> <li>Rail Industry Strategic Workforce Planning Committee</li> <li>Aviation Strategic Workforce Planning Committee</li> </ul> | <ul style="list-style-type: none"> <li>HumanAbility</li> <li>Sport and Recreation IAC</li> </ul>   |

# SCOPE OF THIS WORKFORCE PLANNING REPORT

This WFPR is an initial report and only focuses on the Hospitality-related section of the workforce (the pink shaded area of Table 1) and is further centred around the occupations based on the SIT – Tourism, Travel and Hospitality training package (also in Table 1).

The Tourism elements of the workforce are highlighted in the SaCSA's Tourism WFPR.

The Retail and Arts sectors are covered off in their own dedicated SaCSA Workforce Plans. Beyond that, SaCSA does not cover the other related activities such as Transport (aviation and maritime/ cruising) – which are a part of the Industry Skills Australia JSC; and some outdoor adventure activities – which are part of HumanAbility JSC.

SaCSA will collaborate closely with the Industry Skills Australia and Human Ability JSCs, and their related SWAGs, including to identify workforce and training challenges and opportunities.

There are limitations to this approach given the interconnections across Tourism, Travel and Hospitality workforce that will need to be explored in future in a more holistic manner.

For example, this report does not explore comprehensive workforce supply and demand issues, and the role of higher education as part of this to complement the role of the VET sector.

In addition, some occupations do not neatly correspond to the ANZSIC mapping, and / or are not covered by the VET training package – for example for the Amusement and Other Recreation Activities.

Exploring these issues further and addressing them will require additional engagement and consultation with industry. This will be the subject of future SaCSA activities / projects and Workforce Plan updates, in collaboration with other JSCs.



## CHALLENGES FACING THE HOSPITALITY WORKFORCE

There are cross-cutting trends and interrelated trends and challenges shaping the Hospitality sector. Many of the issues and challenges facing Hospitality are shared with the Tourism sector, as the two sectors have a degree of overlap and share the same Tourism, Travel and Hospitality training package.

- SaCSA will continue to work closely with stakeholders to better understand the issues identified in this Workforce Planning and work on fit-for-purpose solutions within our remit over time.

### Shaping Tomorrow – Understanding current and emerging workforce needs

*The disruption caused by the COVID-19 restrictions resulted in many experienced workers leaving the sector, who have been difficult to replace. Further work is required to promote careers and opportunities in the sector and to improve career pathways through training and education.*

The Hospitality sector was subject to sudden and severe job losses, followed by a strong recovery due to the impact of the COVID-19 pandemic and related restrictions (Figure 2). The reopening of venues following the restrictions resulted in a large number of vacancies and skill shortages in the Hospitality sector. Despite recent declines over the past year, job advertisements, according to the Internet Vacancy Index (IVI) by Jobs and Skills Australia show many occupations remain about 50 per cent higher than pre-COVID-19 levels (Figure 4). The ongoing impacts of these restrictions including on labour market dynamics and perceptions of working in the sector are not yet fully understood.

In line with these tight labour market conditions, Chefs, Cooks and Pastrycooks are once again in national shortage according to JSA findings in the Skills Priority List (SPL). These shortages have been longstanding, with Chefs and Cooks being in shortage in every state and territory since 2021, while Pastrycooks were in shortage in 2022 in every state and territory and in regional shortage everywhere (except ACT) in 2021. In addition, Waiters were in regional shortage and Accommodation and Hospitality Managers not elsewhere classified (nec) were rated in shortage nationally.

- The common driver for these occupations being in shortage is retention gaps and high turnover.<sup>1</sup> Similarly, results from a recent SaCSA survey of 77 industry stakeholders who work in the Hospitality sector found that about 70 per cent of respondents had difficulty recruiting staff. Retention gap shortages indicate there is above average job mobility (below average rates of retention). Jobs and Skills Australia note that it appears that what needs to be explored are ways to enhance the attractiveness of the occupation through improved remuneration and/or working conditions, professional development and clearer career pathways. Migration options may be another part of the strategy.<sup>2</sup> Some of the drivers for these retention (and attraction) issues are presented below in the *Hospitality as a career challenge*.

There are also many occupations that were not in shortage nationally in 2023 but were in certain states and territories. They are:

- Cafe or Restaurant Managers, Bar Attendants and Baristas were in shortage in Tasmania and the Northern Territory
- Caravan Park and Camping Ground Managers were in shortage in New South Wales
- Hotel or Motel Managers were in shortage in Western Australia, Tasmania, and the Northern Territory
- Hotel Service Managers were in shortage in Western Australia.<sup>3</sup>

<sup>1</sup> Jobs and Skills Australia, Skills Priority List, 2023: <https://www.jobsandskills.gov.au/data/skills-shortages-analysis/skills-priority-list?level=4>.

<sup>2</sup> Jobs and Skills Australia, Towards a National Jobs and Skills Roadmap, 2023: <https://www.jobsandskills.gov.au/publications/towards-national-jobs-and-skills-roadmap>.

<sup>3</sup> Jobs and Skills Australia, Skills Priority List, 2023: <https://www.jobsandskills.gov.au/data/skills-shortages-analysis/skills-priority-list>.

Looking ahead, demand for jobs in the Hospitality sector is expected to continue. Employment projections produced by Victoria University for JSA indicate that all Hospitality sector occupations are set to grow over the next five and ten years, including Accommodation and Hospitality Managers, Bakers and Pastrycooks, Chefs, Cooks, Hospitality Workers, Waiters, Other Hospitality Workers, Kitchenhands, and Caretakers. For example, employment for Chefs is projected to grow by 8 per cent over the next five years, (the highest of any occupation mapped to the Hospitality sector), underlying the need for workers and training in this area.

### *Shaping Tomorrow – Recognising the role of migration and regional challenges*

*Migrant visa holders have had a complementary role in meeting the specialised demands and in addressing shortages in the sector, including in regional and remote areas.*

The importance of migrant visa holders was illustrated during the COVID-19 restrictions. For example, the Australian Government THRIVE 2030 strategy notes that workforce shortages had been, exacerbated by the short-term restrictions placed upon the entry of permanent and temporary migrant workers who had been an important supplement to the visitor economy workforce, across both Tourism and Hospitality.<sup>4</sup>

- A report released by 'Deputy' confirmed the importance of international workers in filling staffing gaps in the Hospitality sector. The lack of migrant workers in the sector during the COVID-19 restrictions resulted in employees working more hours and triggered a generational shift with more older workers employed.<sup>5</sup>

Overseas students have augmented the pipeline of trained workers for many occupations for which there is a gap in domestic supply. For example, while VET enrolments have been increasing for Chefs in the five years to 2022, over 80 per cent of enrolments are international students, based on NCVER data.<sup>6</sup> Improving domestic supply will take some time because it can take up to three years to become fully qualified as a Chef.<sup>7</sup>

Stakeholder consultation has emphasised the importance of the migration settings in meeting demands for workers in the sector. This is especially the case for regional and remote areas, which are reliant on Working Holiday Maker Visa holders to help meet peak seasonal demands, such as Waiters and other Hospitality sector workers. Stakeholder consultation has identified the limited availability of housing and accommodation could prevent many would-be workers from moving to some regions.

- Census data is consistent with stakeholder feedback suggesting that international workers have an important complementary role in filling gaps in domestic labour supply. More than one third (35.8 per cent) of Chefs and over one quarter (28.7 per cent) of Cooks (both occupations have been assessed as being in shortage) arrived in Australia within the past 10 years, above the 11 per cent national average for all occupations, based on ABS 2021 Census data.
- Given the challenges in meeting demand, some stakeholders also indicated that it would be useful to continually review visa settings, for example for working holiday makers around the eligibility for second and/or third year Working Holiday Maker Visas, as well as the restrictions on hours worked and the limitation of six months with one employer for these visas.<sup>8</sup>

<sup>4</sup> Australian Trade and Investment Commission, 'THRIVE 2030 revised: The Re-Imagined Visitor Economy Strategy', March 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>.

<sup>5</sup> Deputy, The Big Shift – The changing landscape of Aussie hospitality, 2022: <https://cdn.uc.assets.prezly.com/3bd00936-f1f5-4aa5-a9ad-4a21d5687339/-/inline/no/big-shift-report-au-2022.pdf>.

<sup>6</sup> NCVER VOCSTATS, Total VET enrolments and completions, 2017 to 2022: <https://vocstats.ncver.edu.au/webapi/jsf/login.xhtml>

<sup>7</sup> Training.gov.au, How to Become a Chef in Australia: Complete Guide for 2024, May 2023: [How to Become a Chef in Australia: Complete Guide for 2024 \(training.com.au\)](https://www.training.gov.au/complete-guide-for-2024).

<sup>8</sup> SaCSA industry consultations to inform the 2024 Workforce Plan.

Ongoing efforts are also required to incentivise the domestic supply of workers and ensure that international workers and holiday makers are not exploited. The report of the Review of Australia's Migration System referred to the Migrant Workers' Taskforce Report, which identified instances of exploitation of international students and working holiday makers in Hospitality.<sup>9</sup>

### *Shaping Tomorrow – Hospitality as a career*

*More needs to be done to improve staff retention, including shifting perceptions about longer-term career opportunities in the sector.*

The Hospitality sector provides an entry point into the workforce for many young people and delivers valuable entry-level training and work experience in areas such as customer service. Many workers in the hospitality sector are seeking income while studying although the key foundational skills that these employees can apply to other professions is an attraction point which could be better promoted.

- Staff turnover is an ongoing challenge for businesses in the Industry with Jobs and Skills Australia estimating that 70 per cent of employers had recruited staff within the previous two months throughout 2023. This is the highest result for any major industry.<sup>10</sup>
- SaCSA undertook an initial stakeholder survey of employers, employer organisations and training providers to inform this Workforce Planning Report (Box 1). Responses were received from 77 organisations who work in the Hospitality sector. Almost half of respondents reported difficulties retaining staff, with common challenges relating to working conditions such as long or variable working hours.

Stakeholder feedback suggests that the drivers behind attraction and retention issues that contribute to turnover issues include: the seasonal nature of many hospitality jobs, Hospitality sector jobs being seen as a first job rather than being a long-term career, high-pressure work environments, unsocial hours, perceived lack of autonomy and a lack of clear leadership.

- For example, attraction is a key challenge driven in part by negative perceptions of work in the industry,<sup>11</sup> and burnout has been a growing concern for staff in the sector who are working additional shifts to fill gaps.<sup>12</sup>

Stakeholders have further noted the need for additional mentoring programs to support workers, in particular for apprentices and trainees and as employees are progressing in their career path.<sup>13</sup> There are mentoring programs available for the industry through the Australian Culinary Federation and Women in Hospitality, but these programs are not focused on employees going through their apprenticeship or career journey.<sup>14</sup>

Austrade noted that the mutual recognition of qualifications across jurisdictions will help retain qualified workers and encourage labour mobility to address regional shortages. For example, Foundational qualifications that are not recognised across all jurisdictions include the Responsible Service of Alcohol and Food Handling qualifications.<sup>15</sup>

<sup>9</sup> Department of Home Affairs, A Migration System for Australia's Future, March 2023: <https://www.homeaffairs.gov.au/reports-and-publications/reviews-and-inquiries/departmental-reviews/migration-system-for-australias-future>.

<sup>10</sup> Jobs and Skills Australia – Recruitment Experiences and Outlook Survey - 2023 in Review, March 2024: <https://www.jobsandskills.gov.au/publications/reos-2023-review>.

<sup>11</sup> FutureNow, Hospitality Industry Snapshot', January 2023:

[https://www.futurenow.org.au/uploads/1/1/1/7/111700763/futurenow\\_hospitality\\_snapshot\\_a\\_2023.pdf](https://www.futurenow.org.au/uploads/1/1/1/7/111700763/futurenow_hospitality_snapshot_a_2023.pdf).

<sup>12</sup> FutureNow, Hospitality Industry Snapshot', January 2023:

[https://www.futurenow.org.au/uploads/1/1/1/7/111700763/futurenow\\_hospitality\\_snapshot\\_a\\_2023.pdf](https://www.futurenow.org.au/uploads/1/1/1/7/111700763/futurenow_hospitality_snapshot_a_2023.pdf).

<sup>13</sup> SaCSA industry consultations to inform the 2024 Workforce Plan.

<sup>14</sup> Initiatives Women in Hospitality <https://womeninhospitality.org/mentorship/>, and Australian Culinary Federation <https://www.austculinary.com.au/pages/membership>.

<sup>15</sup> Australian Trade and Investment Commission, Visitor Economy Workforce and Skills Interim Action Plan 2023-24, June 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/visitor-economy-workforce-and-skills-interim-action-plan-2023-24>.

*Shaping Tomorrow – Prioritising upskilling*

While enrolments and completions have remained relatively steady across the SIT Hospitality-related training package qualifications over the past five years, there have been significant shifts in how training is being delivered. There has been an increased use of Private and Enterprise training providers, while training in TAFE institutes, Universities and Community Education Providers has declined.

According to data from the National Centre for Vocational Research (NCVER) there has been a slight overall increase in VET enrolments across the Hospitality sector training programs between 2017 to 2022, see [Training developments](#) section for additional detail.

- Declining trends in enrolment data delivered by TAFE institutes, Universities and Community Education Providers reflects stakeholder feedback that the currency and suitability of training packages need to be analysed to ensure they are up-to-date and fit for purpose. Further, stakeholder feedback indicates that employers have been increasingly preferring in-house and on-the-job training to formal training.
- Responses to the SaCSA survey results (Box 1) pointed to the need to increase flexibility of core and elective unit selection, updating the units to better reflect the current needs of the industry, and more face-to-face and on-the-job-training. Nevertheless, SaCSA's survey results also show that three quarters of employers believe that training through the VET system is very important or essential in the Hospitality sector, with many employers choosing to use a mix of external accredited training and internal (unaccredited) training.

Consultation with state and territory representatives for this Workforce Planning Report has highlighted that upskilling of the existing Hospitality workforce remains challenging, with staff unlikely to want to up-skill or remain in the sector long term if they do not see a career path (see [Strategies and measures](#) section [Appendix 4](#) for additional detail).

- Industry feedback suggests that base-level digital skills are a must for new workforce entrants as workers are increasingly required to interact with digital platforms and applications, with upskilling required (either formally or through on-the-job training) for the existing workforce.

In the current low unemployment environment, industry and training provider stakeholders suggest that apprenticeship non-completions are also being facilitated by employer willingness to hire underqualified staff (especially if they have practical on-the-job experience).

- With the higher cost of living, many students are choosing to opt-out of their apprenticeship to take up higher paying entry or higher-level positions. For example, industry and training stakeholders point to high numbers of dropouts occurring in the third and fourth year of apprenticeship because industry is snapping them up and employing them as a Chef or Cook before training completion.

Stakeholder consultation also suggests that there is a gap when it comes to leadership skills. Leadership, business management and human resources skill sets were identified as gaps in the sector, according to the Australian Chamber of Commerce and Industry.<sup>16</sup> This had traditionally been met by a combination of training and skilled migrants. However, this area is likely to remain a challenge given issues such as around formal training enrolments and completion and the ongoing role of migration.

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<sup>16</sup> Australian Chamber of Commerce and Industry, Travel, Tourism, Hospitality, Accommodation and Events Workforce Development Strategy 2023 Report, 2023, unpublished.

**Box 1: What we heard from our stakeholder survey**

In addition to meeting with stakeholders, SaCSA created a survey targeted at employers and industry organisations to better understand the key issues and challenges for the sectors under SaCSA's remit, including the Hospitality sector.

Overall, 77 organisations responded to the survey, covering each state and territory, with the bulk of responders (56 per cent) operating in metropolitan areas, 26 per cent operating in regional areas, and 18 per cent in both. Most (45 per cent) were employers, 17 per cent were industry organisations, and the remainder were other kinds of organisations, mostly education providers and Registered Training Organisations (RTOs).

Please note that for some questions, percentages from possible responses will not sum to 100 per cent since respondents can give more than one answer. Key findings from the survey were:

- **Over 70 per cent of respondents said they had difficulty attracting and recruiting workers.** This is high compared to the overall recruitment difficulty rate in the Recruitment Experiences and Outlook Survey (REOS), which is currently around 55 per cent.<sup>17</sup>
  - The main reasons employers cited were a lack of applicants or responses for advertised positions (over 70 per cent) and applicants who applied but did not have the relevant skills needed (around 50 per cent).
  - The findings are in alignment with national datasets, which note there are persistent skills shortages in this sector.
- **Almost half of respondents said they have difficulty retaining workers.**
  - Of those who experienced difficulty, about 70 per cent of respondents cited perceived poor working conditions, which can include low pay and long or variable work hours as the main reason for their difficulty.
- **In terms of training,** while about 60 per cent of respondents offer external accredited training, about 65 per cent offer internal unaccredited training. This implies that in many cases a mix of the two is involved.
  - This is despite over 75 per cent of respondents saying that it is either very important or essential that their workers are trained through the VET system and over 70 per cent of respondents saying that traineeships and apprenticeships are either very important or essential.
  - The reason for this discrepancy is that most (45 per cent) of respondents believe the current training package is not fit for purpose, with 35 per cent believing it is and 20 per cent unsure. The relatively high proportion of unsure may indicate that a greater level of awareness may be needed for full utilisation of the training packages.
- The top two suggested improvements to the training package were the need to increase the flexibility of core and elective unit selection and updating the units to better reflect the current needs of the industry. Respondents would also like to see more face-to-face training and a combination of on-the-job, and short and long-term training.
- **In terms of barriers to training,** the top two cited are cost and time. This is in line with employers seeking more flexibility in units and more on-the-job training as this reduces the cost and time away from work.
- **In terms of the role of SaCSA,** the top two cited priorities identified by respondents are increasing awareness and promotion of training packages and ensuring that the current training packages are up to date and relevant to the industry.

These issues will be further explored by SaCSA, with research and engagement with stakeholders as part of our ongoing workforce planning.

<sup>17</sup> Jobs and Skills Australia, Recruitment Experience and Outlook Survey, 2024: <https://www.jobsandskills.gov.au/data/recruitment-experiences-and-outlook-survey>.



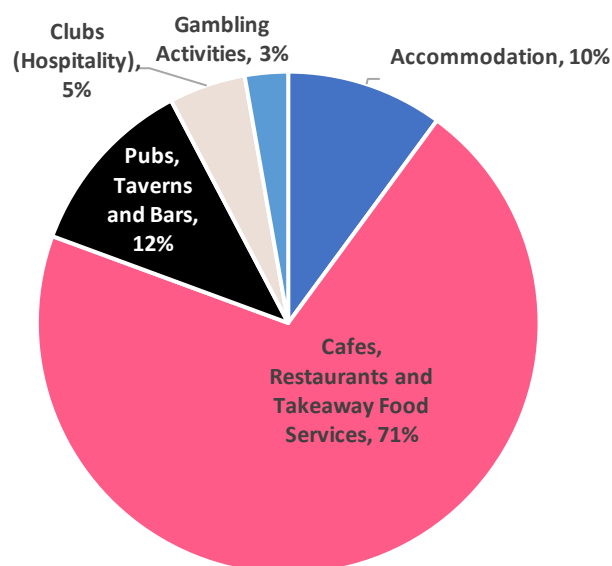
# WORKFORCE INSIGHTS

## WORKFORCE INSIGHTS AND SKILLS NEEDS

### Overall workforce size and subsectors

The Hospitality sector, as mapped to SaCSA's remit, encompasses the majority of the Accommodation and Food Services subsector according to the Australian and New Zealand Standard Industrial Classification (ANZSIC) from the Australian Bureau of Statistics (ABS). This includes the entire Food and Beverages Services subcomponent and includes Gambling Activities. The specific ANZSIC group level components are illustrated in Figure 1.

**Figure 1: ANZSIC mapping for the Hospitality Sector with shares**



Source: ABS Labour Force, Australia. Detailed, original data, November 2023, based on ANZSIC JSC mapping.

Overall, the ANZSIC groups for Hospitality accounts for 916,000 persons and encompasses businesses primarily engaged in providing food and beverage services to patrons. This includes a wide range of services such as restaurants, cafes, takeaway food services, catering services, bars, pubs and similar establishments.

At the group level, Cafes, Restaurants and Takeaway Food Services is the largest (646,000 persons) followed by Pubs, Taverns and Bars (106,900 persons) and Accommodation (92,400 persons).

The specifics of the occupations under these industries are covered in the following section.

### *Identification of job roles and occupations*

The occupations mapped to the SaCSA Hospitality sector are included in Table 2, ranging from Accommodation and Hospitality Managers to Hospitality workers and Caretakers, with an overview of each occupation. They are based on the Tourism, Travel and Hospitality training package (SIT) (Hospitality-related) in accordance with mapping outlined in training.gov.au and data from the NCVET at the 6-digit Australian and New Zealand Standard Classification of Occupations (ANZSCO) classification. This approach however limits the occupation scope to those with a full VET qualification pathway – see [Evidence gaps and areas for development in workforce data](#).

This extends to instances where the Hospitality ANZSCO occupation is implicitly included based on the ANZSCO classification at a higher level. Based on advice from the NCVET, when a course is mapped to a 4-digit ANZSCO unit group or 3-digit ANZSCO minor group, all 6-digit occupations in this group are then also

included in scope. For further information see the [Addressing evidence gaps and areas for development in training](#) data section.

Hence, 141 Accommodation and Hospitality Managers, 431 Hospitality Workers and 4319 Other Hospitality Workers implies the inclusion of all the 6-digit level occupations within these unit and minor groups, as shown in Table 2. The occupations mapped to Hospitality represent 646,101 persons, based on analysis of the ABS 2021 Census data. The attributes for each of these occupations are described below.

**Table 2: 6-digit ANZSCO occupations mapped to the SIT – Tourism, Travel and Hospitality training package (Hospitality-related)**

| ANZSCO        | ANZSCO title   | Qualification                               | Employment (Census 2021) | Share of total |
|---------------|--|---|--------------------------|----------------|
| <b>141</b>    | <b>Accommodation And Hospitality Managers</b>            | <b>Diploma &amp; Advanced Diploma</b>       | <b>92,160</b>            | <b>14.3%</b>   |
| 141000        | Accommodation And Hospitality Managers nfd <sup>18</sup> | N/A   | 1,199                    | 0.2%           |
| 141111        | Cafe Or Restaurant Manager                               | Certificate IV                              | 55,774                   | 8.6%           |
| 141211        | Caravan Park And Camping Ground Manager                  | Certificate IV & Diploma                    | 3,302                    | 0.5%           |
| 141311        | Hotel or Motel Manager                                   | Diploma & Advanced Diploma                  | 18,793                   | 2.9%           |
| 141411        | Licensed Club Manager                                    | Diploma & Advanced Diploma                  | 5,727                    | 0.9%           |
| 141900        | Other Accommodation and Hospitality Managers nfd         | N/A   | 63                       | 0.0%           |
| 141911        | Bed and Breakfast Operator                               | Diploma & Advanced Diploma                  | 1,626                    | 0.3%           |
| 141912        | Retirement Village Manager                               | Diploma & Advanced Diploma                  | 1,297                    | 0.2%           |
| 141999        | Accommodation and Hospitality Managers nec               | Diploma & Advanced Diploma                  | 4,385                    | 0.7%           |
| <b>351112</b> | <b>Pastrycook</b>  | <b>Certificate III &amp; Certificate IV</b> | <b>6,834</b>             | <b>1.1%</b>    |
| <b>351311</b> | <b>Chef</b>  | <b>Certificate IV</b>                       | <b>90,453</b>            | <b>14.0%</b>   |
| <b>351411</b> | <b>Cook</b>  | <b>Certificate III</b>                      | <b>36,937</b>            | <b>5.7%</b>    |
| <b>431</b>    | <b>Hospitality Workers</b>                               | <b>Certificate II &amp; Certificate III</b> | <b>247,446</b>           | <b>38.3%</b>   |
| 431000        | Hospitality Workers nfd                                  | N/A   | 6,988                    | 1.1%           |
| 431100        | Bar Attendants and Baristas nfd                          | N/A   | 125                      | 0.0%           |
| 431111        | Bar Attendant  | Certificate II & Certificate III            | 45,602                   | 7.1%           |
| 431112        | Barista  | Certificate II & Certificate III            | 46,252                   | 7.2%           |
| 431211        | Cafe Worker  | Certificate II & Certificate III            | 43,532                   | 6.7%           |
| 431311        | Gaming Worker  | Certificate II & Certificate III            | 5,698                    | 0.9%           |
| 431411        | Hotel Service Manager                                    | Certificate IV                              | 7,389                    | 1.1%           |
| 431511        | Waiter   | Certificate III                             | 86,888                   | 13.4%          |
| 4319          | Other Hospitality Workers                                | Certificate I                               | 4,974                    | 0.8%           |
| 431900        | Other Hospitality Workers nfd                            | N/A   | 48                       | 0.0%           |
| 431911        | Bar Useful or Busser                                     | Certificate I                               | 647                      | 0.1%           |
| 431912        | Doorman or Luggage Porter                                | Certificate I                               | 818                      | 0.1%           |
| 431999        | Hospitality Workers nec                                  | Certificate I                               | 3,458                    | 0.5%           |
| <b>851111</b> | <b>Fast Food Cook</b>                                    | <b>Certificate II</b>                       | <b>50,026</b>            | <b>7.7%</b>    |
| <b>851311</b> | <b>Kitchenhand</b>                                       | <b>Certificate II</b>                       | <b>115,557</b>           | <b>17.9%</b>   |

<sup>18</sup> Where 'nfd' refers to occupations 'not further defined' and 'nec' refers to occupations 'not elsewhere classified': <https://www.abs.gov.au/statistics/classifications/anzsco-australian-and-new-zealand-standard-classification-occupations/2022/classification-structure>.

|        |           |                 |         |        |
|--------|-----------|-----------------|---------|--------|
| 899111 | Caretaker | Certificate III | 6,688   | 1.0%   |
| Total  |           |                 | 646,101 | 100.0% |

Source: ABS 2021 Census of Population and Housing. Note that nfd (not further defined) refers to where the occupation can confidently be placed into its group, but the specific occupation cannot be resolved. Census data has been randomly adjusted to avoid the release of confidential data, hence why the totals may not completely match.

### Overview of the Hospitality sector occupations

The occupations mapped to the Hospitality sector as part of the SIT training package represent a diverse cohort. The COVID-19 related restrictions and border closures in place at the time of the Census have resulted in characteristics for many occupations changing significantly since this time. In summary:

- The median age of workers across the Hospitality sector ranges from 18 to 57 years across various occupations, compared to around 42 years for the overall Australian workforce. The workforce is younger for the most numerous occupations in the sector. For example, the median age for Kitchenhands is 24 years, 35 years for Cooks and 22 years for Waiters.
- Part-time workers represent 61.2 per cent of the workforce, down 1 percentage point over the previous five years.<sup>19</sup> Only 18.0 per cent of Hospitality Workers work full-time, whereas 59.0 per cent of Accommodation and Hospitality Managers are employed full-time. Part-time employment also sees a higher representation among Cooks at 55.0 per cent. While this provides an entry into the workforce, especially for younger workers, there are challenges related to retention and career pathways. This links back to the [issues and challenges](#) facing the Hospitality sector identified earlier.
- The sector is characterised by variable working hours across occupations. Median working hours of Waiters fall between 10 and 19 hours per week, while Accommodation and Hospitality Managers work 35 to 39 hours.<sup>20</sup>
- Weekly incomes range from the lowest earnings reported by Fast Food Cooks at \$150 to \$299 and the highest by Accommodation and Hospitality Managers, reaching \$1,000 to \$1,249, compared to \$805 for the labour force as a whole.<sup>21</sup> This can potentially limit the attractiveness of the sector.
- The qualifications necessary for these roles range from Certificate I for Other Hospitality Workers to Advanced Diploma for roles such as Accommodation and Hospitality Managers.

The full details of each occupation can be found in Table 3 below.

**Table 3: Hospitality Sector Occupations Census Statistics**

| ANZSCO | ANZSCO title                           | Median Age | Median Hours Worked (per week) | Median Weekly Income Range (Annual) | Proportion Full Time | Proportion Part Time <sup>22</sup> | Proportion Indigenous Workers | Proportion Age <25 | Proportion Age >55 |
|--------|--|------------|--------------------------------|-------------------------------------|----------------------|------------------------------------|-------------------------------|--------------------|--------------------|
| 141    | Accommodation And Hospitality Managers | 43         | 35-39 hours                    | \$1,000-\$1,249 (\$52,000-\$64,999) | 59%                  | 30%                                | 1.3%                          | 6.4%               | 21.8%              |
| 141111 | Cafe Or Restaurant Manager             | 40         | 35-39 hours                    | \$1,000-\$1,249 (\$52,000-\$64,999) | 57%                  | 33%                                | 1.0%                          | 7.8%               | 15.8%              |
| 141211 | Caravan Park And                       | 54         | 40-44 hours                    | \$1,000-\$1,249                     | 77%                  | 17%                                | 2.5%                          | 1.1%               | 44.8%              |

<sup>19</sup> ABS Labour Force Survey, November 2023: <https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/nov-2023>.

<sup>20</sup> ABS Census, Income and Work, 2021: <https://tablebuilder.abs.gov.au/webapi/jsf/login.xhtml>.

<sup>21</sup> ABS Census, Income and Work, 2021: <https://tablebuilder.abs.gov.au/webapi/jsf/login.xhtml>.

<sup>22</sup> Using the definition of part-time employment provided by ABS, which likely includes casual workers as well.

<https://www.abs.gov.au/statistics/detailed-methodology-information/concepts-sources-methods/labour-statistics-concepts-sources-and-methods/2023/concepts-and-sources/employment-arrangements>.

|        |  |    |             |                                     |     |     |      |       |       |
|--------|--|----|-------------|-------------------------------------|-----|-----|------|-------|-------|
|        | Camping Ground Manager                     |    |             | (\$52,000-\$64,999)                 |     |     |      |       |       |
| 141311 | Hotel or Motel Manager                     | 45 | 40-44 hours | \$1,000-\$1,249 (\$52,000-\$64,999) | 66% | 24% | 1.6% | 5.1%  | 26.3% |
| 141411 | Licensed Club Manager                      | 42 | 35-39 hours | \$1,250-\$1,499 (\$65,000-\$77,999) | 54% | 28% | 2.3% | 6.9%  | 19.7% |
| 141911 | Bed and Breakfast Operator                 | 60 | 10-19 hours | \$650-\$799 (\$33,800-\$41,599)     | 21% | 63% | 0.2% | 0.6%  | 67.2% |
| 141912 | Retirement Village Manager                 | 54 | 35-39 hours | \$1,500-\$1,749 (\$78,000-\$90,999) | 77% | 19% | 0.9% | 0.3%  | 45.8% |
| 141999 | Accommodation and Hospitality Managers nec | 52 | 35-39 hours | \$1,000-\$1,249 (\$52,000-\$64,999) | 56% | 36% | 2.2% | 2.1%  | 40.2% |
| 351112 | Pastrycook                                 | 36 | 35-39 hours | \$800-\$999 (\$41,600-\$51,999)     | 50% | 40% | 0.8% | 15.1% | 10.8% |
| 351311 | Chef                                       | 35 | 35-39 hours | \$1,000-\$1,249 (\$52,000-\$64,999) | 50% | 36% | 1.1% | 10.4% | 9.3%  |
| 351411 | Cook                                       | 35 | 20-29 hours | \$650-\$799 (\$33,800-\$41,599)     | 33% | 55% | 2.9% | 23.2% | 16.2% |
| 431    | Hospitality Workers                        | 23 | 10-19 hours | \$500-\$649 (\$26,000-\$33,799)     | 14% | 63% | 2.5% | 55.8% | 5.4%  |
| 431111 | Bar Attendant                              | 24 | 10-19 hours | \$650-\$799 (\$33,800-\$41,599)     | 16% | 53% | 3.7% | 52.6% | 6.3%  |
| 431112 | Barista                                    | 24 | 20-29 hours | \$500-\$649 (\$26,000-\$33,799)     | 19% | 68% | 2.4% | 51.9% | 3.3%  |
| 431211 | Cafe Worker                                | 21 | 10-19 hours | \$300-\$399 (\$15,600-\$20,799)     | 10% | 70% | 2.4% | 60.5% | 6.8%  |
| 431311 | Gaming Worker                              | 37 | 20-29 hours | \$1,000-\$1,249 (\$52,000-\$64,999) | 31% | 33% | 1.2% | 14.7% | 10.9% |
| 431411 | Hotel Service Manager                      | 35 | 30-34 hours | \$800-\$999 (\$41,600-\$51,999)     | 47% | 38% | 1.7% | 15.4% | 12.8% |
| 431511 | Waiter                                     | 22 | 10-19 hours | \$400-\$499 (\$20,800-\$25,999)     | 9%  | 66% | 2.1% | 63.6% | 3.8%  |
| 4319   | Other Hospitality Workers                  | 23 | 1-9 hours   | \$500-\$649 (\$26,000-\$33,799)     | 16% | 50% | 2.0% | 55.0% | 8.8%  |
| 431911 | Bar Useful or Busser                       | 20 | 1-9 hours   | \$400-\$499 (\$20,800-\$25,999)     | 5%  | 58% | 2.6% | 78.0% | 0.0%  |

|        |                              |    |             |                                 |     |     |      |       |       |
|--------|------------------------------|----|-------------|---------------------------------|-----|-----|------|-------|-------|
| 431912 | Doorperson or Luggage Porter | 37 | 10-19 hours | \$650-\$799 (\$33,800-\$41,599) | 24% | 49% | 2.4% | 23.4% | 21.8% |
| 431999 | Hospitality Workers nec      | 22 | 1-9 hours   | \$400-\$499 (\$20,800-\$25,999) | 16% | 48% | 1.8% | 57.9% | 7.3%  |
| 851111 | Fast Food Cook               | 18 | 10-19 hours | \$150-\$299 (\$7,800-\$15,999)  | 13% | 79% | 3.3% | 75.2% | 4.2%  |
| 851311 | Kitchenhand                  | 24 | 10-19 hours | \$400-\$499 (\$20,800-\$25,999) | 15% | 73% | 2.8% | 51.8% | 12.9% |
| 899111 | Caretaker                    | 57 | 35-39 hours | \$800-\$999 (\$41,600-\$51,999) | 50% | 42% | 2.4% | 4.6%  | 53.8% |

Source: ABS 2021 Census – employment, income and education.

Looking at the individual occupations in greater detail, the 2021 ABS Census shows:<sup>23</sup>

#### Accommodation and Hospitality Managers

- **Labour force status:** The majority of Accommodation and Hospitality Managers are employed full-time, with 59 per cent holding full-time positions, compared to 30 per cent in part-time roles.
- **Demographics and income:** The median age for Accommodation and Hospitality Managers is 43 years, and they generally work between 35 and 39 hours per week. 1.3 per cent of this minor group are Indigenous. The median weekly wage is between \$1,000 and \$1,249, which translates to an annual income of \$52,000 to \$64,999.

#### Cafe or Restaurant Managers

- **Labour force status:** The majority of Cafe or Restaurant Managers are employed full-time, with 57 per cent holding full-time positions, compared to 33 per cent in part-time roles.
- **Demographics and income:** The median age for Cafe or Restaurant Managers is 40 years, and they generally work between 35 and 39 hours per week. 1.0 per cent of this occupation are Indigenous. The median weekly wage is between \$1,000 and \$1,249, which translates to an annual income of \$52,000 to \$64,999.

#### Pastrycooks

- **Labour force status:** The majority of Pastrycooks are employed full-time, with 50 per cent holding full-time positions, compared to 40 per cent in part-time roles.
- **Demographics and income:** The median age for Pastrycooks is 36 years, and they generally work between 35 and 39 hours per week. 0.8 per cent of this occupation are Indigenous. The median weekly wage is between \$800 and \$999, which translates to an annual income of \$41,600 to \$51,999.

#### Chefs

- **Labour force status:** The majority of Chefs are employed full-time, with 50 per cent holding full-time positions, compared to 36 per cent in part-time roles.
- **Demographics and income:** The median age for Chefs is 35 years, and they generally work between 35 and 39 hours per week. 1.1 per cent of this occupation are Indigenous. The median weekly wage is between \$1,000 and \$1,249, which translates to an annual income of \$52,000 to \$64,999.

#### Cooks

<sup>23</sup> ABS Census, Income and Work, 2021: <https://tablebuilder.abs.gov.au/webapi/jsf/login.xhtml>.

- **Labour force status:** The majority of Cooks are employed part-time, with 55 per cent holding part-time positions, compared to 33 per cent in full-time roles.
- **Demographics and income:** The median age for Cooks is 35 years, and they generally work between 20 and 29 hours per week. 2.9 per cent of this occupation are Indigenous. The median weekly wage is between \$650 and \$799, which translates to an annual income of \$33,800 to \$41,599.

#### Hospitality Workers

- **Labour force status:** The majority of Hospitality Workers are employed part-time, with 63 per cent holding part-time positions, compared to 14 per cent in full-time roles.
- **Demographics and income:** The median age for Hospitality Workers is 23 years, and they generally work between 10 and 19 hours per week. 2.5 per cent of this minor group are Indigenous. The median weekly wage is between \$500 and \$649, which translates to an annual income of \$26,000 to \$33,799.

#### Other Hospitality Workers

- **Labour force status:** The majority of Other Hospitality Workers are employed part-time, with 50 per cent holding part-time positions, compared to 16 per cent in full-time roles.
- **Demographics and income:** The median age for Other Hospitality Workers is 23 years, and they generally work between one and nine hours per week. 2.0 per cent of this unit group are Indigenous. The median weekly wage is between \$500 and \$649, which translates to an annual income of \$26,000 to \$33,799.

#### Waiter

- **Labour force status:** The majority of Waiters are employed part-time, with 66 per cent holding part-time positions, compared to 9 per cent in full-time roles.
- **Demographics and income:** The median age for Waiters is 22 years, and they generally work between ten and 19 hours per week. 2.1 per cent of this occupation are Indigenous. The median weekly wage is between \$400 and \$499, which translates to an annual income of \$20,800 to \$25,999.

#### Fast Food Cooks

- **Labour force status:** The majority of Fast Food Cooks are employed part-time, with 79 per cent holding part-time positions, compared to 13 per cent in full-time roles.
- **Demographics and income:** The median age for Fast Food Cooks is 18 years, and they generally work between ten and 19 hours per week. 3.3 per cent of this occupation are Indigenous. The median weekly wage is between \$150 and \$299, which translates to an annual income of \$7,800 to \$15,599.

#### Kitchenhands

- **Labour force status:** The majority of Kitchenhands are employed part-time, with 73 per cent holding part-time positions, compared to 15 per cent in full-time roles.
- **Demographics and income:** The median age for Kitchenhands is 24 years, and they generally work between ten and 19 hours per week. 2.8 per cent of this occupation are Indigenous. The median weekly wage is between \$400 and \$499, which translates to an annual income of \$20,800 to \$25,999.

#### Caretakers

- **Labour force status:** The majority of Caretakers are employed full-time, with 50 per cent holding full-time positions, compared to 42 per cent in part-time roles.
- **Demographics and income:** The median age for Caretakers is 57 years, and they generally work between 35 and 39 hours per week. 2.4 per cent of this occupation are Indigenous. The median weekly wage is between \$800 and \$999, which translates to an annual income of \$41,600 to \$51,999.

#### Caravan Park and Camping Ground Managers

- **Labour force status:** Caravan Park and Camping Ground Managers are predominantly employed full-time at 77 per cent, with a much smaller proportion of 17.3 per cent working part-time.
- **Demographics and income:** The median age for these Managers is 54, with typical working hours of 40 to 44 hours per week. 2.5 per cent of this occupation are Indigenous. The median weekly wage is \$1,000 to \$1,249, corresponding to an annual income of \$52,000 to \$64,999.

**Hotel Service Managers**

- **Labour force status:** There are more Hotel Service Managers in full-time positions at 47.2 per cent, compared to 38.3 per cent working part-time.
- **Demographics and income:** The median age for Hotel Service Managers is 35 years, with typical working hours of 30 to 34 hours per week. 1.7 per cent of this occupation are Indigenous. The median weekly wage is \$800 to \$999, corresponding to an annual income of \$41,600 to \$51,999.

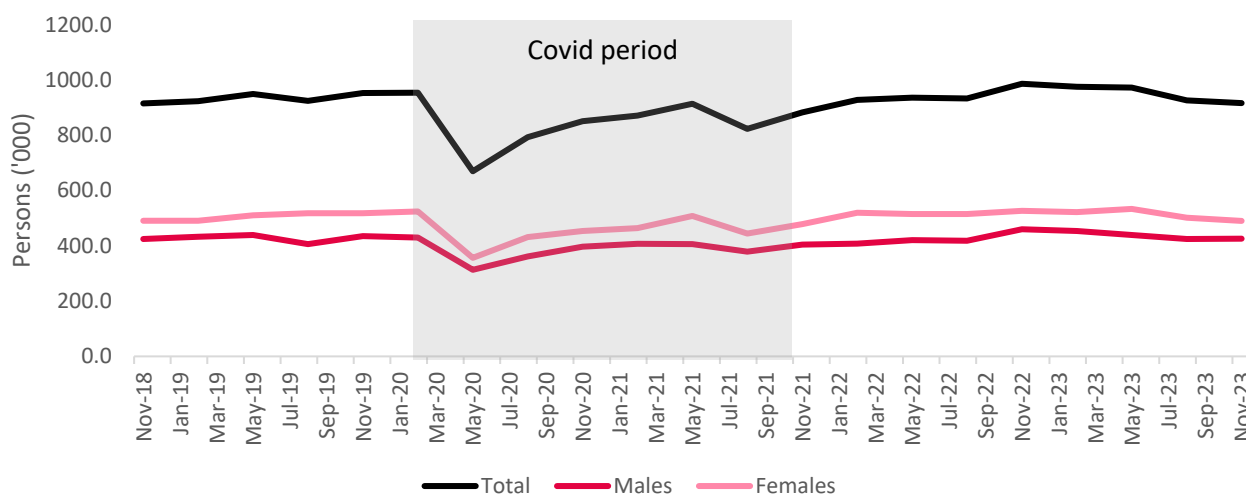
Note: Labour force status may not total 100 per cent due to not stated entries.

**Employment and demand**

The Hospitality sector has initially recovered from COVID-19 restrictions and, after a recovery phase, there has been a decrease in employment in this sector. Based on the SaCSA ANZSIC mapping of the Hospitality sector, the five-year time series shows a notable decline in the sector during the COVID-19 restrictions.

Following a recovery phase, there has been a decrease in employment starting from November 2022 and continuing through recent quarters. Employment levels in November 2023 are currently 4.0 per cent below pre-COVID-19 levels (Figure 2).

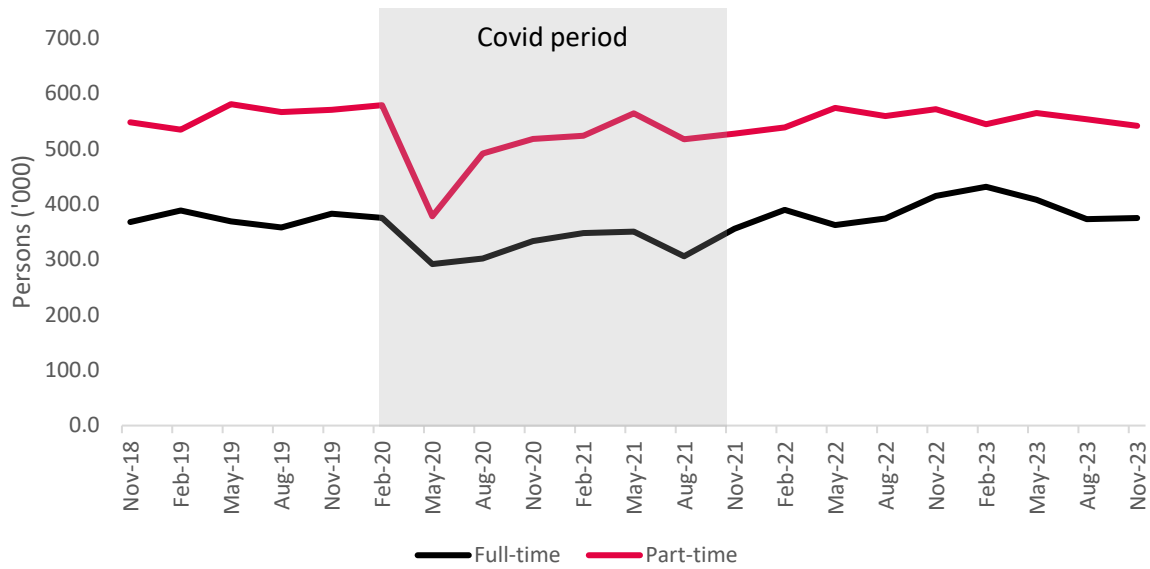
**Figure 2: Hospitality sector total employment and gender balance trends ('000 persons)**



Source: ABS Labour Force, Australia. Detailed, original data, November 2023, based on ANZSIC JSC mapping. Note disruptions to the data during the shaded COVID-19 period.

In terms of employment by gender, female employment in the Hospitality sector has shown a slightly more positive trend than male employment. This is in line with the gender composition for the sector. Full-time and part-time employment trends for the Hospitality sector show a slight decrease in both full- and part-time employment over recent quarters. There was a stronger fall in part-time employment during the COVID-19 period due to greater casual and part-time roles in the sector; however, since then the part-time workforce has shown a steady recovery (Figure 3).

Figure 3: Hospitality sector full-time and part-time employment trends ('000 persons)



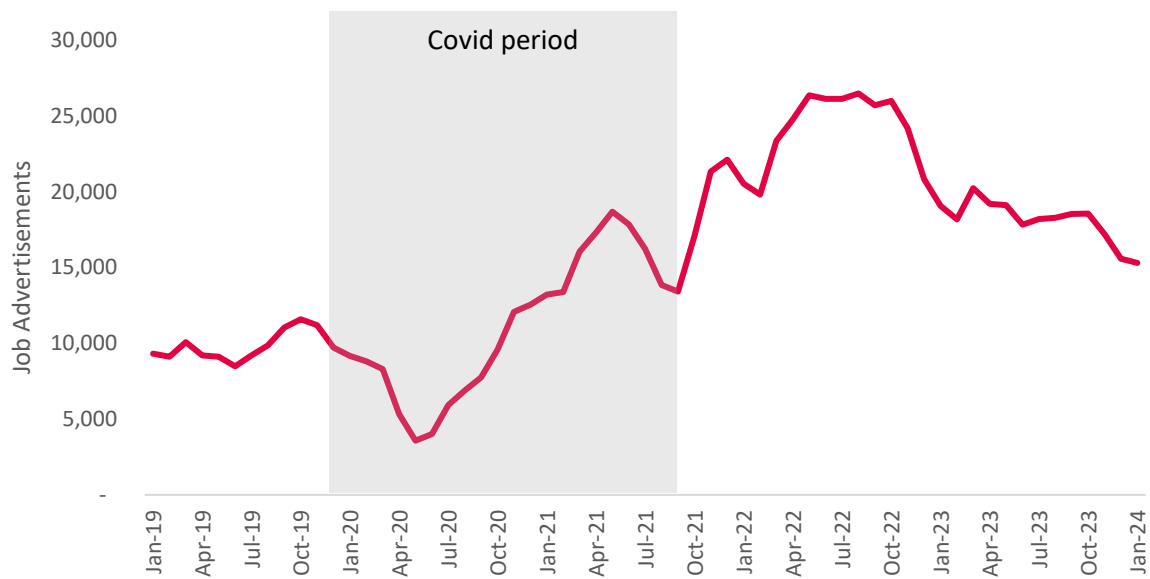
Source: ABS Labour Force, Australia. Detailed, original data, November 2023, based on ANZSIC JSC mapping. Note disruptions to the data during the shaded COVID-19 period.

*Indicators of labour market demand*

The Internet Vacancy Index (IVI) by JSA tracks the number of online job advertisements for different occupations. While this is limited to advertised roles, it offers some insights into the demand for labour in the sector.

Based on the IVI, the Hospitality-related occupations mapped to the SIT – Tourism, Travel and Hospitality training package (SIT training package) show an initial decline in online job advertisements during the COVID-19 period, followed by a strong resurgence. However, after a period of recovery, there has been a downward trend in recruitment activity from November 2022, persisting into the subsequent quarters (Figure 4).

Figure 4: Internet Vacancy Index for occupations mapped to the Hospitality sector



Source: Jobs and Skills Australia, Internet Vacancy Index, January 2024, 3-month average data. Based on 4-digit occupations mapped to the Hospitality-related part of the SIT training package according to NCVER. Occupations include Cafe and Restaurant Managers, Caravan Park and Camping Ground Managers, Hotel and Motel Managers, Licensed Club Managers, Other Accommodation and Hospitality Managers,

Bakers and Pastrycooks, Chefs, Cooks, Bar Attendants and Baristas, Cafe Workers, Gaming Workers, Hotel Service Managers, Waiters, Fast Food Cooks, Kitchenhands and Caretakers. Note disruptions to the data during the shaded COVID-19 period.

In recent months online jobs advertisements have decreased – this is in line with broader labour market indicators pointing to the softening of the labour market. Overall, the number of online job advertisements remains significantly greater than it was in pre-pandemic times.

### Current skills needs by occupations

Released annually, the SPL provides a current assessment of the Australian labour market, including a detailed view of occupations in shortage and the anticipated future demand for occupations.<sup>24</sup> The SPL findings are an input to a range of Australian Government policy initiatives – including apprenticeship incentives, training funding, and targeting some skilled migration programs.

Based on the occupations mapped to SaCSA in the SIT training package, the JSA 2023 SPL shows that:

- Accommodation and Hospitality Managers not elsewhere classified (nec), Chefs, Cooks and Pastrycooks were in national shortage
- Waiters were in regional shortage.

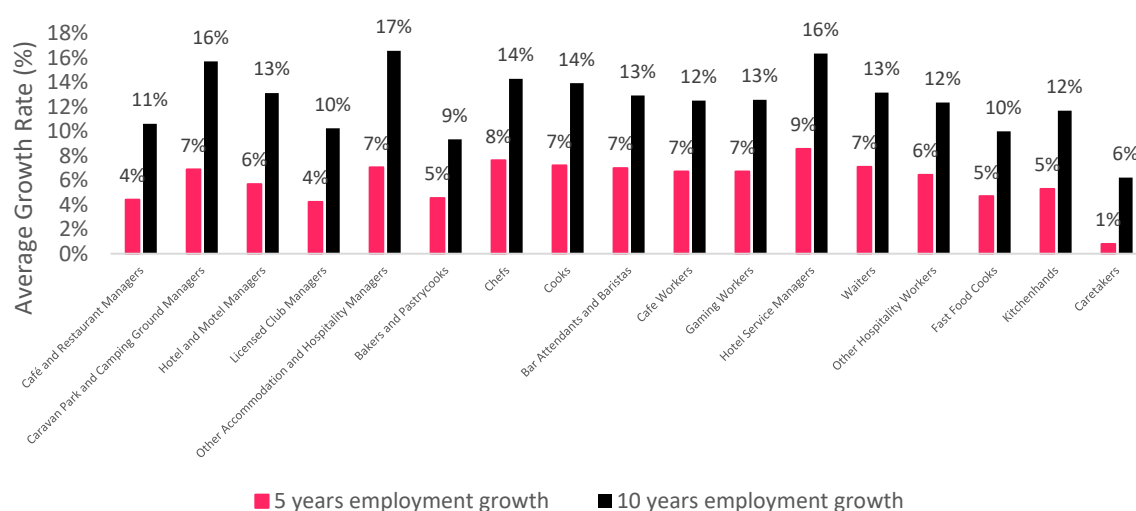
The Australian Apprenticeships Priority List (AAPL) published by the Department of Employment and Workplace Relations, informed by JSA data, indicates that Chef, Cook and Pastrycook were occupations for inclusion. This means that these occupations are eligible for government training assistance/subsidies.

Some of the issues around key occupations in the Hospitality sector are explored in the [occupational areas of focus](#) section.

### The high-level future outlook

According to Victoria University’s employment projections produced for JSA (Figure 5), the five-year projection shows Chefs with the highest employment projections in percentage terms (8 per cent) and the ten-year projection shows Other Accommodation and Hospitality Managers with the highest employment projections in percentage terms (17 per cent). In contrast, Caretakers shows the lowest employment projections (1 per cent for five years and 6 per cent for ten years).

Figure 5: Five- and ten-year projections for occupations mapped to the Hospitality sector



Source: Jobs and Skills Australia, Victoria University Employment Projections - May 2023 to May 2033. Based on 4-digit occupations mapped to the Hospitality-related part SIT training package according to NCVET. Occupations include Café and Restaurant Managers, Caravan Park and Camping Ground Managers, Hotel and Motel Managers, Licensed Club Managers, Other Accommodation and Hospitality Managers, Conference and Event Organisers, Bakers and Pastrycooks, Chefs, Cooks, Bar Attendants and Baristas, Cafe Workers, Gaming

<sup>24</sup> Jobs and Skills Australia, Skills Priority List, 2023: <https://www.jobsandskills.gov.au/data/skills-shortages-analysis/skills-priority-list>.

Workers, Hotel Service Managers, Waiters, Other Hospitality Workers, Gallery, Museum and Tour Guides, Tourism and Travel Advisers, Fast Food Cooks, Kitchenhands and Caretakers.

### *Evidence gaps and areas for development in workforce data*

Based on the research to date and stakeholder insights, there are a number of data and evidence gaps.

*The industry or ANZSIC mapping to JSCs has been done from a training product perspective, rather than the traditional ABS industry mapping.* This makes it possible to undertake workforce mapping relevant for each JSC at the 3-digit industry level. However, this necessitates the identification of interconnections across industry sectors and JSCs. For example, in the Retail sector Motor Vehicles Retailing is mapped to the ABS Retail Trade industry but it is mapped to the Mining and Automotive Skills Alliance JSC.

*Beyond this, the mapping of individual ANZSCO occupations has not been finalised for each JSC,* and there is not yet a finalised concordance between ANZSIC and ANZSCO by industry sectors and subsectors. This makes it challenging to definitively map by occupations for JSCs at this stage, and difficult to map each of the industry sectors for SaCSA. For example, it is challenging across all JSCs to map generalist roles such as Clerks. SaCSA notes the work being undertaken by JSA in this regard and will engage with JSA on this process.

- In addition, the ANZSCO occupations framework is currently being updated by the ABS (for example, to better capture emerging occupations in the digital space and emerging skills).

*To address these challenges, the occupational analysis in this Workforce Planning Report for the Hospitality sector is based on the Tourism, Travel and Hospitality Training Package (SIT) (specifically Hospitality related occupations) in accordance with mapping outlined in training.gov.au and data from the National Centre for Vocational Research (NCVER) at the 6-digit ANZSCO classification.* This has allowed SaCSA to develop more detailed understanding of the Hospitality sector and its components.

- The limitation of this approach is that it does not capture related occupations, due to only a single occupation being allocated to a qualification in [training.gov.au](https://training.gov.au).<sup>25</sup>
- Further, many of the data sources available (for example, the IVI or the five and ten-year employment projections) provided by Victoria University for JSA are only available at an aggregated level with respect to ANZSCO (in this case, 4-digit ANZSCO occupations). This presents issues when attempting to use this data for analysis of occupations at the 6-digit ANZSCO level, as it is unknown if the occupation in question differs from its overall 4-digit average.

*There are challenges in disaggregating workforce data mapped to our sectors at a regional level.* For example, it is difficult to unpack how the reported shortage in Cooks is impacting different regions, and how labour shortages are affecting different regional communities. This issue will be further analysed and expanded over time, in consultation with data custodians and other stakeholders.

There is also a general caveat for Census data. Since the Census was conducted in August 2021, it is highly likely that workforce was significantly impacted by border closures, lockdown restrictions and so on. It is likely for instance that the size of the workforce would have been recorded to be smaller than it otherwise would have been. This is especially the case for the sectors under SaCSA's remit.

Additional research could be done to better understand occupational flows over time, including flows from vocations such as Chefs into managerial professions within the same sector. This research would provide a more informed perspective on the loss of key skills within key areas of hospitality. Related research on the value of the employability skills gained through Hospitality on other occupations could be valuable in attracting young workers (especially students) to the sector.

<sup>25</sup> See for example, SIT - Tourism, Travel and Hospitality Training Package: <https://training.gov.au/training/details/sit>.

Further investigation is required to understand business openings and closures. We know that business closures can be high, but research about recent trends in the characteristics of businesses that are closing (such as whether they are targeting the high, middle or low-cost market), and the factors driving business closure in the sector, would inform policy and inform business decisions.

Analysis of trends in the composition of the Hospitality workforce, such as trends in the proportion of students working in the sector, and the tenure of different cohorts, would help to inform workforce planning and training requirements.

*In addition, there are a number of other data limitations affecting SaCSA and other JSCs.* For example, there is a lack of data by JSC for:

- disadvantaged groups such as First Nations, people with disability or identifying as LGBTIQ+
- individuals participating in the gig economy
- occupation and career pathway transitions over time for cohorts.

#### *Addressing data and evidence gaps and deepening our analysis*

*Going forward, SaCSA will continue to engage with the custodians of national datasets to identify and aim to address these issues.* This includes *continued engagement with the ABS on emerging occupations in our sectors, including for the Hospitality sector.* Aspects of the analysis will extend beyond the next 12 months, for example the ANZSCO review will not be complete until the end of 2024, with changes to data reporting and collection to begin after this date.

*SaCSA will consider the use of surveys to create an evidence base to fill gaps in available data.* Surveys would be developed and implemented in close consultation with industry and other stakeholders to promote respondent buy-in.



# TRAINING DEVELOPMENTS

## TRAINING DEVELOPMENTS

### Education profile for the sector

One part of SaCSA's role in VET is to ensure that qualifications, skills sets and units of competency are fit for industry and stakeholder purposes. In addition, SaCSA's remit includes the role of training product development, promotion, implementation, monitoring and stewardship.

Given the workforce trends and skills challenges, one area to examine is developments in the VET sector.

Table 4 presents the Hospitality-related occupations covered by the SIT Tourism, Travel and Hospitality training package which SaCSA is responsible for, based on data from NCVET. It is important to note that this scope only includes training and qualifications provided under the SIT training package and does not account for training offered by other packages for the same occupations.

Overall, enrolments and completions have remained relatively steady across the SIT – Travel, Tourism and Hospitality (Hospitality-related) training package qualifications over the past five years. There has been a slight upward trend in VET total program enrolments, while completions have remained relatively unchanged over time for the Hospitality sector. There were 193,796 enrolments in 2022, an increase from 181,668 enrolments in 2017 or an increase of 7 per cent, while completions in 2022 were 61,838, a slight increase from 61,443 in 2017 or by 1 per cent.

**Table 4: Occupations covered by the SIT – Tourism, Travel and Hospitality Training Package (Hospitality-related)**

| ANZSCO       | ANZSCO title                            | Qualification                       | 2022 Enrolments | 2017 Enrolments | 2022 Completions | 2017 Completions |
|--------------|---|-------------------------------------|-----------------|-----------------|------------------|------------------|
| 141          | Accommodation And Hospitality Managers  | Diploma & Advanced Diploma          | 28,605          | 18,840          | 15,351           | 7,217            |
| 141111       | Cafe Or Restaurant Manager              | Certificate IV                      | -               | -               | -                | -                |
| 141211       | Caravan Park And Camping Ground Manager | Certificate IV & Diploma            | 4               | 68              | 2                | 48               |
| 351112       | Pastrycook                              | Certificate III & Certificate IV    | 3,794           | 4,754           | 1,246            | 1,753            |
| 351311       | Chef                                    | Certificate IV                      | 34,097          | 14,195          | 13,496           | 6,752            |
| 351411       | Cook                                    | Certificate III                     | 32,200          | 29,855          | 8,878            | 9,187            |
| 431          | Hospitality Workers                     | Certificate I, II & Certificate III | 64,641          | 75,699          | 14,615           | 24,542           |
| 431411       | Hotel Service Manager                   | Certificate IV                      | 5,092           | 5,757           | 1,260            | 1,263            |
| 431511       | Waiter                                  | Certificate III                     | 157             | 128             | 17               | 33               |
| 4319         | Other Hospitality Workers               | Certificate I                       | 5,573           | 5,733           | 2,339            | 3,651            |
| 851111       | Fast Food Cook                          | Certificate II                      | -               | -               | -                | -                |
| 851311       | Kitchenhand                             | Certificate II                      | 19,569          | 26,464          | 4,632            | 6,968            |
| 899111       | Caretaker                               | Certificate III                     | 64              | 175             | 2                | 29               |
| <b>Total</b> |   |                                     | <b>193,796</b>  | <b>181,668</b>  | <b>61,838</b>    | <b>61,443</b>    |

Source: NCVET VOCSTATS, Total VET students and courses (TVA), 2017 and 2022. Note that only occupations with a direct mapping to the SIT – Tourism, Travel and Hospitality training package are included.

*The data in context*

Stakeholder feedback indicates that employers have been preferring in-house and on-the-job training to formal training (with apprenticeships and traineeships being underutilised), with some stakeholders expressing the view that the training packages may need to be reviewed and be more flexible.

- Completions have been impacted by the varied experiences and expectations of VET learners, employer's understanding of their obligations around employee support and wellbeing, and the training obligations linked to apprentices and/or trainees.

Stakeholder feedback further indicates that training that is reliant on industry involvement and engagement is more likely to lead to completions – which is in line with the increase in engagement with enterprise providers (which deliver company-specific training programs). In addition, completions are believed to improve when participants have an understanding of the career opportunities that the sector offers and the mix of skills, experience, and attributes that industry requires.

- For example, the sector can potentially offer a wide range of career pathways, from entry level Certificate I qualifications for Hospitality Workers, to Advanced Diplomas for Accommodation and Hospitality Managers.

NCVER notes that for the VET sector, almost all training providers interviewed reported that they had experienced declines in student completions during the COVID-19 period between 2019 and 2021. According to some of the training providers SaCSA interviewed, in the face of financial stress, new caring commitments, difficulties accessing online course work or an inability to complete mandatory work placements — to name a few — many students simply gave up and decided to enter alternative employment instead. Some training providers reported that delays in completion were even more pronounced in 2022 due to the impact of newer, more infectious, COVID-19 variants, leading to higher levels of infection in staff, students, and community and causing frequent disturbances to work arrangements.<sup>26</sup>

The data to explore these themes is described below.

*Tourism, Travel and Hospitality Training Package (SIT) (Hospitality-related) enrolments and completions by occupation**Enrolments by occupation*

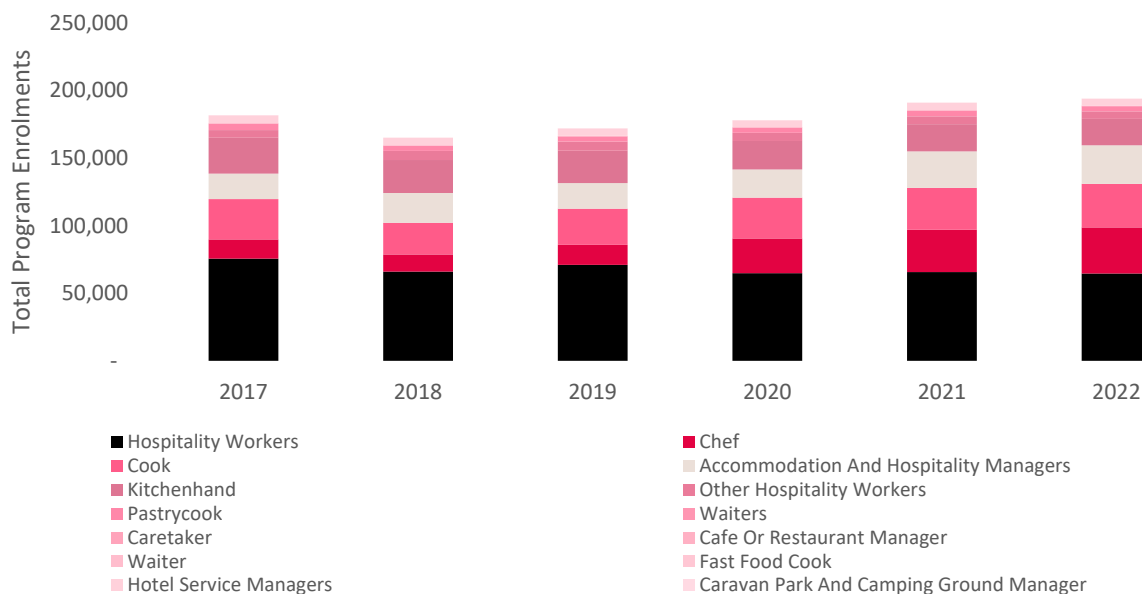
Looking at the individual occupations in the Tourism, Travel and Hospitality training package (SIT) (Hospitality-related) VET programs, there is a general slight upward trend in program enrolments. Enrolment figures demonstrate varying levels of uptake across different occupations.

Enrolments for qualifications corresponding to Hospitality Workers have the highest number of enrolments, with enrolments peaking in 2017, followed by a decline in following years. Enrolments for Cooks, Chefs and Accommodation and Hospitality Managers increased significantly from 2017. In contrast, Kitchenhand and Pastrycook enrolments declined consistently (Figure 6).

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<sup>26</sup> NCVER, Impact of the COVID-19 pandemic on VET, May 2023: <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/impact-of-the-covid-19-pandemic-on-vet>.

Figure 6: Enrolments by occupations

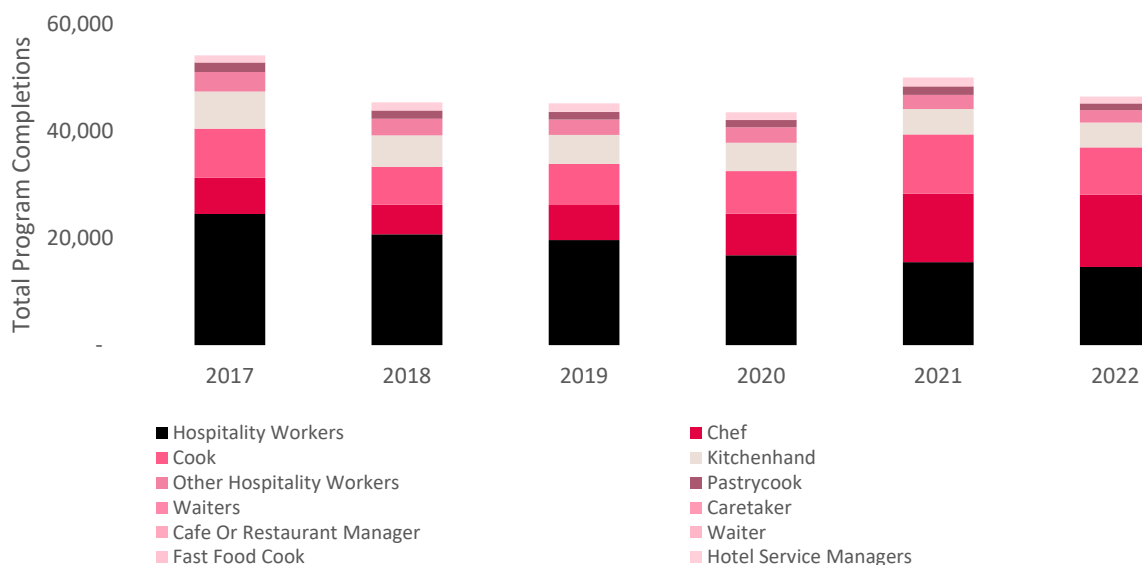


Source: NCVET VOCSTATS, Total VET students and courses (TVA), 2017 to 2022.

*Completions by occupation*

Completions for qualifications corresponding to Hospitality Workers had the highest number of completions in 2017, before declining significantly to 2022. Completions for Accommodation and Hospitality Managers increased significantly since 2017 and had the highest number of completion in 2022. Completions for Chefs have increased significantly since 2017, while the share of remaining qualifications has dropped over the past five years (Figure 7).

Figure 7: Completions by occupations



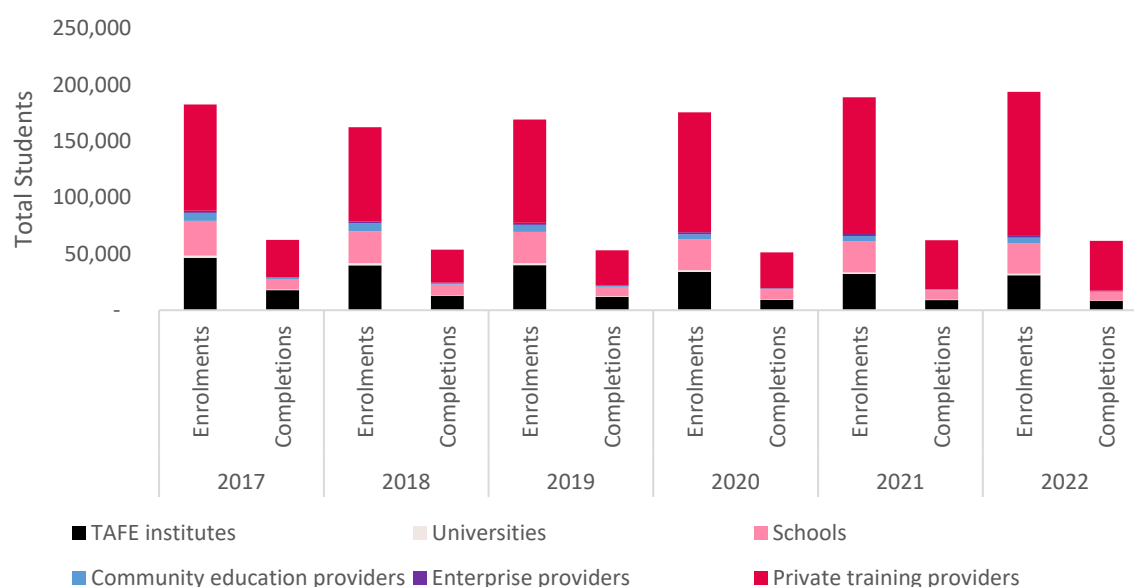
Source: NCVET VOCSTATS, Total VET students and courses (TVA), 2017 to 2022.

*Enrolments and completions by provider type*

The overall trend in the Hospitality sector shows a one-third increase in enrolments in private training providers and a one-fifth increase in enrolments with enterprise providers (which deliver company-specific training programs). This increase has coincided with significant declines in training from TAFE institutes, universities and community education providers (Figure 8).

- TAFE institutes saw a significant drop in enrolments by 33 per cent between 2017 and 2022, with completions also falling by 54 per cent.
- Universities, though contributing less to Hospitality sector education, also experienced a decline in enrolments and completions, down 28 per cent and 31 per cent respectively.
- Community education providers also experienced a 27 per cent drop in enrolments and a 33 per cent drop in completions.
- School-based enrolments showed comparative resilience, experiencing a modest decline of 13 per cent in enrolments and 19 per cent in completions.
- In contrast, private training providers (the largest contributor to training commencements and outcomes) and enterprise providers, which include company-specific training programs, both show significant increases in enrolments and completions. Enrolments in private training providers increased by 35 per cent, and completions increased by 33 per cent. Meanwhile, for enterprise providers, enrolments rose by 21 per cent, and completions increased by 50 per cent.

**Figure 8: Enrolments and completions by provider type**



Source: NCVET VOCSTATS, Total VET students and courses (TVA), 2017 to 2022.

### Apprentices and trainees

Apprentices and trainees undertaking off-the-job training saw a significant 24 per cent increase in contract commencements, while completions dropped by 9 per cent between 2018 and 2022 (Figure 9).

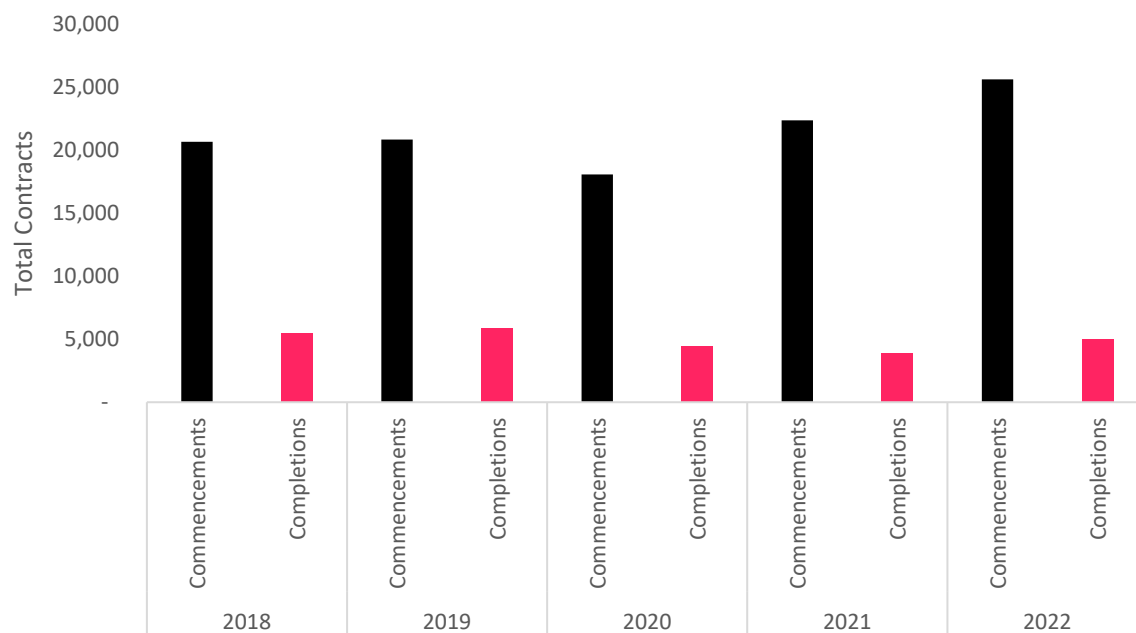
Stakeholder feedback from training providers indicates that there are significant challenges around completions related to workplace conditions, such as how the apprentices are cared for and whether they have time to attend training classes while working. For example, often the workplaces are forcing apprentices and trainees to do shifts rather than attend class because this is more important to employers. In addition, feedback training providers have from apprentices indicates that, given apprentices are doing their learning as part of their work, they do not see the value of study and there may be a misalignment between what they are learning at school and what they are applying in the workplace.

Traineeships are an important component of the training process in the Hospitality sector. However, there is a lack of visibility regarding the extent of traineeships within the Hospitality sector.<sup>27</sup> This situation is partly a consequence of the reporting against the SIT training package, which also includes Tourism and

<sup>27</sup> SaCSA analysis NCVET DataBuilder, Apprentices and trainees, 2018 to 2022.

Travel qualifications. Stakeholder feedback also indicates that apprentices are often changing jobs, which is affecting formal training completions and is in line with the NCVER data on reasons for overall non-completions.

**Figure 9: Hospitality sector apprentice and trainee contract commencements and completions**



Source: NCVER DataBuilder, Apprentices and trainees, 2018 to 2022.

*Characteristics by Training Package occupations*

Analysis of trainees across the individual hospitality-related occupations mapped to the SIT training package shows the following characteristics:

- Gender and diversity:** Over the past five years, the predominance of female trainees in roles such as Caretaker, Waiter and Other Hospitality Workers has continued to grow. Conversely, the Accommodation and Hospitality Manager role, which has predominantly attracted male trainees has also grown. Additionally, the share of trainees identifying as Indigenous has been highest in Other Hospitality Workers and Caretaker roles, at 10 per cent, with a marginal increase in Indigenous representation observed in the roles of Waiter. Trainees who identified with a disability were highest for Hospitality Worker and Other Hospitality Worker roles.
- Geographical distribution:** Trainee enrolments are primarily in major cities, with enrolments for Waiters and Other Hospitality Workers continuing to experience increased interest in major cities. However, enrolments have declined over the past five years in regional areas, resulting in a growing concentration of enrolments in major cities.

**Looking at the individual occupations in greater detail, the NCVER training data shows:<sup>28</sup>**

- Accommodation and Hospitality Managers:** There has been a noticeable increase in both enrolments and completions in training programs for Accommodation and Hospitality Managers (Diploma & Advanced Diploma) over a five-year period, with enrolments increasing by 52 per cent and completions by 113 per cent.

  - Gender and diversity:** Trainee enrolments has remained predominantly male, changing slightly from 54 per cent in 2017 to 55 per cent in 2022, with a corresponding decrease in female representation from 45 per cent to 44 per cent.

<sup>28</sup> NCVER, VOCSTATS: <https://vocstats.ncver.edu.au/>.

The share of Indigenous student enrolments decreased marginally from 1 per cent to 0 per cent, while the percentage of enrolments with a disability also decreased marginally from 2 per cent to 1 per cent over the past five years.

- **Geographical distribution:** The majority of Accommodation and Hospitality Manager trainee enrolments were offshore, accounting for 87 per cent of enrolments. There has been a slight decrease in enrolments across all regional areas, with the proportion in inner and outer regional areas both decreasing by 2 per cent over the past five years.
- **Pastrycooks:** There has been a noticeable decrease in both enrolments and completions in training programs for Pastrycooks (Certificate III and Certificate IV) over a five-year period, with enrolments decreasing by 20 per cent and completions by 29 per cent.
  - **Gender and diversity:** Trainee enrolments has remained predominantly female, changing slightly from 75 per cent in 2017 to 74 per cent in 2022, with a corresponding increase in male representation from 25 per cent to 26 per cent. The share of Indigenous student enrolments remained steady at 1 per cent, while the percentage of trainee enrolments with a disability also decreased slightly from 6 per cent to 4 per cent over the past five years.
  - **Geographical distribution:** The majority of Pastrycook trainee enrolments were offshore, accounting for 54 per cent of enrolments. Major cities represented 40 per cent of trainees (decrease of 3 per cent over the past five years).
- **Chefs:** There has been a noticeable increase in both enrolments and completions in training programs for Chefs (Certificate IV) over a five-year period, with enrolments increasing by 140 per cent and completions by 100 per cent.
  - **Gender and diversity:** Trainee enrolments have remained predominantly male, changing slightly from 68 per cent in 2017 to 63 per cent in 2022, with a corresponding increase in female representation from 32 per cent to 36 per cent. Indigenous student enrolments have remained unchanged at 0 per cent, while the percentage of trainee enrolments with a disability is mostly unchanged, going from 1 per cent to 0 per cent over the past five years.
  - **Geographical distribution:** The majority of Chef trainee enrolments were offshore, accounting for 87 per cent of enrolments. There has been a slight decrease in enrolments across all regional areas, with the proportion in inner and outer regional areas both decreasing by 1 per cent over the past five years.
- **Cooks:** There has been an increase in enrolments and a slight decrease in completions in training programs for Cooks (Certificate III) over a five-year period, with enrolments increasing by 8 per cent and completions decreasing by 3 per cent.
  - **Gender and diversity:** Trainee enrolments have remained predominantly male, changing slightly from 63 per cent in 2017 to 59 per cent in 2022, with a corresponding increase in female representation from 37 per cent to 41 per cent. Indigenous student enrolments have decreased from 3 per cent to 2 per cent, while the percentage of trainee enrolments with a disability also decreased from 5 per cent to 3 per cent over the past five years, although it is unclear if these changes are material given the “unknown” response for both questions increased over the same period.
  - **Geographical distribution:** The majority of Cook trainee enrolments were offshore, accounting for 61 per cent of enrolments. There has been a decrease in enrolments across all regional areas, with the proportion in inner and outer regional areas decreasing by 7 and 2 per cent respectively over the past five years.

- **Hospitality Workers:** There has been a decrease in both enrolments and completions in training programs for Hospitality Workers (Certificate II and III) over a five-year period, with enrolments decreasing by 15 per cent and completions by 40 per cent.
  - **Gender and diversity:** Trainee enrolments have remained predominantly female, changing slightly from 63 per cent in 2017 to 62 per cent in 2022, with a corresponding increase in male representation from 36 per cent to 37 per cent. Indigenous student enrolments have remained unchanged at 7 per cent, while the percentage of trainee enrolments with a disability increased slightly from 7 per cent to 8 per cent over the past five years.
  - **Geographical distribution:** The majority of Hospitality Workers trainee enrolments were in major cities, accounting for 61 per cent of enrolments. There has been a slight decrease in enrolments across outer regional areas, with the proportion in outer areas decreasing by one over the past five years.
- **Other Hospitality Workers:** There has been a decrease in both enrolments and completions in training programs for Other Hospitality Workers (Certificate I) over a five-year period, with enrolments decreasing by 3 per cent and completions by 36 per cent.
  - **Gender and diversity:** Trainee enrolments have remained predominantly female, changing slightly from 59 per cent in 2017 to 61 per cent in 2022, with a corresponding decrease in male representation from 40 per cent to 39 per cent. Indigenous student enrolments decreased from 11 per cent to 10 per cent, while the percentage of trainee enrolments with a disability increased from 6 per cent to 13 per cent over the past five years.
  - **Geographical distribution:** The majority of Other Hospitality Workers trainee enrolments were in major cities, accounting for 64 per cent of enrolments. There has been a decrease in enrolments in inner regional areas, with the proportion in inner areas decreasing by 6 per cent over the past five years.
- **Waiters:** There has been an increase in enrolments and a notable decrease in training program completions for Waiters (Certificate III) over a five-year period, with enrolments increasing by 23 per cent and completions decreasing by 48 per cent.
  - **Gender and diversity:** Trainee enrolments have remained predominantly female, changing from 55 per cent in 2017 to 61 per cent in 2022, with a corresponding decrease in male representation from 43 per cent to 38 per cent. Indigenous student enrolments increased from 3 per cent to 5 per cent, while the percentage of trainee enrolments with a disability remained unchanged at 4 per cent over the past five years.
  - **Geographical distribution:** The majority of Waiter trainee enrolments were in major cities, accounting for 60 per cent of enrolments. There has been a decrease in enrolments across all regional areas, with the proportion in inner and outer regional areas decreasing by 8 and 6 per cent respectively over the past five years.
- **Kitchenhands:** There has been a decrease in both enrolments and completions in training programs for Kitchenhands (Certificate III) over a five-year period, with enrolments decreasing by 26 per cent and completions by 34 per cent.
  - **Gender and diversity:** Trainee enrolments have remained predominantly female, changing slightly from 53 per cent in 2017 to 52 per cent in 2022, while male representation has remained unchanged at 47 per cent. Indigenous student enrolments also remained unchanged at 6 per cent, while the percentage of trainee enrolments with a disability increased from 7 per cent to 9 per cent over

the past five years, albeit with a large proportion of “unknown” responses, so this change may not be material.

- **Geographical distribution:** The majority of Kitchenhand trainee enrolments were in major cities, accounting for 60 per cent of enrolments. There has been a slight increase in enrolments in inner regional areas, with the proportion in inner regional areas increasing by 1 per cent while outer regional areas decreased by 1 per cent over the past five years.
- **Caretakers:** There has been a notable decrease in both enrolments and completions for the occupation's associated training package (Certificate III) over a five-year period, with enrolments decreasing by 63 per cent and completions by 93 per cent.
  - **Gender and diversity:** Trainee enrolments have shifted to being predominantly female, increasing from 44 per cent in 2017 to 67 per cent in 2022, with a corresponding decrease in male representation from 55 per cent to 42 per cent. Indigenous student enrolments remained unchanged at 10 per cent, while the percentage of trainee enrolments with a disability decreased significantly from 13 per cent to 3 per cent over the past five years.
  - **Geographical distribution:** The majority of Caretaker trainee enrolments were in inner regional areas, accounting for 43 per cent of enrolments, down from 66 per cent. There has been a notable increase in enrolments in major cities, from 18 per cent to 33 per cent, and enrolments in outer regional areas have also increased by 5 per cent over the past five years.
- **Caravan Park and Camping Ground Managers:** There has been a significant decrease in both enrolments and completions in training programs for Caravan Park and Camping Ground Managers (Certificate IV and Diploma) over a five-year period, with enrolments decreasing by 94 per cent and completions by 96 per cent.
  - **Gender and diversity:** Not available due to data perturbation.
  - **Geographical distribution:** The majority of Caravan Park and Camping Ground Manager trainee enrolments were in major cities. There has been an increase in enrolments across outer regional areas, with the proportion in outer regional areas increasing from 10 to 29 per cent over the past five years.
- **Hotel Service Managers:** There has been a minor change in enrolments and no significant change in completions in training programs for the Hotel Service Managers (Certificate IV), with enrolments falling by 12 per cent and completions by 0 per cent over the past five years.
  - **Gender and diversity:** Trainee enrolments are predominantly female, with female representation steady at 59 per cent in 2017 and 60 per cent in 2022. The share of Indigenous student enrolments is also steady, going from 2 per cent in 2017 to 3 per cent in 2022. Trainees with a disability as a proportion is unchanged at 4 per cent of enrolments.
  - **Geographical distribution:** While the proportion of Hotel Service Manager trainee enrolments in major cities has decreased slightly from 71 per cent to 66 per cent, there has been an increase in inner regional areas from 12 per cent to 20 per cent. Outer regional areas also saw a slight increase from 5 per cent to 7 per cent over the past five years.

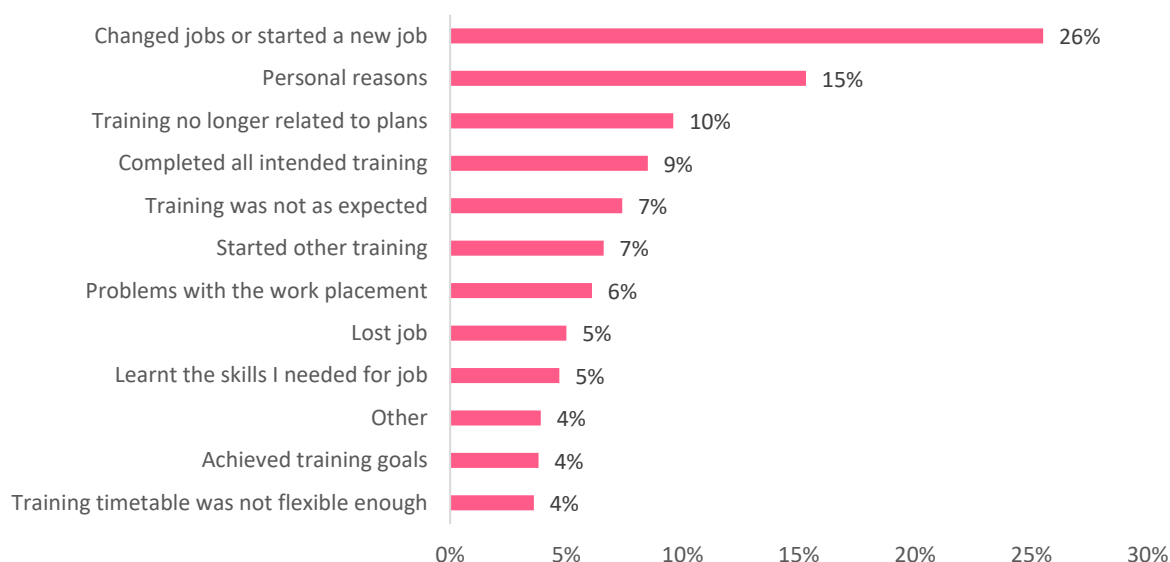
Note: Gender and diversity, and regional enrolment information may not add up to 100 per cent due to rounding and not known entries.

### Drivers of non-completions

The drivers of the changes in enrolments and completions across each of the occupations in the SIT training package are complex. They can reflect structural trends in occupations and training as well as policy developments. These will need to be explored and further engagement with stakeholders will be required.

- NCVER indicates that in 2023 the key reasons for non-completion of the SIT – Tourism, Travel and Hospitality training package was due to “changed jobs or started a new job” at 26 per cent, followed by “personal reasons” at 15.3 per cent (Figure 10).<sup>29</sup>

**Figure 10: Main reason for discontinuing SIT training package, 2023**



Source: NCVER, VET Student outcomes 2023 (Based on students who completed VET training in 2022). Based on previous groupings of main reason for non-completion from NCVER. 'Personal reasons' is attributable to problems with travel/transport, illness/health reasons, family reasons, lack of time and/or moved. 'Other' is attributable to other reasons not shown and/or apprenticeship/traineeship cancelled/discontinued. Note that errors for some of these responses can be quite high.

NCVER advises that it is not possible to further disaggregate the characteristics and details behind these responses for the SIT training package, due to small sample sizes and margin of error.

That said, the information on the characteristics of individuals who have discontinued VET training is available at the aggregate level (across all training packages). Exploring these characteristics at an aggregate level, however, can provide an insight into the type of cohorts discontinuing due to specific reasons. The aggregate data from NCVER notes:<sup>30</sup>

#### Discontinuation by age group

- For the 15 to 19 years age group, the primary reason for discontinuation was training-related, at 44 per cent, which would indicate that the training was not needed or not fit for purpose, although an exact reason is not able to be attributed/disclosed by NCVER.
- In the 20 to 24 years age group, the most common reason was a change in their job situation, at 35 per cent, which could indicate a change of jobs was most predominant for this cohort in terms of non-completions.

<sup>29</sup> NCVER, custom data request for SaCSA, based on the 2023 NCVER Student Outcomes Survey (Based on students who completed VET training in 2022), 2024: <https://www.ncver.edu.au/research-and-statistics/student-outcomes-survey>.

<sup>30</sup> NCVER, DataBuilder, VET student outcomes, 2023 (Based on students who completed VET training in 2022): <https://www.ncver.edu.au/research-and-statistics/data/databuilder>.

- The 65 year and over age group mostly discontinued due to personal reasons, at 33 per cent, which is unrelated to the training course and includes problems with travel/transport, illness/health reasons and family reasons.

The drivers and reasons behind this non-completion data need to be explored further as additional explanations are not identified in the survey responses to date. In addition, in 2023 the SA Government led a national working group which investigated the factors impacting VET completions. The report from this working group<sup>31</sup> made 17 recommendations linked to key factors that the report identified as influencing a learner's journey.

- These factors include learner wellbeing, information on career pathways, improved support for learners and their employers, and improved training practice and quality.
- Preliminary stakeholder feedback indicates there is significant variability in completion rates between cohorts of students. For example, where “students don't have any skin in the game”, they are more likely to drop out compared to fee-paying students.
- Stakeholder feedback suggests that another factor for non-completion could be employment service providers enrolling learners into qualifications for which the individual is not suited. Priority is placed on processing enrolment to commencement in about a week to minimise dropouts, however this can be difficult to achieve for the job-seeker cohort as they may not have all the information they need for pre-enrolment processes.
- The detailed characteristics of those specifically within the SIT – Tourism, Travel and Hospitality training package will be examined in future analyses.

### *Proposed next steps on training product development*

#### *Reviewing training products*

**The review and analysis of training products is important given the changing workforce trends in the Hospitality sector.**

It has been identified through stakeholder consultation and analysis, there are a number of **units of competency across** the SIT – Tourism, Travel and Hospitality training package that are deemed superseded or deleted.

- A selection of these units of competency are either core or elective units of competency in the high enrolment qualifications, such as, but not limited to SIT20316 Certificate II in Hospitality (or equivalent) and SIT30816 Certificate III in Commercial Cookery (or equivalent).
- To ensure that these qualifications are continuing to meet the needs of industry and changing nature of the Hospitality sector, SaCSA will review the units of competency where they are not listed 'current' on training.gov.au.
- In this project, SaCSA will undertake an audit and review of the Tourism, Travel and Hospitality training package (SIT) focusing on superseded and deleted units of competency and the required minor or major updates as outlined within the Training Package Products Development and Endorsement Process Policy (TPP DEPP). The review will not be auditing current units of competency.

In addition to the review of the superseded and deleted units of competency above, SaCSA has been provided guidance from the Skills Minister, there will be a **review undertaken of SITHFAB021 Provide responsible service of alcohol**, to ensure that the unit of competency does not include any language that is potentially unlawful or offensive.

<sup>31</sup> Skills South Australia, (Skills SA) Department of Education, October 2023: <https://skills.sa.gov.au/national-vet-completions>.

- This unit of competency impacts multiple qualifications across the Tourism, Travel and Hospitality training package (SIT) and the outcomes of this review will inform if updates to the unit of competency will be undertaken in line with the TPP DEPP.
- Further research has been undertaken, post consultation with government bodies into industry awareness on drink spiking and sexual violence aligned to SITHFAB021 Provide responsible service of alcohol. SaCSA will be looking at undertaking a research project to determine next steps on this important issue.

Initial research has also been undertaken regarding the above challenges within the Hospitality **industry relating to apprentice chefs and career pathways** within the sector. SaCSA intend on conducting further research and analysis into these challenges.

Aligned to the **Qualification Reform project** that was announced in March 2024, SaCSA will be undertaking, firstly the Purpose Categorisation Activity, providing insights into the low/no enrolments into qualifications across the SIT – Tourism, Travel and Hospitality training package as well as aligning the work to the three Purposes outlined in the Qualification Reform Design Group report.

- This important work will assist in guiding Qualification Reform where qualifications may be consolidated, deleted or new opportunities recommended.

#### *Engagement in other initiatives to address skills and training needs.*

In addition to the formal training and education within SaCSAs remit, there will be continued engagement with stakeholders to identify opportunities for other training strategies that may be useful in the current workplace and future workforce. As noted in this Workforce Planning Report, there are a range of Australian Government and all state and territory government measures and strategies that could help address the skills and labour challenges in the Hospitality sector. Feedback to date from stakeholders indicated that:

- programs and initiatives are reliant on industry involvement and engagement to ensure that people who complete them have an understanding of the life-long career opportunities that the industry offers, and the mix of skills, experience and attributes that industry requires.<sup>32</sup>
- access to career pathway information (ideally from Year 9) is critical to inform students about career opportunities.<sup>33</sup>
- traineeships are underutilised as an employment and education pathway.<sup>34</sup>
- employers, especially SMEs and small business, need help to navigate to and connect with VET programs and initiatives.<sup>35</sup>
- industry peak bodies and employers would like to see broader career pathways and transferrable skills promoted, for example: entry into the sector is not limited to food and beverage roles but the progression into management within the sector and cross-sector opportunities.
- the sector is very supportive of mentoring programs; however, industry itself is creating them and has limited resources to do research and engage with those who are already out there.

SaCSA's discussions with the states and territories have also reinforced the critical need for Hospitality employers to commit to and participate in programs, as there is demonstrated benefits from employer participation in the attraction, selection and placement of candidates involved in training and

<sup>32</sup> SaCSA stakeholder consultation with NSW Department of Education, 1 March 2024.

<sup>33</sup> SaCSA stakeholder consultation with Career Industry Council of Australia, 14 February 2024.

<sup>34</sup> SaCSA stakeholder consultation with VERTO, 14 March 2024.

<sup>35</sup> SaCSA stakeholder consultation with Queensland Department of Employment Small Business and Training, 7 March 2024.

employment pathway programs.<sup>36</sup> The examples of the *Skill Shortage Solution* grants in SA and the *Skills Compact* in Tasmania are two models that highlight the benefits of this industry involvement.

- A critical area for stronger industry engagement is career pathway programs. Currently there is a varied approach to career pathways adopted by each state and territory. In the absence of these programs, responsibility falls back to industry to drive its own profile.

In addition, Austrade has released a Visitor Economy Workforce and Skills Interim Action Plan that captures work underway across the Australian Government, State and Territory governments, as well as industry, to rebuild the Tourism and Hospitality workforce, with further work being considered on the long-term challenges in the Visitor Economy workforce.<sup>37</sup> This plan notes that:

- a key requirement for a world-class workforce is ensuring training and education are aligned to industry requirements of the future, and having people with the right skills to address visitor needs as they evolve. This requires relevant and accessible high-quality training – whether formal training, apprenticeships, microcredentials and/or work-based training.
- to build a more resilient workforce, there is an opportunity to both raise the profile of what it means to have a career in the visitor economy. Changing perceptions of careers and opportunities will assist to create a more sustainable workforce pipeline.

SaCSA has an opportunity to better understand these services and strategies and to engage Hospitality employers so that, they are aware of the support available to:

- help them navigate to, and connect with industry initiatives (in particular career pathway programs),
- develop bespoke workforce development solutions aimed at addressing skills and/or labour needs,
- minimise the resourcing impact on their business of participating in programs that will assist with attraction and retention, and
- understand the benefits for their business and the broader sector.

SaCSA will also work with Austrade and our stakeholders focusing on the on the long-term challenges in the visitor economy workforce and training.

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<sup>36</sup> NSW Department of Education, Get Back in the Game, April 2024: <https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/get-back-in-the-game>.

<sup>37</sup> Australian Trade and Investment Commission, 'THRIVE 2030 revised: The Re-Imagined Visitor Economy Workforce and Skills Interim Action Plan 2023-24, JuneStrategy', March 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/visitor-economy-workforce-and-skills-interim-action-plan-2023-24>. <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>.

## Occupational areas of focus

Looking at the updated workforce data evidence base – in particular, the occupations, training and skills needs, there are two emerging areas of focus to explore further:

- Cooks, Pastrycooks and Chefs – which are in national shortage
- Waiters – which are in regional shortage.

### Pastrycooks in focus

- According to the 2021 Census there are over **6,800 Pastrycooks**.
- In terms of **supply**, the JSA 2023 Skills Priority List, Pastrycooks are currently listed as an occupation in national shortage. The shortage driver for this occupation at the ANZSCO group level is a **retention gap** suggesting below average rates of retention, potentially reinforced by low numbers of new applicants per vacancy.
- In terms of training supply, students enrolling into qualifications pathway to a Pastrycook have decreased by 20 per cent between 2017 and 2022, whereas completions have declined by around 29 per cent. This means there are likely supply constraints in this area in terms of training.
- The **demand** for Bakers and Pastrycooks, as indicated by the JSA Internet Vacancy Index suggest Pastrycooks experienced unprecedented growth in job advertisements during the COVID-19 period and peaked around mid-2022, the inflationary period following COVID. Since then, it has decreased but has stabilised at an elevated level compared to pre-COVID activity.
- The increase in online job advertisements may indicate employers are seeking to attract a larger proportion of customer-facing roles in response to demand shifts precipitated by COVID restrictions.
- **Looking ahead**, employment projections produced by Victoria University for Jobs and Skills Australia indicate employment of Bakers and Pastrycooks is expected to grow by 2,700 persons or 9.3 per cent in the 10 years to 2033. This means demand for this occupation is likely to persist in future which may be unmet if the occupation remains in shortage.

These issues, including the drivers of supply and demand, in these occupational areas of focus will be explored by SaCSA in upcoming workforce planning.

### Chefs and Cooks in focus

- According to the 2021 Census there are over **90,400 Chefs and 36,900 Cooks**.
- In terms of **supply**, the JSA 2023 Skills Priority List, both Chefs and Cooks are currently listed as occupations in national shortage. The shortage driver for both occupations at the ANZSCO group level is a **retention gap** suggesting below average rates of retention, potentially reinforced by low numbers of new applicants per vacancy.
- In terms of training supply, students enrolling into the qualification pathway to be a Chef have increased by 140 per cent between 2017 and 2022, and completions increased over the same period by around 100 per cent. This is a positive development indicating that supply constraints for Chefs may decrease over time.
- For Cooks, students enrolling into its qualification pathway have increased by 8 per cent between 2017 and 2022, and completions decreased over the same period by 3 per cent. While relatively stable, this is unlikely to ease current supply constraints in the market.
- The **demand** for Chefs and Cooks, as indicated by the JSA Internet Vacancy Index, suggests they both experienced a sharp fall in job advertisements from early 2020 and reaching a

minimum in mid-2020. This period corresponds to the first lockdown of COVID restrictions, when limited scope for operations decreased demand drastically. Demand showed high growth following this period, peaking in mid to late 2022 at the height of the post-COVID inflationary period. Since then, demand has steadily decreased, but similar to Pastrycooks, remains elevated at above pre-COVID levels for now.

- The increase in online job advertisements may during this period may also reflect the return of international travellers to Australia post-COVID restrictions.
- **Looking ahead**, employment projections produced by Victoria University for Jobs and Skills Australia indicate employment of Chefs and Cooks is expected to grow 14.3 and 13.9 per cent in the 10 years to 2033 respectively, corresponding to a personnel growth of 17,100 and 5,300 respectively. This means demand for this occupation is likely to persist in future which may be unmet if the occupation remains in shortage.

These issues, including the drivers of supply and demand, in these occupational areas of focus will be explored by SaCSA in upcoming workforce planning.

### Waiters in focus

- According to the 2021 Census there are over **86,800 Waiters**.
- In terms of **supply**, the JSA 2023 Skills Priority List, Waiters are currently listed as an occupation in regional shortage. The shortage driver for this occupation at the ANZSCO group level is a **retention gap** suggesting below average rates of retention, potentially reinforced by low numbers of new applicants per vacancy.
- In terms of training supply, students enrolling into a qualification pathway to be a Waiter have increased by 23 per cent between 2017 and 2022, however completions have declined by around 48 per cent. This means there may be supply constraints in this area in terms of training.
- The **demand** for Waiters, as indicated by the JSA Internet Vacancy Index, mirrors that of Chefs and Cooks. A sharp decline in vacancies was observed starting early 2020 and reaching a minimum in mid-2020, followed by a sustained increase in demand until peaking in mid-2022 and now steadily decreasing but remaining higher than pre-COVID levels. Recruitment for regional areas for the sub-major occupation group remains particularly elevated, which supports the regional shortage rating.
- This is not a surprising result as Waiters, Chefs and Cooks often share the same workplaces and therefore are subject to the same economic pressures.
- **Looking ahead**, employment projections produced by Victoria University for Jobs and Skills Australia indicate employment of Waiters is expected to grow by 17,400 in the 10 years to 2033 respectively, corresponding to a growth of 13.1 per cent. This means demand for this occupation is likely to persist in future which may be unmet if the occupation remains in shortage.

These issues, including the drivers of supply and demand, in these occupational areas of focus will be explored by SaCSA in upcoming workforce planning.



# **WORKFORCE STRATEGIES & MEASURES**

## WORKFORCE STRATEGIES AND MEASURES

Given the workforce, skills and training needs facing the Hospitality sector and the importance of the sector to Australia's workforce and economy – there are a range of strategies and measures that have been put in place at the National and State / Territory level. These are outlined below, along with the implications for SaCSA. Some of these strategies and measures are cross-cutting and some are sector-specific.

### Cross-cutting National workforce strategies and measures

The implications of the National Skills Agreement (NSA),<sup>38</sup> the Australian Universities Accord,<sup>39</sup> the Migration Strategy<sup>40</sup>, and the Employment White Paper<sup>41</sup> for the Hospitality sector have also been considered. These key National projects will influence priorities, funding, and operational mechanisms for the Australian Government, all JSCs, and all the States and Territories.

- **Appendix 2** outlines more detailed information on the cross-cutting National Policies and their implications for SaCSA and a summary follows below.

Table 5 provides a mapping of the national workforce strategies and measures and how they relate to SaCSA.

**Table 5: National workforce strategies and measures**

| Initiative (and Who / When)   | Key Objectives   | Link to SaCSA priorities   |
|---|--|--|
| <p><b>National Skills Agreement</b></p> <p><b>Lead:</b> DEWR.</p> <p><b>When:</b> Commenced on 1 January 2024 and ongoing over 5 years.</p> | <p>Ensure that the VET system provides high-quality, responsive and accessible education and training to boost productivity, deliver national priorities and support Australians to obtain the skills and capabilities they need to obtain well-paid, secure jobs.<sup>42</sup></p> <ul style="list-style-type: none"> <li>• The Agreement commits all state and territories to a number of policy priorities, including, gender equality, ensuring Australia's digital and technology capability, and delivering reforms to improve the regulation of VET qualifications and quality.</li> <li>• In line with this, in February 2023 Skills Ministers also endorsed the National VET Completion Project to improve VET completions, and noted the need for a collaborative data analysis approach between NCVET, Jobs and Skills Australia, and governments, to improve data collection and outcomes reporting.<sup>43</sup></li> </ul> | <p>Many of the challenges faced by SaCSA's industry sectors apply across all sectors. Specifically, the commitments to</p> <ul style="list-style-type: none"> <li>• improved VET evidence and data - help inform trends, priorities and areas of concern across all sectors, and</li> <li>• improved VET completions – focus on students facing barriers and those underrepresented in the workforce.</li> <li>• address the impacts of digitalisation in the workforce – provide an avenue for SaCSA to analyse training from this lens for our sectors that have traditionally been people centric.</li> </ul> <p>The sectors that SaCSA represents (including Hospitality) have faced challenges related to low or declining utilisation of the training packages.</p> <p>SaCSA has an opportunity to better understand these services and strategies and to engage with Hospitality sector employers so that they are aware of the support available to them. An expansion of the stakeholder survey will allow for a deeper and more certain understanding of the issues and how to address them.</p> |
| <p><b>Australian Universities Accord</b><sup>44</sup></p>   | <p>To drive lasting and transformative reform in Australia's higher education system.</p>  | <p>Given the focus of the Accord, there is an opportunity for SaCSA to actively collaborate with VET and Higher Education providers to</p>   |

<sup>38</sup> Department of Employment and Workplace Relations, National Skills Agreement, January 2024: <https://www.dewr.gov.au/skills-reform/national-skills-agreement>.

<sup>39</sup> Department of Education, Australian Universities Accord Final Report Document, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>40</sup> Department of Home Affairs, Migration Strategy, December 2023: <https://immi.homeaffairs.gov.au/programs-subsite/migration-strategy/Documents/migration-strategy.pdf>.

<sup>41</sup> Treasury, Working Future – The Australian Government's White Paper on Jobs and Opportunities, September 2023: <https://treasury.gov.au/sites/default/files/2023-10/p2023-447996-working-future.pdf>.

<sup>42</sup> Department of Employment and Workplace Relations, National Skills Agreement, January 2024: <https://www.dewr.gov.au/skills-reform/national-skills-agreement>.

<sup>44</sup> Department of Education, Australian Universities Accord, <https://www.education.gov.au/australian-universities-accord>.

|   |  |   |
|---|--|---|
| <p><b>Lead:</b> Education.</p> <p><b>When:</b> Accord published in December 2023 and various targets set for 5 years (2035), and beyond (2050).</p>                                     | <p>The <i>Accord Final Report – December 2023</i> makes a strong case for greater complementarity between the VET and higher education sectors, stating that “<i>all parts of Australia’s education system need to work together to meet Australia’s future skill challenges</i>”. The Final Report’s recommendation also emphasises collaboration with JSCs.</p>  | <p>explore and assess initiatives that align with the Accord’s targets, and which may serve the interest of the SaCSA sectors as best practice models for students seeking to transition between VET and Higher Education.</p>  |
| <p><b>Migration Strategy</b></p> <p><b>Lead:</b> Home Affairs.</p> <p><b>When:</b> Review<sup>45</sup> published in April 2023 and strategy released in December 2023.<sup>46</sup></p> | <p>The Migration Strategy refers to an evidence-based approach to targeting skilled migration to workforce needs, to ensure that migration complements the domestic skills and training system.</p> <p>The Migration Review noted that the migration system is not fit for purpose and pointed to the need for a tripartite approach, involving perspectives from industry (including JSCs) in meeting labour market gaps and delivering fair and efficient outcomes. In response, the final Migration Strategy was released in December 2023, which aims to address skills shortages, including by:</p> <ul style="list-style-type: none"> <li>• Meeting labour market gaps and delivering fair and efficient outcomes</li> <li>• Addressing skills shortages</li> <li>• Allowing for worker movements across industries and clear pathways to permanent residence</li> <li>• Driving innovation and job creation.</li> </ul> | <p>SaCSA will continue to collaborate with employers, unions, the Department of Home Affairs, and Jobs and Skills Australia during the implementation of the Migration Strategy and on migration-related issues.</p> <p>SaCSA will assess the contribution of migration to the workforce and training in future workforce planning.</p> <p>SaCSA will test and explore migration issues in the Hospitality sector in consultation with stakeholders. This could include pathways for cooks and chefs, other aspects such as an overseas student apprenticeship pathway, and visa pathways for working holiday makers, with possible targeting for regional areas. This includes presenting data and feedback from industry on current and emerging skills needs and gaps across our sectors, such as issues around Working Holiday Maker visas we have heard from stakeholders.</p> |
| <p><b>Employment White Paper</b></p> <p><b>Lead:</b> Treasury</p> <p><b>When:</b> Commenced September 2022 and released in September 2023</p>   | <p>The Employment White Paper<sup>47</sup> calls for a more collaborative tertiary education and training approach and is described as essential for creating the right skills mix and building the future workforce.</p> <p>There are 5 main aims set out in the Paper:</p> <ul style="list-style-type: none"> <li>• deliver sustained and inclusive full employment</li> <li>• promote job security and strong, sustainable wage growth</li> <li>• reignite productivity growth</li> <li>• fill skills needs and build our future workforce</li> <li>• overcome barriers to employment and broaden opportunity.</li> </ul> <p>The vehicles by which these aims are to be delivered are JSA in collaboration with JSCs (including SaCSA) and stakeholders, forming a tripartite arrangement.</p>  | <p>SaCSA notes that the Employment White Paper process has concluded but there a follow ups that are relevant to JSCs, including in relation to engaging with JSA. Some aspects SaCSA can contribute are:</p> <ul style="list-style-type: none"> <li>• Contributing industry insights and analysis on current and emerging workforce skills and training needs across our industry sectors.</li> <li>• Collaborating to identify workforce and training data and evidence gaps and ways to address them over time, including in the VET system.</li> </ul>  |

<sup>45</sup> Department of Home Affairs, Review of the Migration System, December 2023: <https://www.homeaffairs.gov.au/reports-and-pubs/files/review-migration-system-final-report.pdf>.

<sup>46</sup> Department of Home Affairs, Migration Strategy, December 2023: <https://immi.homeaffairs.gov.au/programs-subsite/migration-strategy/Documents/migration-strategy.pdf>.

<sup>47</sup> Treasury, Working Future – The Australian Government’s White Paper on Jobs and Opportunities, September 2023: <https://treasury.gov.au/sites/default/files/2023-10/p2023-447996-working-future.pdf>.

## Hospitality-related Australian Government and State / Territory workforce strategies

The key Australian Government policy in the Hospitality sector is THRIVE 2030: The Re-Imagined Visitor Economy Strategy, led by Austrade (Box 2).<sup>48</sup> This is Australia's national strategy for the long-term sustainable growth of the visitor economy. The THRIVE 2030 strategy identifies 7 priorities that industry and governments will work on together to deliver its vision (see Box 2 below). SaCSA will work with Austrade and our stakeholders on the next steps of this strategy, for example, around Priorities 2 (on improving data and insights), 3 (on the workforce) and 7 (focused on First Nations people).

### Box 2: THRIVE 2030 priorities<sup>49</sup>

The THRIVE 2030 strategy identifies 7 priorities that industry and governments will work on together to deliver its vision. The priorities align with the strategy's vision elements of collaborating, modernising and diversifying.

#### Collaborate

1. Deliver success through comprehensive collaboration
2. Improve data and insights

#### Modernise

3. Grow a secure and resilient workforce
4. Embrace leading-edge business practices
5. Enhance visitor infrastructure

#### Diversify

6. Build markets and attract visitors
7. Grow unique and high-quality products, including Aboriginal and Torres Strait Islander experiences.

On workforce issues, and in line with the challenges identified in this Workforce Planning Report, THRIVE 2030 notes that workforce shortages are a particular challenge after the dramatic job losses caused by the COVID-19 restrictions, exacerbated by the short-term absence of permanent and temporary migrant workers who had been an important supplement to the visitor economy workforce.

- It points to ways to address these challenges, including exploring strategies with people who are underrepresented in the workforce, reviewing visa settings, and longer-term options such as, enhancing the reputation of the visitor economy as a career of choice (which includes employers being competitive, with good working conditions, training and career opportunities).

In addition, Austrade has released a Visitor Economy Workforce and Skills Interim Action Plan that captures work underway across the Australian Government, State and Territory governments, as well as industry, to rebuild the Tourism and Hospitality workforce, with further work being considered on the long-term challenges in the Visitor Economy workforce.<sup>50</sup> This plan notes that:

- a key requirement for a world-class workforce is ensuring training and education are aligned to industry requirements of the future, and having people with the right skills to address visitor

<sup>48</sup> Australian Trade and Investment Commission, 'THRIVE 2030 revised: The Re-Imagined Visitor Economy Strategy', March 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>.

<sup>49</sup> Australian Trade and Investment Commission, 'THRIVE 2030 revised: The Re-Imagined Visitor Economy Strategy', March 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>.

<sup>50</sup> Australian Trade and Investment Commission, 'THRIVE 2030 revised: The Re-Imagined Visitor Economy Strategy', March 2023: <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html>. <https://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/visitor-economy-workforce-and-skills-interim-action-plan-2023-24>.

needs as they evolve. This requires relevant and accessible high-quality training – whether formal training, apprenticeships, microcredentials and/or work-based training.

- to build a more resilient workforce, there is an opportunity to raise the profile of what it means to have a career in the Visitor Economy. Changing perceptions of careers and opportunities will assist to create a more sustainable workforce pipeline.

SaCSA has identified key priorities and activities that it will undertake, that align with the THRIVE 2030 strategy. The activities, for example, relate to THRIVE 2030 priorities 2 (on improving data and insights) and 3 (on growing a strong and resilient workforce). As part of this, SaCSA can collaborate with Austrade and other stakeholders to:

- Explore the **drivers of shortages in key occupations** in the sector (such as cooks and chefs). This will include defining the issues in the occupations, understanding the drivers of the shortages, and working towards practical solutions with implications for training product development and workforce settings.
- Explore improved connections **between industry and school students through a structured industry approach to existing work experience programs**. This will involve research into the existing programs, with a view to developing a pilot to trial closer collaboration between schools and industry.

Further, SaCSA will engage with Austrade on the *Visitor Economy Workforce and Skills Interim Action Plan*, focusing on the long-term challenges in Visitor Economy workforce and training.

SaCSA has also met with representatives from the Australian Government and all state and territory governments to capture and map information on current and proposed skills programs and initiatives that could help address the skills and labour challenges in the Hospitality sector.

- **Appendix 3** outlines information on Australian Government programs and initiatives relevant to the Hospitality sector (including *THRIVE 2030*) and **Appendix 4** outlines relevant state and territory programs and initiatives.

The mapping identifies that some of these programs and initiatives are specifically targeted to the Hospitality sector and others are sector agnostic. That is, their key elements make them suitable to adopt across all sectors.

- The collected information indicates that the focus of the Australian Government's programs and initiatives is supporting employment. The programs offer a mix of support for individuals and/or employers and can be accessed directly. For example, a Hospitality employer may secure a recruit via *Transition to Work* or *Launch into Work* and then progress that person into a *Traineeship*.
- With the exception of the THRIVE 2030 strategy and the Employer Liaison Officers (ELOs), the Australian Government's programs are not actively promoted, and their primary source of referrals is Workforce Australia providers. However, there are demonstrated benefits from incorporating these programs as elements of broader industry-specific and/or regional strategies. These strategies, potentially linked to state-funded pre-vocational training, can result from collaborations with state industry advisory services (refer Appendix 4).

The mapping includes information on a broader range of programs and initiatives at both the Australian Government and state and territory level to highlight the opportunities that exist to develop Hospitality sector initiatives from a combination of industry engagement and sector-specific and broader industry programs.

- For example, in NSW state initiatives like the Regional Industry Education Partnerships Program (RIEP) facilitated opportunities for students from James Fallon High who completed a four-day

program with Short Courses Australia. The program, delivered at a local club in Albury, taught students about Hospitality careers, gaining certifications, and they practiced mocktail and coffee making. Students received Food Handling and Responsible Service of Alcohol certificates to enable transition into part-time employment with potential linkages to Australian Government program support. The program will assist regional Hospitality employers with long-term talent pipelines.

- SaCSA has a role to promote state-based industry advisory and support services to Hospitality employers so that they can navigate to these opportunities and benefit from bespoke workforce development solutions based on collaborations of available programs and initiatives.

In terms of the states and territories:

- All the states and territories manage a combination of user choice funding which supports delivery of apprenticeships and traineeships (including school-based apprenticeships and traineeships), “base” funding amounts for TAFE operations and contestable funding for all RTOs including TAFE. This funding is typically a combination of Australian Government funding and funding from the individual state or territory. Each state and territory determines the allocation of this funding relative to commitments to match funding under the NSA, and their identified skills priorities.
- The majority of the states and territories offer field-based employer/industry advisory services (Queensland, New South Wales, South Australia and the Northern Territory) or have specific strategies that support industry engagement (Tasmania and Western Australia).
- Engagement with the states and territories has also reinforced the critical need for Hospitality employers to commit to and participate in programs, as there are demonstrated benefits from employer participation in the attraction, selection and placement of candidates involved in training and employment pathway programs.<sup>51</sup> The examples of the *Skill Shortage Solution* grants in South Australia and the *Skills Compact* in Tasmania are two models that highlight the benefits of this industry involvement.
- Stakeholders also noted the need for a better understanding of career pathways and improved engagement with industry regarding these pathways. Currently, each state and territory adopts a varied approach to career pathways, actively targeting industry engagement to create opportunities for work placement
- There is also a need for initiatives to incentivise industry qualified people to support training delivery. In particular, the *Tasmanian Industry Skills Compact* includes an initiative that promotes involvement of industry professionals as VET trainers.

SaCSA has an opportunity to better understand these services and strategies and to engage with Hospitality sector employers so that they are aware of the support available to:

- help them navigate to, and connect with, industry initiatives (in particular career pathway programs)
- develop bespoke workforce development solutions aimed at addressing skills and/or labour needs
- minimise the resourcing impact on their business of participating in programs that will assist with attraction and retention
- understand the benefits for their business and the broader sector.

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<sup>51</sup> NSW Department of Education, Get Back in the Game, April 2024: <https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/get-back-in-the-game>.



# **APPROACH TO ENGAGEMENT & CONSULTATION**

## APPROACH TO ENGAGEMENT AND CONSULTATION

### Workforce Planning Report Consultation

The range of stakeholders within the Hospitality sector is as broad as the industry itself. It is a diverse sector with equally diverse perspectives, priorities and workforce challenges. The sector includes everything from single person, small businesses in regional areas, to large multinational chains that span the country and indeed the globe.

While our initial stakeholder engagement consultations were broad and extensive, for the 2024 Workforce Planning Report, we have taken a much more targeted approach (Table 6).

**Table 6: Key Stakeholder Groups**

| Stakeholder Groups                        | Key Stakeholder Identity  |
|---|---|
| Industry                                  | <ul style="list-style-type: none"> <li>Employers (large and small to medium enterprises, regional and remote)</li> <li>Industry peak bodies</li> <li>Industry associations</li> <li>Unions</li> </ul>   |
| Strategic Workforce Advisory Group (SWAG) | <ul style="list-style-type: none"> <li>Accommodation Australia</li> <li>Australian Chamber of Commerce and Industry</li> <li>Australian Institute of Technical Chefs</li> <li>TFE Hotels</li> <li>Recruitment, Consulting &amp; Staffing Association (RCSA)</li> </ul>  |
| Individuals                               | <ul style="list-style-type: none"> <li>Existing workers</li> <li>New entrants</li> <li>Apprentices/trainees</li> <li>Learners</li> <li>Job seekers</li> </ul>   |
| VET System                                | <ul style="list-style-type: none"> <li>Registered Training Organisations</li> <li>Individual VET practitioners</li> <li>Jobs and Skills Councils</li> <li>Industry Training Advisory Bodies (and equiv.)</li> <li>VET regulators</li> <li>Training Product Assurance Body</li> </ul>  |
| Schools Sector                            | <ul style="list-style-type: none"> <li>Secondary schools</li> <li>Individual teachers</li> <li>Secondary education authorities</li> <li>Careers associations</li> </ul>   |
| Higher Education                          | <ul style="list-style-type: none"> <li>Universities</li> </ul>  |
| Governments                               | <ul style="list-style-type: none"> <li>ABS</li> <li>Dept. of Employment and Workplace Relations</li> <li>Dept. of Skills and Training</li> <li>JSA</li> <li>National Careers Institute</li> <li>NCVER</li> <li>Dept. of the Arts</li> <li>Austrade</li> <li>Regional Australia Institute</li> <li>Regional Development Australia</li> <li>State Training Authorities</li> </ul> |
| Board                                     | <ul style="list-style-type: none"> <li>SaCSA Board Members</li> </ul>   |

Consultation with stakeholders has been a critical component of our workforce planning activities, ensuring that we deepen our understanding of the most pressing workforce challenges facing the Hospitality sector. Stakeholder consultation both informs and is informed by our efforts in data analysis, insights gathering and evidence gap identification and analysis, the results of which provide a comprehensive and coherent understanding of the industry and allow us to develop effective actions and strategies to address workforce challenges. While stakeholder engagement across all channels is vital to

our success, SaCSA has accessed a number of key stakeholder channels to drive deeper engagement and ensure we are industry-led.

**Strategic Workforce Advisory Groups (SWAGs)**

SWAGs are a dedicated group of experts brought together to provide strategic guidance, industry insights and advice on workforce-related matters, as well as recommendations and advice on project priorities for SaCSA. SWAGs aim to enhance workforce planning, development and optimisation in alignment with our goals and future industry needs. SaCSA is in the process of establishing five SWAGs, one for each industry we represent.

**Technical Advisory Groups (TAGs)**

Time and task-specific technical committees comprise subject matter experts to provide technical advice on product development and testing. These TAGs will be established as required. Both SWAGs and TAGs will incorporate members from our tripartite arrangement, including government, industry and unions.

SaCSA will work closely with the Future Skills Organisation (FSO) for an agreed national approach to a standard for digital capability that will meet the needs of employers, employees and new entrants in the Arts, Personal Services, Retail, Tourism and Hospitality sectors as demand for digital skills in these sectors continue to grow.

**Industry engagement**

SaCSA undertakes continual targeted, as well as broad, industry engagement with stakeholders, ensuring that we are abreast of current and emerging workforce trends.

**JSC and broader engagement**

SaCSA regularly and intentionally collaborates with other JSAs on shared workforce planning opportunities across the Tourism sector. Some key occupations within the Tourism sector fall under the purview of other JSCs. SaCSA has an opportunity to collaborate with other JSCs to develop cross-sector initiatives aimed at building the capacity of the VET workforce. SaCSA also has an opportunity to collaborate with other JSCs to develop cross-sector initiatives aimed at building the capacity of the VET workforce. To ensure that we are addressing the workforce needs of the Hospitality sector, we will collaborate closely with other JSCs, including:

- Future Skills Organisation, given the transferability of skills in Hospitality sector occupations, particularly in relation to digital skills and leadership/management skills.
- HumanAbility, given the transferability of skills for managers and supervisors, sensitivity training and recognising symptoms of an exhausted employee base.
- Industry Skills Australia, given the links to transport, logistics and supply chain skills relevant to larger employers, such as large hotels and food and beverage franchises.

**Table 7 presents the existing and planned consultation efforts specific to the issues and proposed actions identified in this Workforce Planning Report.**


- Consistent with the themes identified in this WFPR, this includes the proposed actions which will be developed over the next 12 months in collaboration with stakeholders to address the sector-specific and cross-sector issues.

**Table 7: Planned and ongoing Hospitality consultation efforts and proposed actions**

| Timeline | Initial Workforce Plan (Aug – Dec 2023)      | Workforce Planning Report #2 (Jan 24 – April 2024)                   | Workforce Plan #3 May 2024 – June 2025                      |
|----------|--|--|---|
| Process  | Initial Consultation with Hospitality Sector | Prioritisation of Hospitality strategies and analysis & consultation | Commencement of proposed actions and continued consultation |

|                         |   |  |   |
|-------------------------|---|--|---|
| <p><b>Key steps</b></p> | <ol style="list-style-type: none"> <li>1. Initial stakeholder establishment and consultation with the Hospitality sector</li> <li>2. Information gathering,</li> <li>3. Data Collection</li> <li>4. Identification of data gaps</li> <li>5. Understanding Hospitality sector challenges</li> <li>6. Initial mapping of Hospitality sector strategies</li> </ol> | <p><b>Consultation to validate Hospitality Sector challenges:</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding current and emerging workforce needs</i></li> <li>• <i>Recognising the role of migration and regional challenges</i></li> <li>• <i>Hospitality as a career</i></li> <li>• <i>Prioritising upskilling</i></li> </ul> <p><b>Stakeholder consultation to validate priorities:</b></p> <ul style="list-style-type: none"> <li>• <i>Addressing data and evidence gaps</i></li> <li>• <i>Deepening our occupational areas of focus</i></li> <li>• <i>Reviewing our training products (the SIT – Tourism, Travel and Hospitality training package)</i></li> <li>• <i>Influencing cross cutting National initiatives</i></li> <li>• <i>Identifying areas for collaboration, including with other JSCs</i></li> </ul> <p><b>Analyse feedback from Initial Workforce Plan</b><br/> <b>Prepare first draft of the Workforce Planning Report to include feedback from various stakeholders</b><br/> <b>Release draft Workforce Planning Report via targeted Stakeholder consultation</b><br/> <b>Moderate, consolidate and analyse feedback</b><br/> <b>Update Workforce Planning Report based on feedback</b></p> | <p><b>Deepening our understanding and analysis of the sector and addressing data and evidence gaps data</b></p> <ul style="list-style-type: none"> <li>• <i>Better understand the interconnections across the sector and other sectors; as well as the impact of trends shaping the sector</i></li> <li>• <i>Further understanding the drivers of VET enrolments and completions and contribute insights from our stakeholders to this effort. This includes a desktop review of enrolment data to identify training products that have had low or no enrolments over the previous five years.</i></li> <li>• <i>Expand the coverage of data for disadvantaged cohorts, and cohorts over time.</i></li> </ul> <p><b>Deepening our initial occupational areas of focus (Chefs, Cooks, Pastrycooks and Waiters)</b></p> <ul style="list-style-type: none"> <li>• <i>Explore the issues affecting our initial occupational areas of focus, including understanding the training and skills needs.</i></li> </ul> <p><b>Review of training products (the SIT – Tourism, Travel and Hospitality training package)</b></p> <ul style="list-style-type: none"> <li>• <i>Targeted analysis of the SIT – Tourism, Travel and Hospitality training package to better understand the potential updates which may be required to ensure training products meet industry requirements and are fit-for-purpose – including updating superseded Units of Competency and the required minor or major updates.</i></li> <li>• <i>Reviewing the RSA unit of competency as requested by Skills Ministers.</i></li> <li>• <i>Undertake the Purpose Categorisation Activity, providing insights into the low/no enrolments into qualifications across the SIT – Tourism, Travel and Hospitality training package as well as aligning the work to the three Purposes outlined in the Qualification Reform Design Group report.</i></li> </ul> <p><b>Engagement in other initiatives to address skills and training needs, beyond the formal SIT – Tourism, Travel and Hospitality training package</b></p> <ul style="list-style-type: none"> <li>• <i>Engage with stakeholders to better understand what other training strategies may be useful in the current workplace and looking to the future and communicate this with industry.</i></li> </ul> <p><b>Influencing cross-cutting national initiatives (including the National Skills Agreement, Universities Accord, the Migration Strategy)</b></p> |
|-------------------------|---|--|---|

|   |   |   |  |
|---|---|---|--|
|   |   |   | <p>Engage with stakeholders taking forward key national projects that are also relevant for the Hospitality sector. This includes:</p> <ul style="list-style-type: none"> <li>engaging with Austrade as part of the THRIVE 2030 strategy to; explore the drivers of shortages in key occupations in the sector; explore improved connections between industry and school students through a structured industry approach to existing work experience programs;</li> <li>identifying practice models for students seeking to transition between VET and Higher Education (relevant to the Universities Accord); and</li> <li>providing insights on jobs and skills needs (relevant to the Migration Strategy).</li> </ul> <p><b>Collaboration with others (including other JSCs)</b></p> <p>To ensure that we are addressing the workforce needs of the Hospitality sector, we will collaborate with:</p> <ul style="list-style-type: none"> <li>Future Skills Organisation (FSO), given the transferability of skills in Hospitality sector occupations, particularly in relation to digital, business, leadership and management skills.</li> <li>HumanAbility, given the transferability of skills for managers and supervisors in regard to mental health, sensitivity training, and diversity and disability training.</li> <li>Industry Skills Australia, given the links to transport, logistics and supply chain skills relevant to larger employers, such as large hotels and food and beverage franchises.</li> </ul> |
| <b>Who we consult with (refer to Table 5)</b> | Industry<br>VET System<br>Governments   | Industry<br>Individuals<br>VET System<br>Governments<br>Hospitality SWAG                | Industry<br>Individuals<br>VET System<br>Schools Sector<br>Higher Ed<br>Governments<br>Hospitality SWAG  |
| <b>How we consult</b>                         | Board<br>Meetings<br>Webinar<br>Emails<br>Events<br>Newsletters<br>Social Media | Board<br>SWAG<br>Website<br>Survey<br>Meetings<br>Social media<br>Newsletters<br>Events | Board<br>SWAG<br>Website<br>Meetings<br>Focus Groups<br>Forums<br>Technical Advisory Groups<br>Project Based Workshops<br>Social media<br>Webinars<br>Newsletters<br>Events  |



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## APPENDIX 1 – DATA SOURCES AND OCCUPATIONAL PROFILES

### Overview

This Appendix provides an overview of the occupations covered by the training package for the Hospitality sector (Table A1), based on NCVER, JSA and ABS sources. Definitions and concepts used (see [Sources and definitions](#)) can be refined over time.

The SIT – Tourism, Travel and Hospitality Training Package is common across the Hospitality and Tourism sectors. As such the list below identifies occupations most closely related to the Hospitality sector.

**Table A1: Occupations covered by the SIT – Tourism, Travel and Hospitality Training Package (Hospitality-related)**

| ANZSCO | ANZSCO title                                     | Qualification                    | 2022 Enrolments | 2017 Enrolments | 2022 Completions | 2017 Completions | 2023 SPL    | Persons (Census 2021) |
|--------|--|----------------------------------|-----------------|-----------------|------------------|------------------|-------------|-----------------------|
| 141    | Accommodation And Hospitality Managers           | Diploma & Advanced Diploma       | 28,605          | 18,840          | 15,351           | 7,217            | N/A*        | 92,160                |
| 141000 | Accommodation And Hospitality Managers nfd       | N/A                              | -               | -               | -                | -                | N/A         | 1,199                 |
| 141111 | Cafe Or Restaurant Manager                       | Certificate IV                   | -               | -               | -                | -                | No Shortage | 55,774                |
| 141211 | Caravan Park And Camping Ground Manager          | Certificate IV & Diploma         | 4               | 68              | 2                | 48               | No Shortage | 3,302                 |
| 141311 | Hotel or Motel Manager                           | Diploma & Advanced Diploma       | -               | -               | -                | -                | No Shortage | 18,793                |
| 141411 | Licensed Club Manager                            | Diploma & Advanced Diploma       | -               | -               | -                | -                | No Shortage | 5,727                 |
| 141900 | Other Accommodation and Hospitality Managers nfd | N/A                              | -               | -               | -                | -                | N/A         | 63                    |
| 141911 | Bed and Breakfast Operator                       | Diploma & Advanced Diploma       | -               | -               | -                | -                | No Shortage | 1,626                 |
| 141912 | Retirement Village Manager                       | Diploma & Advanced Diploma       | -               | -               | -                | -                | No Shortage | 1,297                 |
| 141999 | Accommodation and Hospitality Managers nec       | Diploma & Advanced Diploma       | -               | -               | -                | -                | Shortage    | 4,385                 |
| 351112 | Pastrycook                                       | Certificate III & Certificate IV | 3,794           | 4,754           | 1,246            | 1,753            | Shortage    | 6,834                 |

|              |                                 |                                     |                |                |               |               |                   |                |
|--------------|---------------------------------|-------------------------------------|----------------|----------------|---------------|---------------|-------------------|----------------|
| 351311       | Chef                            | Certificate IV                      | 34,097         | 14,195         | 13,496        | 6,752         | Shortage          | 90,453         |
| 351411       | Cook                            | Certificate III                     | 32,200         | 29,855         | 8,878         | 9,187         | Shortage          | 36,937         |
| 431          | Hospitality Workers             | Certificate I, II & Certificate III | 64,641         | 75,699         | 14,615        | 24,542        | N/A*              | 247,446        |
| 431000       | Hospitality Workers nfd         | N/A                                 | -              | -              | -             | -             | N/A               | 6,988          |
| 431100       | Bar Attendants and Baristas nfd | N/A                                 | -              | -              | -             | -             | N/A               | 125            |
| 431111       | Bar Attendant                   | Certificate II & Certificate III    | -              | -              | -             | -             | No Shortage       | 45,602         |
| 431112       | Barista                         | Certificate II & Certificate III    | -              | -              | -             | -             | No Shortage       | 46,252         |
| 431211       | Cafe Worker                     | Certificate II & Certificate III    | -              | -              | -             | -             | No Shortage       | 43,532         |
| 431311       | Gaming Worker                   | Certificate II & Certificate III    | -              | -              | -             | -             | No Shortage       | 5,698          |
| 431411       | Hotel Service Manager           | Certificate IV                      | 5,092          | 5,757          | 1,260         | 1,263         | No Shortage       | 7,389          |
| 431511       | Waiter                          | Certificate III                     | 157            | 128            | 17            | 33            | Regional Shortage | 86,888         |
| 4319         | Other Hospitality Workers       |                                     | 5,573          | 5,733          | 2,339         | 3,651         | N/A               | 4,974          |
| 431900       | Other Hospitality Workers nfd   | N/A                                 | -              | -              | -             | -             | N/A               | 48             |
| 431911       | Bar Useful or Busser            | Certificate I                       | -              | -              | -             | -             | N/A               | 647            |
| 431912       | Doorman or Luggage Porter       | Certificate I                       | -              | -              | -             | -             | N/A               | 818            |
| 431999       | Hospitality Workers nec         | Certificate I                       | -              | -              | -             | -             | N/A               | 3,458          |
| 851111       | Fast Food Cook                  | Certificate II                      | -              | -              | -             | -             | N/A               | 50,026         |
| 851311       | Kitchenhand                     | Certificate II                      | 19,569         | 26,464         | 4,632         | 6,968         | N/A               | 115,557        |
| 899111       | Caretaker                       | Certificate III                     | 64             | 175            | 2             | 29            | N/A               | 6,688          |
| <b>Total</b> |                                 |                                     | <b>193,796</b> | <b>181,668</b> | <b>61,838</b> | <b>61,443</b> |                   | <b>646,101</b> |

Source: ABS 2021 Census, JSA 2023 Skills Priority List, NCVET VOCSTATS, Total VET students and courses (TVA), 2017 and 2022. \*There is some variation in the SPL ratings within this minor group. See the next occupations.

## Sources and definitions

A range of quantitative and qualitative inputs have been used to develop this Workforce Planning Report. Specific sources and datasets are referenced where appropriate throughout this document, but they generally fall into one of the following categories:

- Workforce information, from the ABS Tourism Satellite Account which provides employment data based on tourism jobs filled capturing main and secondary jobs across interconnected industries. At the time of this report the latest available quarterly data was up until December 2023. Further information is available under Tourism Satellite Account definition.
- Occupation information, including Labour Force Survey from the ABS, which provides employment data on ANZSCO basis (1–4-digit level) and the Census 2021 for more granular 6-digit ANZSCO data. At the time of this report the latest available Labour Force Survey quarterly data was up until November 2023 and 2021 for Census.
- Education and training information, including VET Enrolment and completion data from NCVER. At the time of this report the latest available data was up until 2022.
- Stakeholder consultation information, including qualitative insights reported by relevant industry stakeholders, such as industry associations and industry-specific publications as noted within each sector snapshot.

**Australian Apprenticeships Priority List (AAPL):** is sourced from DEWR and is used by the Australian Apprenticeships Incentive System (AAIS), to provide additional financial support to apprentices, trainees and their employers to boost apprentice numbers and support completions in priority occupations. For further information refer to: <https://www.dewr.gov.au/australian-apprenticeships/apprenticeship-support>.

**Australian and New Zealand Standard Classification of Occupations (ANZSCO):** is sourced from the ABS and is a statistical classification designed to aggregate and organise data collected about jobs or individuals. The classification definitions are based on the skill level and specialisation usually necessary to perform the tasks of the specific occupation, or of most occupations in the group. For further information refer to: <https://www.abs.gov.au/statistics/classifications/anzsco-australian-and-new-zealand-standard-classification-occupations/latest-release>.

**Australian and New Zealand Standard Industrial Classification (ANZSIC):** is sourced from the ABS and provides a basis for the standardised collection, analysis and dissemination of economic data on an industry basis for Australia and New Zealand. For further information refer to: <https://www.abs.gov.au/statistics/classifications/australian-and-new-zealand-standard-industrial-classification-anzsic/latest-release>.

**Persons (Census 2021):** is sourced from the ABS and refers to the primary job or occupation held by employed people aged 16 years and over in the week prior to Census Night. Occupation is coded using the ANZSCO, 2013, Version 1.3. For further information refer to: <https://www.abs.gov.au/census>.

**Region composition:** is sourced from NCVER and notes the degree of remoteness of a location in terms of the ease or difficulty people face in accessing services in non-metropolitan Australia. Classification is by ARIA – Accessibility/Remoteness Index of Australia Plus referring to Major Cities, Inner Regional, Outer Regional, Remote and Very Remote.

**Skills Priority List (SPL):** is sourced from Jobs and Skills Australia and provides a detailed view of occupations in shortage in Australia. Occupation ratings in the SPL fall into either Shortage (S), No Shortage (NS) or Regional Shortage (R) only. An occupation is defined as in shortage when employers are unable to fill, or have considerable difficulty filling, vacancies for an occupation or cannot meet significant specialised skill needs within that occupation, at current levels of remuneration and conditions of employment, and in reasonably accessible locations. Several occupation groups are excluded from the SPL, including skill level 5 occupations, New Zealand occupations, and occupations where the labour market is not open and contestable. For further information refer to: <https://www.jobsandskills.gov.au/data/skills-shortages-analysis#keyfindings>.

**Qualification:** is sourced from NCVER and refers to the Australian Qualifications Framework (AQF) levels of education from certificate I through to graduate diploma.

**Training Package:** is sourced from NCVER and refers to training packages developed by Jobs and Skills Councils (JSCs), formerly Service Skills Organisations and Industry Skills Councils, to meet the training needs of an industry, or a group of industries. Each training package is made up of three components: units of competency; qualifications framework levels of education; and assessment guidelines. For further information refer to: <http://www.training.gov.au>.

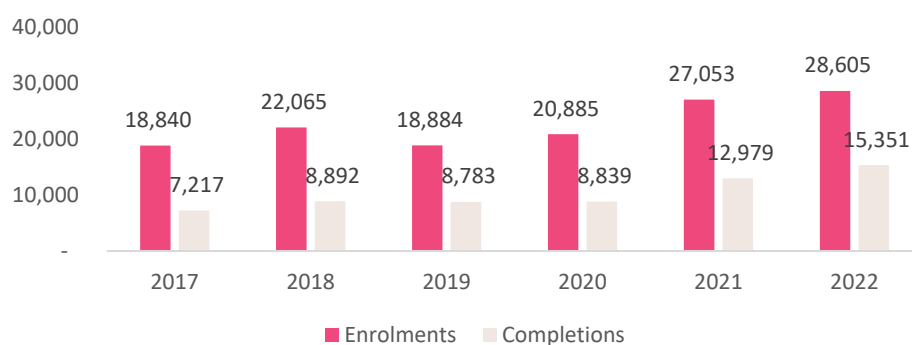
**NCVER-related definitions and concepts mentioned here are sourced from:** [Government-funded students and courses 2022 \(ncver.edu.au\)](https://www.ncver.edu.au/government-funded-students-and-courses-2022).

- **Completions:** are sourced from NCVER and refers to the formal certification that is awarded by an accredited authority in recognition of the successful completion of the units of competency or modules that comprise an Australian Qualifications Framework (AQF) qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification.
- **Disability status:** is sourced from NCVER and notes whether the student self-identifies as having a disability, impairment or long-term condition.
- **Enrolments:** are sourced from NCVER and is the registration of a student for the purpose of undertaking a program or subject.
- **Gender composition:** is sourced from NCVER and notes whether the student identifies as male, female, other or not known. Other includes individuals who may have mixed or non-binary sexual characteristics, identify as gender diverse, or identify as neither male nor female. Not Known includes non-entries. Gender composition may not add up to 100 per cent due to rounding and not known entries.
- **Indigenous status:** is sourced from NCVER and notes whether a student self-identifies as being of Aboriginal or Torres Strait Islander descent.
- **Main reason for discontinuing training:** is sourced from NCVER. Based on previous groupings of main reason for non-completion from NCVER. 'Personal reasons' is attributable to problems with travel/transport, illness/health reasons, family reasons, lack of time and/or moved. 'Other' is attributable to other reasons not shown and/or apprenticeship/traineeship cancelled/discontinued.

## Occupational Profiles

|  |  |  |                     |
|--|--|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b>            |  |                     |
| SIT  | Diploma & Advanced Diploma             |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>                   |  |                     |
| 141  | Accommodation And Hospitality Managers |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>                     | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 92,160   | 59%                                    | 30%                                    | 11%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>                    | <b>Median weekly income (annual)**</b> |                     |
| 35-39 hours  | 43                                     | \$1,000-\$1,249 (\$52,000-\$64,999)    |                     |
| <b>2023 Skills Priority List rating – Jobs and Skills Australia***</b> |  |  |                     |
| #N/A   |  |  |                     |

## Enrolments and completions relevant to this occupation and training package



|   |  |             |
|---|--|-------------|
| <b>Enrolments – 2017 and 2022 growth*</b>         | <b>Completions – 2017 and 2022 growth*</b> |             |
| 52%   | 113%                                       |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 54%  | 55%         |
| Female  | 45%  | 44%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 1%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 1%   | 0%          |
| Non-Indigenous                                    | 82%  | 85%         |
| Not known   | 17%  | 15%         |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 2%   | 1%          |
| Without a disability                              | 90%  | 86%         |
| Not known   | 9%   | 14%         |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 20%  | 10%         |
| Inner regional                                    | 4%   | 2%          |
| Outer regional                                    | 3%   | 1%          |
| Remote  | 0%   | 0%          |
| Very remote                                       | 0%   | 0%          |
| Offshore  | 73%  | 87%         |
| Not known   | 0%   | 0%          |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate IV              |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 141111   | Cafe Or Restaurant Manager  |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 55,774   | 57%                         | 33%                                    | 10%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 35-39 hours  | 40                          | \$1,000-\$1,249 (\$52,000-\$64,999)    |                     |
| <b>2023 Skills Priority List rating – Jobs and Skills Australia***</b> |                             |  |                     |

No Shortage

**Enrolments and completions relevant to this occupation and training package**

Not available due to insufficient data at that disaggregation

**Source:**

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

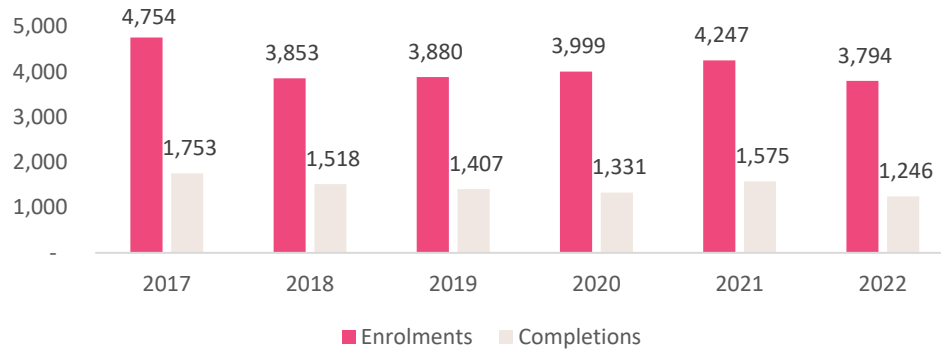
\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                                  |  |                     |
|--|----------------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b>      |  |                     |
| SIT  | Certificate III & Certificate IV |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>             |  |                     |
| 351112   | Pastrycook                       |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>               | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 6,834  | 50%                              | 40%                                    | 10%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>              | <b>Median weekly income (annual)**</b> |                     |
| 35-39 hours  | 36                               | \$800-\$999 (\$41,600-\$51,999)        |                     |
| <b>2023 Skills Priority List rating – Jobs and Skills Australia***</b> |                                  |  |                     |

Shortage

**Enrolments and completions relevant to this occupation and training package**



|   |  |             |
|---|--|-------------|
| <b>Enrolments – 2017 and 2022 growth*</b>         | <b>Completions – 2017 and 2022 growth*</b> |             |
| -20%  | -29%                                       |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 25%  | 26%         |
| Female  | 75%  | 74%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 0%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 1%   | 1%          |
| Non-Indigenous                                    | 96%  | 93%         |
| Not known   | 3%   | 6%          |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 6%   | 4%          |
| Without a disability                              | 88%  | 86%         |
| Not known   | 6%   | 10%         |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 43%  | 40%         |
| Inner regional                                    | 8%   | 4%          |
| Outer regional                                    | 1%   | 1%          |
| Remote  | 0%   | 0%          |
| Very remote                                       | 0%   | 0%          |
| Offshore  | 47%  | 54%         |
| Not known   | 1%   | 0%          |

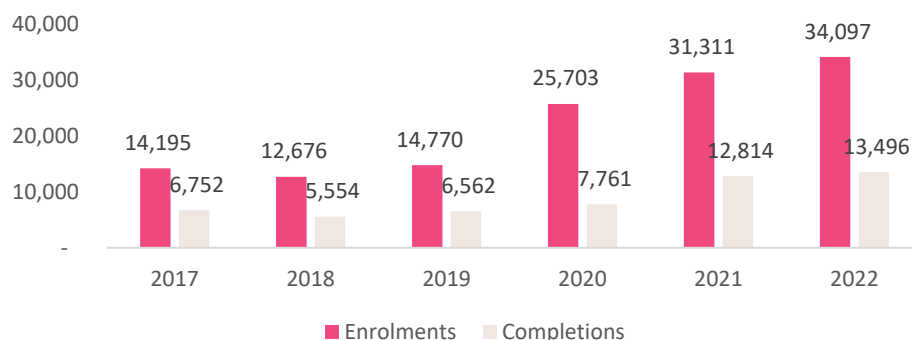
Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate IV              |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 351311   | Chef                        |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 90,453   | 50%                         | 36%                                    | 13%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 35-39 hours  | 35                          | \$1,000-\$1,249 (\$52,000-\$64,999)    |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |
| Shortage   |                             |  |                     |

**Enrolments and completions relevant to this occupation and training package**


|   |  |             |
|---|--|-------------|
| <b>Enrolments - 2017 and 2022 growth*</b>         | <b>Completions - 2017 and 2022 growth*</b> |             |
| 140%  | 100%                                       |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 68%  | 63%         |
| Female  | 32%  | 36%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 1%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 0%   | 0%          |
| Non-Indigenous                                    | 82%  | 84%         |
| Not known   | 18%  | 16%         |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 1%   | 0%          |
| Without a disability                              | 89%  | 83%         |
| Not known   | 9%   | 16%         |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 16%  | 11%         |
| Inner regional                                    | 2%   | 1%          |
| Outer regional                                    | 1%   | 0%          |
| Remote  | 0%   | 0%          |
| Very remote                                       | 0%   | 0%          |
| Offshore  | 80%  | 87%         |
| Not known   | 0%   | 0%          |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

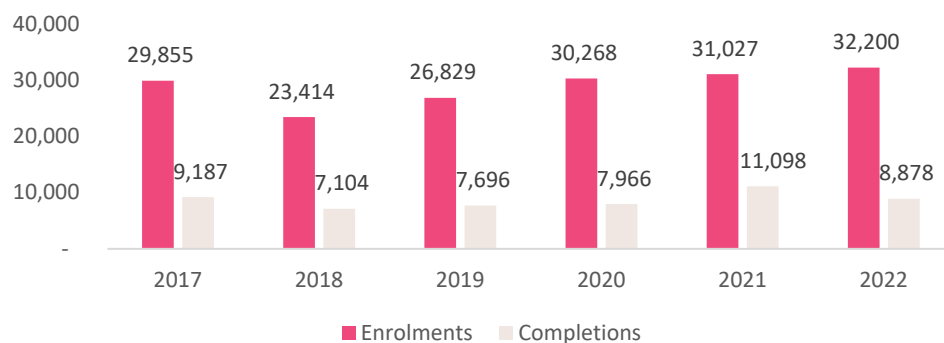
\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate III             |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 351411   | Cook                        |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 36,937   | 33%                         | 55%                                    | 12%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 20-29 hours  | 35                          | \$650-\$799 (\$33,800-\$41,599)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |

Shortage

Enrolments and completions relevant to this occupation and training package



|   |  |             |
|---|--|-------------|
| <b>Enrolments - 2017 and 2022 growth*</b>         | <b>Completions - 2017 and 2022 growth*</b> |             |
| 8%  | -3%  |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 63%  | 59%         |
| Female  | 37%  | 41%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 1%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 3%   | 2%          |
| Non-Indigenous                                    | 90%  | 84%         |
| Not known   | 7%   | 15%         |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 5%   | 3%          |
| Without a disability                              | 89%  | 79%         |
| Not known   | 6%   | 18%         |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 35%  | 24%         |
| Inner regional                                    | 16%  | 9%          |
| Outer regional                                    | 6%   | 4%          |
| Remote  | 1%   | 1%          |
| Very remote                                       | 0%   | 0%          |
| Offshore  | 42%  | 61%         |
| Not known   | 0%   | 1%          |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

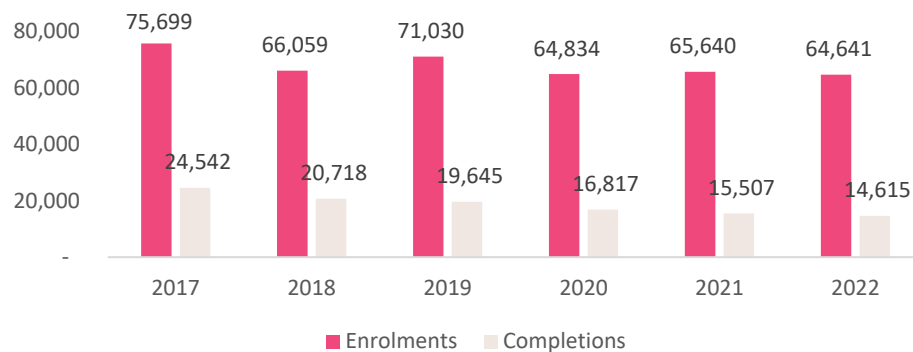
\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                                  |  |                     |
|--|----------------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b>      |  |                     |
| SIT  | Certificate II & Certificate III |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>             |  |                     |
| 431  | Hospitality Workers              |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>               | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 247,446  | 14%                              | 63%                                    | 23%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>              | <b>Median weekly income (annual)**</b> |                     |
| 10-19 hours  | 23                               | \$500-\$649 (\$26,000-\$33,799)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                                  |  |                     |

#N/A

#### Enrolments and completions relevant to this occupation and training package



|   |  |             |
|---|--|-------------|
| <b>Enrolments - 2017 and 2022 growth*</b>         | <b>Completions - 2017 and 2022 growth*</b> |             |
| -15%  | -40%                                       |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 36%  | 37%         |
| Female  | 63%  | 62%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 0%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 7%   | 7%          |
| Non-Indigenous                                    | 86%  | 84%         |
| Not known   | 7%   | 9%          |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 7%   | 8%          |
| Without a disability                              | 64%  | 60%         |
| Not known   | 29%  | 32%         |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 61%  | 61%         |
| Inner regional                                    | 20%  | 20%         |
| Outer regional                                    | 12%  | 11%         |
| Remote  | 2%   | 1%          |
| Very remote                                       | 1%   | 1%          |
| Offshore  | 2%   | 2%          |
| Not known   | 2%   | 8%          |

Source:

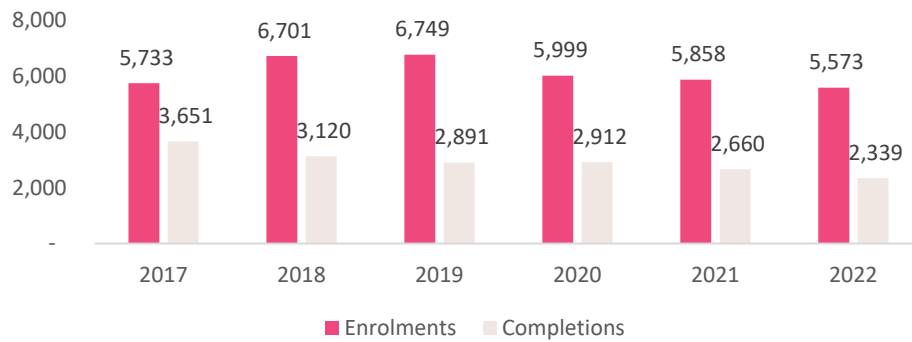
\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate I               |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 4319   | Other Hospitality Workers   |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 4,974  | 16%                         | 50%                                    | 35%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 1-9 hours  | 23                          | \$500-\$649 (\$26,000-\$33,799)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |
| #N/A   |                             |  |                     |

**Enrolments and completions relevant to this occupation and training package**



|   |  |
|---|--|
| <b>Enrolments - 2017 and 2022 growth*</b> | <b>Completions - 2017 and 2022 growth*</b> |
| -3%                                       | -36%                                       |

**VET students program enrolment attributes\***

|                            | 2017 | 2022 |
|----------------------------|------|------|
| <b>Gender composition*</b> |      |      |
| Male                       | 40%  | 39%  |
| Female                     | 59%  | 61%  |
| Other                      | 0%   | 0%   |
| Not known                  | 0%   | 0%   |
| <b>Indigenous status*</b>  |      |      |
| Indigenous                 | 11%  | 10%  |
| Non-Indigenous             | 86%  | 85%  |
| Not known                  | 2%   | 5%   |
| <b>Disability status*</b>  |      |      |
| With a disability          | 6%   | 13%  |
| Without a disability       | 65%  | 54%  |
| Not known                  | 29%  | 33%  |
| <b>Region composition*</b> |      |      |
| Major cities               | 53%  | 64%  |
| Inner regional             | 25%  | 19%  |
| Outer regional             | 11%  | 11%  |
| Remote                     | 2%   | 1%   |
| Very remote                | 4%   | 1%   |
| Offshore                   | 0%   | 1%   |
| Not known                  | 4%   | 3%   |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

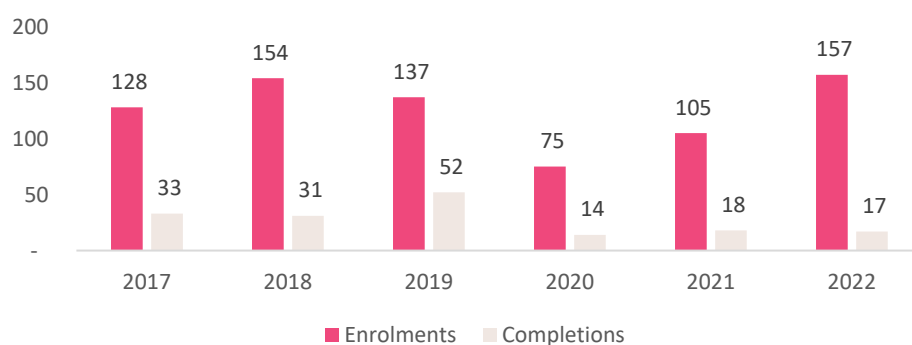
\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate III             |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 431511   | Waiter                      |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 86,888   | 9%                          | 66%                                    | 25%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 10-19 hours  | 22                          | \$400-\$499 (\$20,800-\$25,999)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |

Regional Shortage

Enrolments and completions relevant to this occupation and training package



|   |  |
|---|--|
| <b>Enrolments - 2017 and 2022 growth*</b> | <b>Completions - 2017 and 2022 growth*</b> |
| 23%                                       | -48%                                       |

**VET students program enrolment attributes\***

|                            | 2017 | 2022 |
|----------------------------|------|------|
| <b>Gender composition*</b> |      |      |
| Male                       | 43%  | 38%  |
| Female                     | 55%  | 61%  |
| Other                      | 0%   | 0%   |
| Not known                  | 2%   | 0%   |
| <b>Indigenous status*</b>  |      |      |
| Indigenous                 | 3%   | 5%   |
| Non-Indigenous             | 97%  | 95%  |
| Not known                  | 0%   | 0%   |
| <b>Disability status*</b>  |      |      |
| With a disability          | 4%   | 4%   |
| Without a disability       | 94%  | 94%  |
| Not known                  | 2%   | 2%   |
| <b>Region composition*</b> |      |      |
| Major cities               | 39%  | 60%  |
| Inner regional             | 43%  | 34%  |
| Outer regional             | 12%  | 6%   |
| Remote                     | 0%   | 0%   |
| Very remote                | 0%   | 0%   |
| Offshore                   | 7%   | 0%   |
| Not known                  | 0%   | 0%   |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate II              |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 851111   | Fast Food Cook              |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 50,026   | 13%                         | 79%                                    | 8%                  |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 10-19 hours  | 18                          | \$150-\$299 (\$7,800-\$15,599)         |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |

#N/A

**Enrolments and completions relevant to this occupation and training package**

Not available due to insufficient data at that disaggregation

Source:

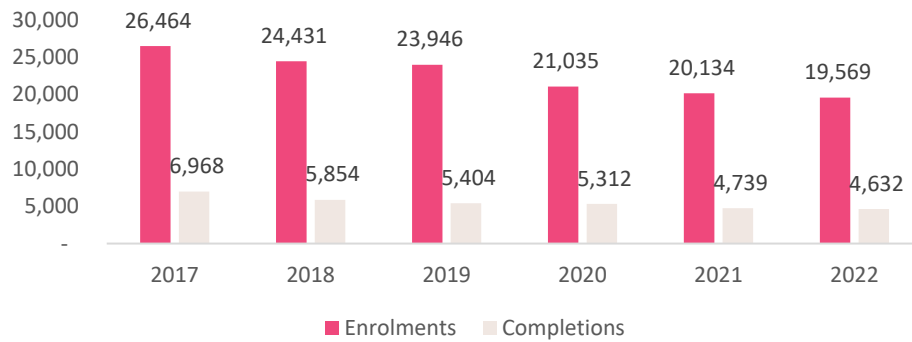
\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate II              |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 851311   | Kitchenhand                 |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 115,557  | 15%                         | 73%                                    | 12%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 10-19 hours  | 24                          | \$400-\$499 (\$20,800-\$25,999)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |
| #N/A   |                             |  |                     |

**Enrolments and completions relevant to this occupation and training package**



|   |  |
|---|--|
| <b>Enrolments - 2017 and 2022 growth*</b> | <b>Completions - 2017 and 2022 growth*</b> |
| -26%                                      | -34%                                       |

| <b>VET students program enrolment attributes*</b> |             |             |
|---|-------------|-------------|
|   | <b>2017</b> | <b>2022</b> |
| <b>Gender composition*</b>                        |             |             |
| Male  | 47%         | 47%         |
| Female  | 53%         | 52%         |
| Other   | 0%          | 0%          |
| Not known   | 0%          | 0%          |
| <b>Indigenous status*</b>                         |             |             |
| Indigenous  | 6%          | 6%          |
| Non-Indigenous                                    | 92%         | 88%         |
| Not known   | 2%          | 6%          |
| <b>Disability status*</b>                         |             |             |
| With a disability                                 | 7%          | 9%          |
| Without a disability                              | 37%         | 35%         |
| Not known   | 56%         | 56%         |
| <b>Region composition*</b>                        |             |             |
| Major cities                                      | 62%         | 60%         |
| Inner regional                                    | 25%         | 26%         |
| Outer regional                                    | 9%          | 8%          |
| Remote  | 1%          | 1%          |
| Very remote                                       | 1%          | 0%          |
| Offshore  | 0%          | 0%          |
| Not known   | 2%          | 5%          |

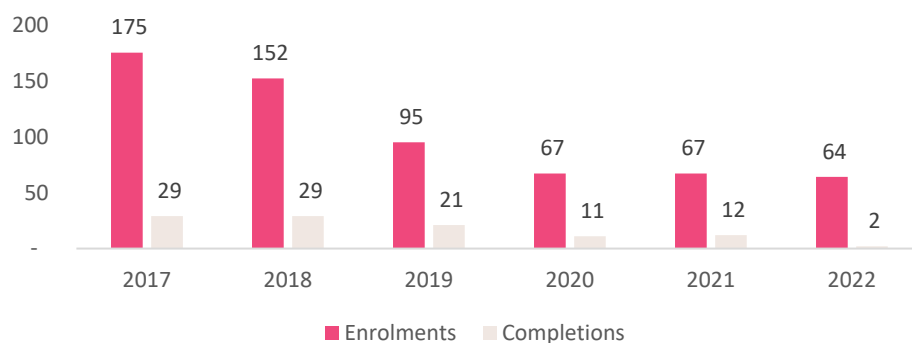
Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate III             |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 899111   | Caretaker                   |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 6,688  | 50%                         | 42%                                    | 8%                  |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 35-39 hours  | 57                          | \$800-\$999 (\$41,600-\$51,999)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |
| #N/A   |                             |  |                     |

**Enrolments and completions relevant to this occupation and training package**


|   |  |
|---|--|
| <b>Enrolments - 2017 and 2022 growth*</b> | <b>Completions - 2017 and 2022 growth*</b> |
| -63%                                      | -93%                                       |

**VET students program enrolment attributes\***

|                            | 2017 | 2022 |
|----------------------------|------|------|
| <b>Gender composition*</b> |      |      |
| Male                       | 55%  | 42%  |
| Female                     | 44%  | 67%  |
| Other                      | 0%   | 0%   |
| Not known                  | 0%   | 0%   |
| <b>Indigenous status*</b>  |      |      |
| Indigenous                 | 10%  | 10%  |
| Non-Indigenous             | 88%  | 88%  |
| Not known                  | 2%   | 2%   |
| <b>Disability status*</b>  |      |      |
| With a disability          | 13%  | 3%   |
| Without a disability       | 86%  | 90%  |
| Not known                  | 1%   | 7%   |
| <b>Region composition*</b> |      |      |
| Major cities               | 18%  | 33%  |
| Inner regional             | 66%  | 43%  |
| Outer regional             | 14%  | 19%  |
| Remote                     | 1%   | 3%   |
| Very remote                | 1%   | 0%   |
| Offshore                   | 1%   | 0%   |
| Not known                  | 0%   | 3%   |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

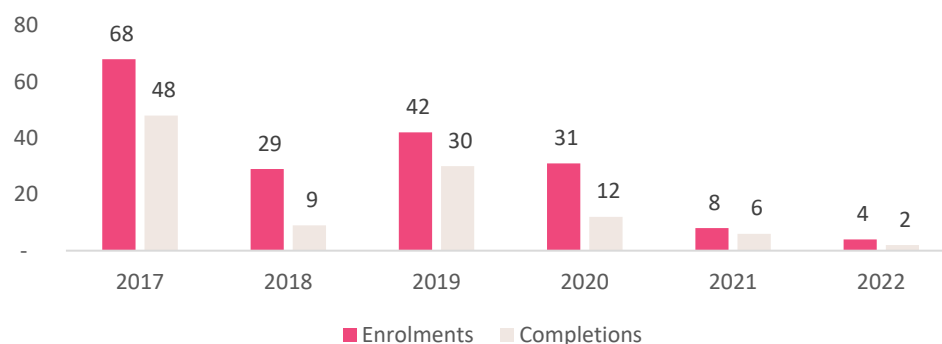
\*\*ABS, 2021 Census of Population and Housing;

\*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |   |  |                     |
|--|---|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b>             |  |                     |
| SIT  | Certificate IV & Diploma                |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>                    |  |                     |
| 141211   | Caravan Park And Camping Ground Manager |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>                      | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 3,302  | 77%                                     | 17%                                    | 6%                  |
| <b>Median hours worked**</b>   | <b>Median age**</b>                     | <b>Median weekly income (annual)**</b> |                     |
| 40-44 hours  | 54                                      | \$1,000-\$1,249 (\$52,000-\$64,999)    |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |   |  |                     |

No Shortage

#### Enrolments and completions relevant to this occupation and training package



|   |  |             |
|---|--|-------------|
| <b>Enrolments - 2017 and 2022 growth*</b>         | <b>Completions - 2017 and 2022 growth*</b> |             |
| -94%  | -96%                                       |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 29%  | 17%         |
| Female  | 72%  | 25%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 0%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 0%   | 13%         |
| Non-Indigenous                                    | 100%                                       | 88%         |
| Not known   | 0%   | 0%          |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 11%  | 0%          |
| Without a disability                              | 89%  | 100%        |
| Not known   | 0%   | 0%          |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 49%  | 71%         |
| Inner regional                                    | 33%  | 0%          |
| Outer regional                                    | 10%  | 29%         |
| Remote  | 3%   | 0%          |
| Very remote                                       | 0%   | 0%          |
| Offshore  | 6%   | 0%          |
| Not known   | 0%   | 0%          |

Source:

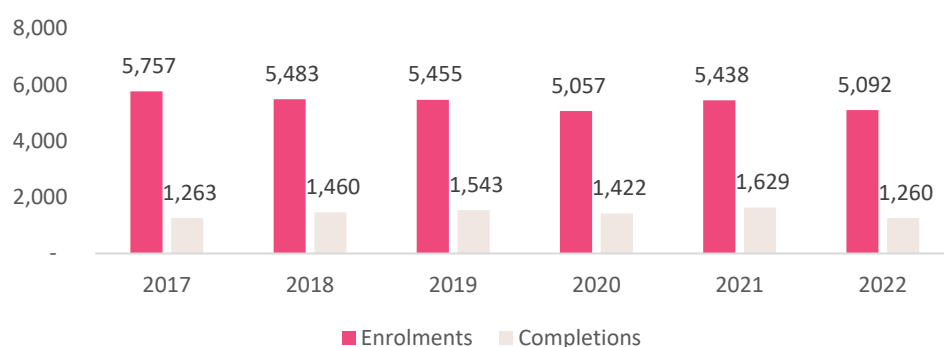
\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing; \*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

|  |                             |  |                     |
|--|-----------------------------|--|---------------------|
| <b>Training Package code*</b>  | <b>Qualification level*</b> |  |                     |
| SIT  | Certificate IV              |  |                     |
| <b>ANZSCO code*</b>  | <b>ANZSCO title*</b>        |  |                     |
| 431411   | Hotel Service Manager       |  |                     |
| <b>Persons employed**</b>  | <b>Full-time**</b>          | <b>Part-time**</b>                     | <b>Not stated**</b> |
| 7,389  | 47%                         | 38%                                    | 14%                 |
| <b>Median hours worked**</b>   | <b>Median age**</b>         | <b>Median weekly income (annual)**</b> |                     |
| 30-34 hours  | 35                          | \$800-\$999 (\$41,600-\$51,999)        |                     |
| <b>2023 Skills Priority List rating - Jobs and Skills Australia***</b> |                             |  |                     |

No Shortage

#### Enrolments and completions relevant to this occupation and training package



|   |  |             |
|---|--|-------------|
| <b>Enrolments - 2017 and 2022 growth*</b>         | <b>Completions - 2017 and 2022 growth*</b> |             |
| -12%  | 0%   |             |
| <b>VET students program enrolment attributes*</b> |  |             |
|   | <b>2017</b>                                | <b>2022</b> |
| <b>Gender composition*</b>                        |  |             |
| Male  | 41%  | 39%         |
| Female  | 59%  | 60%         |
| Other   | 0%   | 0%          |
| Not known   | 0%   | 1%          |
| <b>Indigenous status*</b>                         |  |             |
| Indigenous  | 2%   | 3%          |
| Non-Indigenous                                    | 93%  | 95%         |
| Not known   | 5%   | 2%          |
| <b>Disability status*</b>                         |  |             |
| With a disability                                 | 4%   | 4%          |
| Without a disability                              | 89%  | 88%         |
| Not known   | 7%   | 8%          |
| <b>Region composition*</b>                        |  |             |
| Major cities                                      | 71%  | 66%         |
| Inner regional                                    | 12%  | 20%         |
| Outer regional                                    | 5%   | 7%          |
| Remote  | 1%   | 1%          |
| Very remote                                       | 1%   | 0%          |
| Offshore  | 9%   | 5%          |
| Not known   | 1%   | 1%          |

Source:

\*NCVER VOCSTATS, TVA Program Enrolments and Completions 2017 to 2022 and training.gov.au, Qualification classification;

\*\*ABS, 2021 Census of Population and Housing; \*\*\*Jobs and Skills Australia, 2023 Skills Priority List.

## APPENDIX 2 – CROSS-CUTTING NATIONAL POLICIES

### National Skills Agreement

In October 2023 the Skills Ministers agreed to a new National Skills Agreement (NSA). The NSA represents a \$12.6 billion investment by the Australian Government, and it aims to ensure state and territory skill sectors have the capacity to meet emerging skills priorities.

The agreement commits the states to a five-year partnership that aims to ensure that the National Vocational Education and Training (VET) system provides *high-quality, responsive and accessible education and training to boost productivity, deliver national priorities and support Australians to obtain the skills and capabilities they need to obtain well-paid, secure jobs.*<sup>52</sup> The Agreement commenced on 1 January 2024 and commits all state and territories to a number of policy priorities.

These initial NSA national priorities are

- gender equality
- Closing the Gap
- supporting the Net Zero transformation
- sustaining essential care services
- developing Australia's sovereign capability and food security
- ensuring Australia's digital and technology capability
- delivering reforms to improve the regulation of VET qualifications and quality.

Under the terms of the NSA all states and territories are committed to,

- collaboratively contribute to the development of a National Skills Plan by June 2024 to deliver on the national priorities. The Plan will be informed by engagement with various VET sector entities including the Jobs and Skills Councils (JSCs).
- Develop an implementation plan for the Enhanced VET Data and Evidence initiative – By June 2026, and
- Develop an implementation plan for all other policy initiatives by 30 June 2025.

Each state and territories implementation plan must outline how their NSA policy commitments, will be actioned. These commitments include,

- Support for Closing the Gap
- Ensuring access to foundation skills training
- Contributing to the establishment of a national network of TAFE Centres of Excellence
- Contributing to the establishment of a national TAFE Network
- Support for the growth and retention of a quality VET Workforce
- Improving completions – especially for priority groups

In line with this, in February 2023 Skills Ministers also endorsed the National VET Completion Project to improve VET completions, with future directions to be driven by collective national leadership. The taskforce is undertaking consultation and engagement to better understand major factors impacting

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<sup>52</sup> Department of Employment and Workplace Relations, National Skills Agreement, January 2024: <https://www.dewr.gov.au/skills-reform/national-skills-agreement>.

completion rates and key intervention points, and identify practical solutions, as well as exploring national and international best practice models. Ministers also noted the need for a collaborative data analysis approach between NCVER, Jobs and Skills Australia, and governments, to improve data collection and outcomes reporting.<sup>53</sup>

Each state and territory is currently working through their allocated funding and related commitments to identify and prioritise their related initiatives in the NSA. This work is not yet in the public domain but there is an expectation that draft implementation plans will be prepared by the end of 2024.

### *Implications for SaCSA and its Industry Sectors*

All JSCs have a commitment under the NSA to, ensure the provision of intelligence on the labour market and current, future, and emerging skills and training needs and priorities, and to support employer and union engagement.

Many of the challenges faced by SaCSA's industry sectors are generic across all sectors (e.g. access to VET trainers) and the NSA's commitment to strong engagement and information sharing on existing best practice solutions will provide benefits for all sectors. Therefore, the NSA has positive implications for SaCSA and its industry sectors who are facing skills and labour shortages.

Specifically, the commitments to

- support grow and retain a quality VET workforce, - will help address the current trainer shortages experienced by all sectors.
- improved VET evidence and data, - will help inform trends, priorities and areas of concern across all sectors, and
- improved VET completions. This commitment will focus on students facing barriers and those underrepresented in the workforce, and in particular the working relationship between employers and apprentices and trainees and the impact of that relationship on workforce diversity, participation by women and completion rates.

The sectors that SaCSA represents (in particular, Tourism, Hospitality, Retail, and Personal Services – Hair and Beauty) all have a high proportion of traineeships and apprenticeships.<sup>54</sup>

Consequently, strategies aimed at improving completion rates have the potential to support improved staff retention and qualification completions.

The NSA also provides an opportunity for SaCSA to proactively engage with the states and territories to ensure that the SaCSA sectors and their specific needs and challenges are captured and reflected in the initiatives included with Individual state and territory implementation plans.

In addition, the NSA's priority on digital capability provides an avenue for SaCSA to call out the need to incorporate digital technology into previously people centric industries.

SaCSA will also continue to engage with NCVER on understanding the drivers of VET enrolments and completions and contribute insights from stakeholders to this effort.

### *Universities Accord*

The Australian Government has committed to an Australian Universities Accord (the Accord) to drive lasting and transformative reform in Australia's higher education system. The *Accord Final Report - December 2023* makes a strong case for greater complementarity between the VET and higher education

<sup>53</sup> Communique of meeting of Federal, State and Territory Skills Ministers, 19 May 2023, <https://ministers.dewr.gov.au/oconnor/communique-meeting-federal-state-and-territory-skills-ministers-0>.

<sup>54</sup> SaCSA analysis of ABS, JSA, NCVER. DEWR data.

sectors, stating that “*all parts of Australia’s education system need to work together to meet Australia’s future skill challenges*”.<sup>55</sup>

The Final Report’s recommendation for a *More flexible and responsive skills system*<sup>56</sup> also highlights the need to bring together the knowledge and expertise from across industry, VET, and higher education providers to provide the next generation with the required skills. This recommendation also specifically mentions the role of Jobs and Skills Councils (JSCs) in supporting the proposed collaboration.

In particular, the report includes a target for, a *strong and growing contribution to tertiary attainment driven by TAFE and the vocational system*.<sup>57</sup> Indeed, the central role of TAFE as a higher education provider is consistently referenced throughout the report which also highlights the NSA’s commitment to establish TAFE Centres of Excellence.<sup>58</sup> The report further suggests that these TAFE Centres of Excellence could be central to providing the “*enabling infrastructure*” for the desired collaboration between VET and higher education providers and the JSCs.<sup>59</sup>

The report also highlights the need for improved pathways and faster and easier qualification attainment to “*ensure students can more seamlessly navigate between VET and higher education. Misalignment between and within these sectors currently makes this more difficult than it should be. The review recommends the continued development of a National Skills Passport to help individuals demonstrate the skills they have obtained.*”<sup>60</sup>

### *Implications for SaCSA and its Industry Sectors*

Given the recommendations and focus of the Accord there is an opportunity for SaCSA to actively collaborate with existing TAFEs and Higher Education providers (and the future TAFE Centres of Excellence) to explore and assess initiatives that align with the Accord’s targets and which may serve the interest of the SaCSA sectors as best practice models for students seeking to transition between VET and higher education.

### *Migration Strategy*

An Expert Panel responsible for the Review of Australia’s Migration System provided a report to the Government in April 2023 and noted that the migration system is not fit for purpose.<sup>61</sup> The review considered that Australia needs a new data-driven approach to identifying skills needs, research and analysis on the labour market, and workforce skills and training needs.

The review<sup>62</sup> also pointed to the need for a tripartite approach, involving perspectives from industry (including JSCs) in meeting labour market gaps and delivering fair and efficient outcomes.<sup>6</sup> The Australian Government’s subsequent draft Migration Strategy, which was released for stakeholder consultation and

<sup>55</sup> Department of Education, Australian Universities Accord Final Report Document - P1, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>56</sup> Department of Education, Australian Universities Accord Final Report Document - P86, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>57</sup> Department of Education, Australian Universities Accord Final Report Document - P2, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>58</sup> Department of Education, Australian Universities Accord Final Report Document - P49, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>59</sup> Department of Education, Australian Universities Accord Final Report Document - P87, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>60</sup> Department of Education, Australian Universities Accord Final Report Document - P3, December 2023: <https://www.education.gov.au/australian-universities-accord/resources/final-report>.

<sup>61</sup> Department of Home Affairs, Review of the Migration System, March 2023: <https://www.homeaffairs.gov.au/reports-and-pubs/files/review-migration-system-final-report.pdf>.

<sup>62</sup> Department of Home Affairs, Review of the Migration System, March 2023: <https://www.homeaffairs.gov.au/reports-and-pubs/files/review-migration-system-final-report.pdf>.

informed by the Migration Review, focused on the new design of the migration system and critical policy shifts proposed to the skilled migration system and adjacent programs.<sup>63</sup>

The final Migration Strategy<sup>64</sup> was released in December 2023 and aims to address skills shortages, including by:

- Introducing a new four-year Skills in Demand Visa, which allows for worker movements across industries and clear pathways to permanent residence.
- Developing a Specialist Skills Pathway to drive innovation and job creation, including in the digital space which is relevant for our Arts, Personal Services and Retail industry sectors.
- Developing a Core Skills Pathway to bring in skilled employees Australia needs now and into the future for occupations on a new Core Skills Occupation List.
- Processing visas to regional Australia first to address labour gaps in regional areas, including Hospitality venues in remote and regional areas.

In particular, the December 2023 Migration Strategy includes a commitment to introduce a new *Skills in Demand (SID) Visa* [as a replacement for the old Temporary Skill Shortage \(TSS\) visa](#).<sup>65</sup> When implemented this new visa will provide:

- visa holders with a pathway to permanent residence
- more time for visa holders to find alternative jobs if an employment with a sponsor ceases
- a new fees and charges framework
- streamlined visa applications
- for the establishment of a register of sponsors to assist mobility.

The new *Skills in Demand Visa* will also link to a core skills pathway if the visa holder's occupation is on a new *Core Skills Occupation List* identified by Jobs and Skills Australia.

### *Implications for SaCSA and its industry sectors*

There is an opportunity for SaCSA to engage with Australian Government stakeholders, on an ongoing basis, regarding the inclusion of related sector roles/occupations on relevant skills priority lists to ensure opportunities for the sectors to access skilled migrants to address skills and labour shortages.

SaCSA will continue to collaborate with employers, unions, the Department of Home Affairs, and Jobs and Skills Australia during the implementation of the Migration Strategy and on migration-related issues.

This includes presenting data and feedback from industry on current and emerging skills needs and gaps across our sectors.

<sup>63</sup> Department of Home Affairs, Review of the Migration System, March 2023: <https://www.homeaffairs.gov.au/reports-and-pubs/files/review-migration-system-final-report.pdf>.

<sup>64</sup> Department of Home Affairs, Migration Strategy, December 2023: <https://immi.homeaffairs.gov.au/programs-subsite/migration-strategy/Documents/migration-strategy.pdf>.

<sup>65</sup> Department of Home Affairs, Migration Strategy P46, December 2023: <https://immi.homeaffairs.gov.au/programs-subsite/migration-strategy/Documents/migration-strategy.pdf>.

## APPENDIX 3 – AUSTRALIAN GOVERNMENT PROGRAMS AND INITIATIVES RELEVANT TO THE HOSPITALITY SECTOR

### Methodology

In the first instance SaCSA conducted desk top research of the initiatives currently delivered by the Australian Government. This research provided a basis for the subsequent conversations with the Australian Government representatives listed below (refer below to *Australian Government Contacts*).

These conversations with Australian Government representatives were linked to the following questions,

1. Are there any policies in place that specifically support these sectors? (Retail, Tourism, Personal Services, Hospitality)
2. Is there a specific funding allocation?
3. Are there any introductory programs for school students from year 9 that support the sectors?
4. Are there any specific workforce development/ training brokers/ advisers that specifically target these sectors and what is offered by these services?

SaCSA has now mapped the collected information and cross-referenced it against our four key focus areas i.e. Workforce Trends, Training Development, Skill Needs and Career Pathways. (refer below to *Summary of Programs and Initiatives*).

**NOTE** – details on programs and initiatives that support ALL industry sectors are also included.

**Australian Government agencies – Department of Employment and Workplace Relations.**

Australian Government Initiatives

| Initiative   | Key Objectives – purpose and components   | Who is responsible and when (current or planned or under implementation)  | Target Cohort   | Map to SaSCA priorities and Sectors  |
|--|---|---|---|--|
| <p><b>Thrive 2030:</b><br/>Strategy– grow a secure and resilient workforce</p> <p>The Re–imagined Visitor Economy Strategy</p> <p>Identifies seven priorities</p> <p><a href="http://www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html">www.austrade.gov.au/en/news-and-analysis/publications-and-reports/thrive-2030-revised-the-re-imagined-visitor-economy-strategy.html</a>.</p> | <p>Objectives and Recommendations:</p> <ol style="list-style-type: none"> <li>1. Establishment of a Workforce and Skills Working group</li> <li>2. Development of a Visitor Economy Workforce and Skills Strategy</li> <li>3. Increase Workforce participation from under– participating cohorts</li> <li>4. Reviewing the Working Holiday Maker program</li> </ol> | <p>Austrade in collaboration with other stakeholders</p> <p>Timing:<br/>Present – 2030</p>  | <p>Under–participating cohorts</p> <p>Upskilling current workforce</p> <p>Clear pathways for new entrants</p> | <p><u>Workforce Trend issue</u> – ✓<br/>Workforce and Skills Working group will examine trends and make recommendations.</p> <p><u>Training Developments</u> – ✓<br/>May be required once further information is gathered.</p> <p><u>Skill Needs</u> – ✓<br/>Analysis of skill shortages in key occupations as required to inform approaches aimed at improving workforce resilient</p> <p><u>Career Pathways</u> – ✓<br/>Better understanding of pathways and transitions, and implications for VET can be an outcome</p> |
| <p><b>Australian Apprenticeships</b><br/>(Your Life, Your Career, Your support)</p> <p><a href="http://www.apprenticeships.gov.au">www.apprenticeships.gov.au</a></p>  | <p>Provides a pathway to becoming a qualified tradesperson or skilled worker</p>  | <p>Australian Government<br/>Department of Employment and Workplace Relations (DEWR)</p> <p>Ongoing program to support employers and apprentices</p> <p>Australian Apprenticeship Support Network Providers</p> | <p>School leavers</p> <p>Mature aged people looking to change careers</p> <p>People with a disability</p>     | <p><u>Workforce Trend issue</u> – ✓</p> <p>Is the apprenticeship program underutilised by the sector? The uptake of apprentices could be impacted by the seasonal nature of work given that apprenticeships need to a commitment to a term of employment.</p> <p>There are various mitigants that the sector could consider. Greater engagement with this program could assist with improving completion rates of qualifications studied by the sector which are a concern.</p>  |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  |   | <p><b>Implications</b> – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>A greater commitment to apprenticeships sees candidates learn on the job and with their RTO.</p> <p><u>Career Pathways</u> – ✓<br/>Greater use of School based apprenticeships and traineeships could assist with providing pipeline talent and more information available at school.</p>                               |
| <p><b>Local Jobs Program</b></p> <p><a href="http://www.dewr.gov.au/local-jobs">www.dewr.gov.au/local-jobs</a></p> <p>Includes the National Priority Fund – supporting First Nations People</p> | <p>“Brings together business, industry, employment services, training organisations and communities to support locally–driven responses to workforce challenges”.</p> <p>Employment facilitators are on the ground in 51 regions across Australia.</p> | <p>Australian Government (DEWR)</p> <p>Ongoing program</p> | <p>Employers looking to build workforce across a region</p> | <p><u>Workforce Trend issue</u> – ✓<br/>Greater investigation into whether the program is being utilised.</p> <p><b>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</b></p> <p><u>Training Developments</u> – ✓<br/>Training can be tailored to meet local regional need.</p> <p><u>Skill Needs</u> – ✓<br/>Will be addressed at a local level.</p> <p><u>Career Pathways</u> – ✓<br/>Information is communicated by the employer as part of the training</p> |
| <p><b>Launch into Work</b></p> <p><a href="http://www.dewr.gov.au/launch-work">www.dewr.gov.au/launch-work</a></p>  | <p>“....supports the delivery of pre–employment projects. These projects prepare eligible individuals for specific entry–level roles within business”</p>  | <p>Australian Government (DEWR)</p>                        | <p>Candidates requiring more support and</p>                | <p><u>Workforce Trend issue</u> – ✓<br/>Greater investigation as to whether the program is being utilised.</p>   |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  | Ongoing program  | mentoring to transition into work   | <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>Building confidence with the cohort will assist to make the candidates more receptive to new skills.</p> <p><u>Career Pathways</u> – ✓<br/>Training and mentoring will lead to greater communication of career pathways.</p>   |
| <p><b>Skills for Education Employment Program (SEE)</b></p> <p><a href="http://www.dewr.gov.au/skills-ed">www.dewr.gov.au/skills-ed</a></p> | <p>The SEE program is a funded arrangement to support foundation skills and digital literacy (contextualised for the job/industry type) for people seeking work or further training</p> <p><a href="https://www.dewr.gov.au/skills-education-and-employment">https://www.dewr.gov.au/skills-education-and-employment</a></p> | <p>Australian Government (DEWR)</p> <p>Ongoing program</p> | <p>Candidates from non-English speaking background or with low numeracy or digital literacy</p> | <p><u>Workforce Trend issue</u> –<br/>Greater investigation as to whether the program is being utilised to develop much needed foundation skills for pipeline candidates and existing workers</p> <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>Building foundational skills and digital literacy will overcome skill deficiencies regularly noted by employers.</p> <p><u>Career Pathways</u> – ✓<br/>The contextualised nature of the content will build career pathway knowledge.</p> |
| <p><b>Transition to work</b></p> <p><a href="#">Transition to Work – Department of Employment and Workplace</a></p>                         | <p>Participants receive intensive pre-employment support to develop practical skills.</p>  | <p>Australian Government (DEWR)</p>                        | <p>People Aged between 15 and 24</p>  | <p><u>Workforce Trend issue</u> – ✓<br/>Can assist with building pipeline talent for apprenticeships and traineeships.</p>   |

|  |   |                                     |  |
|--|---|-------------------------------------|--|
| <p><a href="http://dewr.gov.au">Relations, Australian Government (dewr.gov.au)</a></p>   |   |                                     | <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>Development of practical skills in younger people.</p> <p><u>Career Pathways</u> – ✓<br/>Promotion of career pathway information as part of the program.</p>   |
| <p><b>Workforce Specialist Program</b></p> <p><a href="http://dewr.gov.au">Workforce Specialists – Department of Employment and Workplace Relations, Australian Government (dewr.gov.au)</a></p> | <p>Specialists develop and deliver strategic projects to meet the workforce needs of identified industries</p>  | <p>Australian Government (DEWR)</p> | <p>Employers</p> <p><u>Workforce Trend issue</u> –<br/>Can assist with building pipeline talent for apprenticeships and traineeships.</p> <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>A specialist focus will assist to uncover opportunities for skill development or recognising transferrable skills.</p> <p><u>Career Pathways</u> – N/A</p> |
| <p><b>Industry Engagement programs</b> run by DEWR to support employers in Tourism, <b>Hospitality</b> and Retail</p>  | <p><u>Hiring outside the box</u></p> <p>Webinar series hearing from industry experts about practical strategies for recruitment, hiring a diverse team and a recruitment toolbox.</p> <p>Includes mature aged, hiring apprentices.</p> <p><a href="https://www.dewr.gov.au/employment/hiring-staff/hiring-outside-box">https://www.dewr.gov.au/employment/hiring-staff/hiring-outside-box</a></p> | <p>DEWR</p>                         | <p>Employers</p> <p><u>Workforce Trend issue</u> – ✓<br/>Assistance with attraction and retention.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>Program has the potential to help mitigate regional agritourism skill shortages.</p>  |

|   |  |   |  |  |
|---|--|---|--|--|
|   | <p><u>Jobs Community</u></p> <p>Community of Practice, Jobs Briefings etc</p> <p><u>Jobs Community – Department of Employment and Workplace Relations, Australian Government (dewr.gov.au)</u></p> <p><u>Shopping season Recruitment Strategy</u></p> <p>Increase retail sector employment and promote careers in retail,</p> <p>Employers involved in the past include K-Mart, Super Retail Group and Munro Footwear.</p> |   |  | <p><u>Career Pathways</u> – ✓</p> <p>Advice for employers on career profiling.</p>   |
| <p><b>Employment Liaison Officers (ELOs)</b></p> <p>Assist large businesses and priority industries access Australian Government and State funded workforce initiatives to address skills and labour shortages.</p> | <p>Assistance provided with candidate attraction, pre-employment training and industry profiling.</p> <p>Providing access to the Jobs Showcase and Jobs Communities are two examples.</p>  | <p>Australian Government</p> <p>Workforce Australia</p> <p>DEWR</p> | <p>School leavers</p> <p>Job seekers</p> <p>Mature-aged people looking to change careers</p> <p>People with a disability or from under-represented cohorts</p> | <p><u>Workforce Trend issue</u> – ✓</p> <p>Can assist industries facing chronic skills and labour shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓</p> <p>Industry profiling can assist with providing information to candidates</p> |
| <p><b>Pacific Australia Labour Mobility (PALM)</b></p> <p><a href="http://www.palmscheme.gov.au">www.palmscheme.gov.au</a></p>  | <p>A program to address labour gaps in unskilled, low or semi-skilled areas in rural or regional areas.</p>  | <p>Australian Government</p>  | <p>People from Pacific Nations</p>   | <p><u>Workforce Trend issue</u> – ✓</p> <p>Can address labour shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>   |

## Appendix 4 – State & Territory Programs and Initiatives

### Methodology

In the first instance SaCSA conducted desk top research of the initiatives currently delivered by each of the states and territories. This research provided a basis for the subsequent conversations with state and territory representatives listed below (refer below to *State & Territory Contacts*).

These conversations with state and territory representatives were linked to the following questions,

1. Are there any policies in place that specifically support these sectors? (Retail, Tourism, Personal Services, Hospitality)
2. Is there a specific funding allocation?
3. Are there any introductory programs for school students from year 9 that support the sectors?
4. Are there any specific workforce development/ training brokers/ advisers that specifically target these sectors and what is offered by these services?

SaCSA has now mapped the collected information and cross-referenced it against our four key focus areas i.e. Workforce Trends, Training Development, Skill Needs and Career Pathways. (refer below to *Summary of Programs and Initiatives*).

### State and Territory Funding

All of the states and territories manage a combination of:

- user choice funding which supports delivery of Apprenticeships and Traineeships (including School-Based Apprenticeships and Traineeships) and
- “base” funding amounts for TAFE operations and contestable funding for all registered training organisations (RTOs) including TAFE. This funding is typically a combination of Australian Government (perilously underpinned by the NASWD and now the NSA) and funding from the individual state or territory. Each state and territory determine the allocation of this funding relative to commitments to match funding under the NSA, and their identified skills priorities.

Where it was available, the initiatives referenced in **Appendix 4** capture the funding allocations to specific programs and initiatives.

Further, where the information was provided, individual initiatives listed in **Appendix 4** identify if they are linked to the (base) funded delivery of full and/or part qualifications in their state or territory.

**Note:** the initiatives and programs listed below are those operated by the individual state or territory governments or their contracted agents. As a result,

1. VET initiatives and training delivered by individual RTOs including TAFEs, private training providers, and community colleges are not included.
2. funding for RTOs for the delivery of full and /or part qualifications in each state and territory is also not included.

Related full qualification training activity is reflected in the data above<sup>66</sup>

**NOTE** – details on programs and initiatives that support ALL industry sectors are also included.

### Opportunities from connecting with existing State and Territory direct employer engagement services

As flagged above the majority of the states and territories, offer field-based employer/industry advisory services (Queensland, New South Wales, South Australia and the Northern Territory) or, have specific strategies that support industry engagement (Tasmania and Western Australia).

- New South Wales – offers a *Workforce Development Program* that provide advisory services to large employers referred by Investment NSW and Regional NSW. This service is supported by and collaborates with field-based officers within the Training Services NSW Regional Offices (9 across NSW). These officers also directly assist local employers to connect with VET programs and services.
- Western Australia – does not currently offer this service.
- However, the Western Australian representatives mentioned that they are currently developing a strategy that will assess projected skill needs across a range of occupations, identify related qualifications and then assesses supply of the required quals.
- Tasmania – does not have field-based industry engagement/advisory officers. However, Tasmania called out their Retail Industry Skills Compact which centralises support and advice for employers in that sector.
- South Australia – does not provide a direct industry support service.
- ACT - does not provide a direct industry support service.
- Queensland – has Industry Workforce Advisors who promotes available program to employers and industry. These advisers target SMEs and Small Businesses who represent 80-90 per cent of their clients.
- Northern Territory – does not provide a direct industry support service.
- Victoria – does not provide a direct industry support service.

SaCSA has an opportunity to promote these services and strategies to Hospitality sector employers so that they are aware of the support available to:

- help them navigate to, and connect with industry initiatives (in particular career pathway programs)
- develop bespoke workforce development solutions aimed at addressing skills and/or labour needs

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<sup>66</sup> SaCSA analysis of ABS, JSA, NCVET. DEWR data.

- minimise the resourcing impact on their business of participating in programs that will assist with attraction and retentions, and
- understand the benefits for their business and the broader sector.

## Industry Advisory Organisations

SaCSA also has an opportunity to connect and collaborate with the industry advisory organisations who have coverage of the retail sector within their State or Territory and who have visibility on the micro VET issues impacting the sector. This collaboration would also provide information on best practice models.

### Details on existing Industry Advisory Organisations

- Queensland - operate eleven Industry Skills Advisors who have a strategic advisory role – supply validated industry advice to government AND also work with industry to work up proposals.
- New South Wales – There are ten (10) NSW Industry Training Advisory Bodies (ITABs) – supply industry advice, in particular around apprenticeships and traineeship issues. Currently not aligned to JSCs.
- ACT – do not have industry advisory bodies.
- Victoria – the Victorian Skills Authority convenes ten Industry Advisory Groups (IAGs) that provide industry advice and insights on current and future priority skills, training and workforce development needs for Victoria’s economy. The Victorian Skills Authority also has nine Senior Skills Advisors (two for metropolitan areas, seven for regional areas) who work to improve connections among local employers and industry with VET.
- Tasmania – does not have advisory bodies but does have Industry Action Plans for priority sectors which rely on industry commitment.
- Northern Territory – The Industry Skills Advisory Councils (ISCs) aligned to the JSCs. Operated by Workforce Skills Officers who engage with industry re, Training Packages, shortages and potential solutions and feed advice back.
- South Australia – have a network of an Industry Skills Commissions (ISCs). These ISCs are aligned to the JSCs.
- Western Australia – There are eight (8) Industry Training Councils who assess current demand and future projections for skills. They also investigate training delivery requirements. They conduct an annual industry survey and results feed back into the Department for analysis.

## State and territory agencies:

- Queensland – Department of Employment Small Business and Training
- New South Wales – Department of Education
- Australian Capital Territory – Skills Canberra, Chief Minister, Treasury and Economic Development Directorate
- Victoria – Department of Jobs, Skills, Industry and Regions
- Tasmania – Skills Tasmania, Department of State Growth
- Northern Territory – Department of Industry, Tourism & Trade
- South Australia – Skills SA, Department of Education
- Western Australia – Department of Training and Workforce Development.

ACT

| Initiative   | Key Objectives – purpose and components   | Who is responsible and when (current or planned or under implementation) | Target Cohort  | Map to SaSCA priorities and Sectors   |
|--|---|--|--|---|
| <p><b>Skilled to Succeed</b></p> <p><a href="#">Skilled to Succeed – Skills (act.gov.au)</a></p> | <p>Industry action plans to be developed that will go to cabinet and then on for consultation. There are five priority areas with the “Experiences Industry” being one of them which will include Tourism, the Arts, Personal Services and <b>Hospitality</b></p>   | <p>ACT Government Skills</p>   | <p>Industry</p>  | <p><u>Workforce Trend issue</u> – ✓<br/>The plans will involve a review of the challenges of the sector. Some of the challenges affecting attraction is the high cost of living in the ACT and the Increased preference that candidates have to work flexibly which isn’t always possible in the Tourism and Hospitality sectors.<br/><b>Implications</b> – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration</p> <p><u>Training Developments</u> – ✓<br/>Outcomes of the consultation phase may have an impact</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓<br/>Will likely have implications in the longer term</p> |
| <p><b>Skilled to Succeed Grants program</b></p>  | <p>Industry is encouraged to pitch ideas to develop workforce development initiatives. They must be new training ideas or supporting cohorts to undertake a pathway in a skill shortage area</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Clubs ACT training 20 candidates in Hospitality, These people were given personalised support to overcome barriers such as the lack of transport.</li> </ul> | <p>ACT Government Skills</p>   | <p>Unemployed – younger people and those re-entering the workforce after a break</p> | <p><u>Workforce Trend issue</u> – ✓<br/>May assist with the attraction of pipeline candidates with multiple barriers to work. The training for existing workers may impact on retention.</p> <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration</p> <p>Some of these projects span food production, Retail, Hospitality and Tourism</p> <p><u>Training Developments</u> – ✓</p>   |

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|                                  | <ul style="list-style-type: none"> <li>Clubs ACT training for existing workers around mental health issues and refusing entry on the basis of drug intoxication</li> <li>Capital Brewery Co which included training for people in the production of beer given they are part of the thriving Craft Beer Industry</li> </ul> |                       |  | <p>Development of short courses focusing on entry level candidates and on issues that are causing current issues that may impact on retention</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>  |
| <b>Special Policy Provisions</b> | <p>Pilot programs</p> <p>Fee free courses</p> <p>Courses include Hospitality Skill Sets, Music, Screen and Media</p>  | ACT Government Skills | <p>Vulnerable or under-represented</p> <p>Women in non-traditional trades</p> <p>First Nations people</p> <p>People with a Disability</p> <p>Women in Economic Hardship</p> <p>Veterans and school leavers</p> | <p><u>Workforce Trend issue</u> – ✓</p> <p>May assist with the attraction of pipeline candidates.</p> <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration</p> <p><u>Training Developments</u> – ✓</p> <p>Development of short courses focusing on entry level candidates</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>  |
| <b>Adult Community Education</b> | <p>The development and delivery of training that addresses foundation skills and digital literacy and providing linkages to employment.</p>   | ACT Government Skills | <p>People from non-English speaking backgrounds</p> <p>Those facing numeracy challenges or challenges with digital literacy</p>  | <p><u>Workforce Trend issue</u> – ✓</p> <p>May assist with the attraction of pipeline candidates.</p> <p><b>Implications</b> – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – ✓</p> <p>Development of short courses focusing on entry level candidates.</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓</p> <p>Pathways are provided as part of training.</p> |

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| <p><b>Migration Nominations</b></p>   | <p>Migration agents nominate applicants if they can prove that they fulfil a skill need that is on the ACT critical skills list.</p> <p>This helps to expedite migration applications with the Department of Home Affairs</p>   | <p>ACT Government Skills</p>   | <p>Migrants with skills that match the critical skills list</p> | <p><u>Workforce Trend issue</u> – ✓<br/>May assist with the attraction of qualified candidates.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>   |
| <p><b>School Engagement via the ACT Public VET Network</b></p> <p><a href="#">VET Pathways – Education (act.gov.au)</a></p> | <p>School engagement is driven by the schools.</p>  | <p>ACT Government<br/>Department of Education</p>  | <p>School students</p>  | <p><u>Workforce Trend issue</u> – ✓<br/>Will assist with the attraction of pipeline candidates.<br/>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓<br/>Definite implications for career advice for school students.</p>     |
| <p><b>Skilled Capital</b></p> <p><a href="#">Skilled Capital – Skills (act.gov.au)</a></p>                                  | <p>Extra subsidies go to RTOs for the delivery short courses and full qualifications of courses that are on the ACT skills need list</p> <p>RTOs apply for a number of places</p> <p>Examples include Hospitality skill sets and Food Safety skill sets.</p> <p>No linkage with employment is required by students.</p> | <p>ACT Government Skills</p> <p>Commenced in October 2023 and will run until June 2024</p> | <p>Unemployed, those looking to change career</p>               | <p><u>Workforce Trend issue</u> – ✓<br/>May assist with the attraction of pipeline candidates.</p> <p>Implications – for this sector and also any of the other SaCSA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓<br/>Will be introduced as part of the training to build awareness.</p> |

New South Wales

| Initiative  | Key Objectives – purpose and components  | Who is responsible and when (current or planned or under implementation)      | Target Cohort          | Map to SaSCA priorities and Sectors   |
|---|--|---|------------------------|---|
| <p>Department of Education – Training Services NSW</p> <p><b>Regional Industry Education Partnerships (RIEP)</b></p> <p><a href="https://www.nsw.gov.au/education-and-training/vocational/vet-programs/regional-schools-industry#toc-case-studies-riep-activities">https://www.nsw.gov.au/education-and-training/vocational/vet-programs/regional-schools-industry#toc-case-studies-riep-activities</a></p> | <p>The Regional Industry Education Partnerships (RIEP) Program designs and delivers bespoke opportunities for employers to connect with secondary schools. Through these connections, students learn about jobs and pathways to employment. They develop new skills and employer networks, allowing them to make informed decisions about their career pathways.</p> <p>The program works across all sectors including <b>Retail</b>, Tourism and Hospitality.</p> | <p>Current Program launched in 2017 and ongoing</p>                           | <p>School Students</p> | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>The program provides an opportunity for employers to establish long term employee pipelines by targeting school students and informing and incentivising (via work placement opportunities) them about career opportunities in their sector.</p> <p><u>Career Pathways</u> – ✓<br/>The program facilitates direct industry engagement with school students and their career advisors and provides current and accurate information in relation to the skills and qualifications that workers are expected to hold in specific industries. RIEP is well subscribed and provides a model that SaSCA could promote nationally.</p> |
| <p>Department of Education – Skills and Pathways</p> <p><b>Education Pathways Program (EPP)</b></p> <p><a href="https://www.nsw.gov.au/education-pathways-program">Educational Pathways Program (nsw.gov.au)</a></p>  | <p>The program is designed to improve education and career outcomes for young people by introducing NSW public high schools students to a range of vocational training and employment pathways.</p> <p>Strong focus on SBATs.</p> <p>Relates to all sectors and has strong links to RIEP and GBIG.</p>   | <p>Current Program operating in over 148 (Public) high schools since 2020</p> | <p>School Students</p> | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>The program’s Career Head Teachers promote the program to employers as a future source of talent.</p> <p><u>Career Pathways</u> – ✓</p>   |

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|   |  |   |   | The program facilitates opportunities for school students and their career advisors to ensure access to sound careers advice and current information on training pathways and work opportunities.   |
| <p>Department of Education – Skills and Pathways</p> <p><b>Get Back in the Game (GBIG)</b></p> <p><a href="https://www.nsw.gov.au/get-back-in-the-game">Get Back in the Game (nsw.gov.au)</a></p> | <p>The program is available for two cohorts of young people under different titles. Back in the Game, supports young people at school in need of support to remain engaged at school or transition to employment or training. Get in the Game, supports young people disengaged from all employment, education and training.</p> | <p>Current Program operating in seven (7) regions across NSW</p>          | <p>15 – 19 year olds no longer at school or at risk of leaving school (and referred by an EPP school) and not an active participant in an Australian Government program</p> | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓</p> <p>GBIG support officers have the option of matching program participants to individual employers who are seeking new skilled workers.</p> <p><u>Career Pathways</u> – ✓</p> <p>The program facilitates opportunities and advice for school students at risk of leaving school.</p> |
| <p><b>Designated Area Migration Agreement (DAMA)</b></p>  | <p>A formal agreement between the Australian Government and the New South Wales Government for special visas to be issued for a list of occupations such as Tourism, Hospitality, Retail and Hairdressing.</p> <p>For Hospitality, this is relevant for the Orana region.</p>  | <p>The Australian Government has an agreement with the NSW Government</p> | <p>Migrants who meet the skill levels for specific occupations</p>  | <p><u>Workforce Trend issue</u> – ✓</p> <p>This program can assist in addressing skill shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>   |

Northern Territory

| Initiative  | Key Objectives – purpose and components   | Who is responsible and when (current or planned or under implementation) | Target Cohort  | Map to SaSCA priorities and Sectors  |
|---|---|--|--|--|
| <p><b>Flexible Workforce Solutions Fund</b></p> <p><a href="#">Flexible Workforce Solutions Fund   NT.GOV.AU</a></p>                            | <p>Grant program whereby business or industry can apply for up to \$200,000 to support attraction and retention strategies for areas of critical shortage. They have tended to be bespoke programs underpinned by VET. Businesses and Industry bodies are encouraged to collaborate. Project proponents are expected to contribute 25 per cent of cost.</p> | <p>Workforce Skilling Division of the NT Government</p>                  | <p>Business, Industry Organisations</p>                            | <p><u>Workforce Trend issue</u> – ✓<br/>Retention and attraction strategies could address workforce trends.</p> <p><u>Training Developments</u> – ✓<br/>Projects could involve training development.</p> <p><u>Skill Needs</u> – ✓<br/>Projects could address skill needs.</p> <p><u>Career Pathways</u> – N/A</p> |
| <p><b>Designated Area Migration Agreement (DAMA)</b></p>  | <p>A formal agreement between the Australian Government and the Northern Territory Government for special visas to be issued for a list of occupations such as Tourism, Hospitality, Retail and Hairdressing.</p>   | <p>The Australian Government has an agreement with the NT Government</p> | <p>Migrants who meet the skill levels for specific occupations</p> | <p><u>Workforce Trend issue</u> – ✓<br/>This program can assist in addressing skill shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>   |
| <p><b>Industry Advisory Council</b></p> <p><a href="#">Industry Skills Advisory Council NT (ISACNT)   Leaders in industry skills advice</a></p> | <p>A not-for-profit organisation that provides advice and intelligence on workforce development in the NT. Workforce skills officers align with Jobs and Skills Councils.</p>   |  |  | <p><u>Workforce Trend issue</u> – ✓<br/>Advise on Workforce trends.</p> <p><u>Training Developments</u> – ✓<br/>Advise on training package changes.</p>  |

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|                                   | They advise on changes to training packages and skill shortages.              |                         |                 | <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>   |
| <b>School engagement programs</b> | There is an industry team that informs and supports school pipeline programs. | Department of Education | School Students | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓<br/>School-based traineeships, apprenticeships and engagement programs.</p> |

Queensland

| Initiative  | Key Objectives – purpose and components  | Who is responsible and when (current or planned or under implementation) | Target Cohort   | Map to SaSCA priorities and Sectors  |
|---|--|--|-----------------|--|
| <p><b>Industry Skills Advisors</b></p> <p><a href="https://desbt.qld.gov.au/training/employers/engage-government/industry-engagement-framework/industry-skills-advisors">https://desbt.qld.gov.au/training/employers/engage-government/industry-engagement-framework/industry-skills-advisors</a></p> | <p>They provide validated industry advice for government to base decisions on such as VET Investment and reform.</p> | <p>Queensland Department of Employment Small Business and Training</p>   | <p>Industry</p> | <p><u>Workforce Trend issue</u> – ✓<br/>Information is gathered.</p> <p>Implications – for this sector and also any of the other SaSCA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – ✓<br/>Recommend changes and reforms.</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>        |
| <p><b>Industry Workforce Advisors</b></p> <p><a href="https://www.business.qld.gov.au/running-business/employing/planning-workforce/industry-workforce-advisors">https://www.business.qld.gov.au/running-business/employing/planning-workforce/industry-workforce-advisors</a></p>                    | <p>A team of 11 advisors work one on one with business.</p>  | <p>Queensland Department of Employment Small Business and Training</p>   | <p>Industry</p> | <p><u>Workforce Trend issue</u> – ✓<br/>Advisors can help navigate VET and programs to assist employers.</p> <p>Implications – for this sector and also any of the other SaSCA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p> |

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| <p><b>Skilling Queenslanders for Work</b><br/> <a href="https://desbt.qld.gov.au/training/training-careers/incentives/sqw">https://desbt.qld.gov.au/training/training-careers/incentives/sqw</a><br/> <a href="https://desbt.qld.gov.au/training/community-orgs/funded/sqw">https://desbt.qld.gov.au/training/community-orgs/funded/sqw</a></p> | <p>The initiative represents a commitment to increasing workforce participation, driving job growth by improving skills development and work opportunities for disadvantaged Queenslanders.</p> <p>The initiative is supported by a state-wide regional network working closely and forming partnerships with community-based organisations and local employers to determine local skills and entry-level industry and labour needs.</p> <p>There are eight sub-programs. One of these sub-programs – <u>Work Skills Traineeships</u> provides paid work placements linked to traineeships in a range of qualifications including <b>Hospitality</b> and <b>Retail</b>.</p> | <p>Queensland Department of Employment Small Business and Training<br/>                 In 2024–25 \$37.35M available for the Work Skills Traineeships</p> | <p>Young people</p> <p>Mature-age job seekers<br/>                 Aboriginal and Torres Strait Islander people</p> <p>People with disability</p> <p>Women re-entering the workforce</p> <p>Australian Defence Force (ADF) veterans</p> <p>Recently released prisoners</p> <p>People from culturally and linguistically diverse backgrounds.</p> | <p><u>Workforce Trend issue</u> – ✓<br/>                 Program reflects benefits of collaboration between employers, community organisations, training providers to tackle workforce shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓<br/>                 Program provides an opportunity for <b>Retail Hospitality</b> employers to connect with local community organisations to source and train workers.</p> <p><u>Career Pathways</u> – N/A</p> |
| <p><b>Workforce Connect Fund</b><br/> <a href="https://desbt.qld.gov.au/employment/workforce-connect-fund">https://desbt.qld.gov.au/employment/workforce-connect-fund</a></p>   | <p>Grants program to address workforce attraction, retention and participation issues. Targeting scalable projects.</p>   | <p>Queensland Department of Employment Small Business and Training</p> <p>Organisations can apply for up to \$1million over 24 months</p>                  | <p>Peak organisations or community peak organisations</p>  | <p><u>Workforce Trend issue</u> – ✓<br/>                 Target is workforce retention and attraction.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – ✓</p> <p><u>Career Pathways</u> – N/A</p>  |

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| <b>School to Work Transition</b><br><br><a href="https://desbt.qld.gov.au/training/employers/s2wt">https://desbt.qld.gov.au/training/employers/s2wt</a>   | Funding to support school students who are at risk of not transitioning from school to education, training or employment.   | Employment Small Business and Training<br>\$3million over 3 years<br>Funding applications for the 24–25 year is closed   | School students   | <u>Workforce Trend issue</u> – N/A<br><u>Training Developments</u> – N/A<br><u>Skill Needs</u> – N/A<br><u>Career Pathways</u> – VET pathways to underpin these programs.  |
| <b>Gateway to Industry Schools Program</b><br><br><a href="https://qcowt.com.au/schools-program/gateway-to-industry-schools-food-wine-tourism/">https://qcowt.com.au/schools-program/gateway-to-industry-schools-food-wine-tourism/</a> | Partnerships between schools and Industry to enable young people to acquire knowledge, skills and attributes to participate effectively in the QLD economy.<br><br>12 sectors including Tourism and Hospitality.<br><br>Must be Industry led. | Queensland Department of Employment Small Business and Training<br>\$255k per annum over 3 years to employ a project manager<br><br>New contracts from 1 July 2024 | School students   | <u>Workforce Trend issue</u> – ✓<br>Could assist employers with attraction strategies.<br><br><u>Training Developments</u> – N/A<br><br><u>Skill Needs</u> – N/A<br><br><u>Career Pathways</u> – ✓<br>Significant information and engagement for students. |
| <b>Back to Work Program</b><br><br><a href="https://backtowork.initiatives.qld.gov.au/">https://backtowork.initiatives.qld.gov.au/</a>  | QLD employers are eligible for financial support and job seekers with pre-employment support.   | QLD Government<br>Employers eligible for \$20,000  | Job Seekers   | <u>Workforce Trend issue</u> – ✓<br>Could assist employers with attraction strategies.<br><br><u>Training Developments</u> – N/A<br><br><u>Skill Needs</u> – N/A<br><br><u>Career Pathways</u> – N/A   |
| <b>Designated Area Migration Agreement (DAMA)</b>   | A formal agreement between the Australian Government and the Queensland Government for special visas to be issued for a list of occupations such as Tourism, Hospitality, Retail and Hairdressing.  | The Australian Government has an agreement with the QLD Government   | Migrants who meet the skill levels for specific occupations | <u>Workforce Trend issue</u> – ✓<br>This program can assist in addressing skill shortages.<br><br><u>Training Developments</u> – N/A<br><br><u>Skill Needs</u> – N/A<br><br><u>Career Pathways</u> – N/A   |

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|  | For Hospitality, this is relevant for the Far North Queensland and Townsville regions. |  |  |  |
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South Australia

| Initiative  | Key Objectives – purpose and components   | Who is responsible and when (current or planned or under implementation)       | Target Cohort      | Map to SaSCA priorities and Sectors  |
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| <p><b>Skilled. Thriving. Connected.</b> Our Policy Direction for Skills in SA.</p> <p><a href="https://skills.sa.gov.au">Skilled. Thriving. Connected (skills.sa.gov.au)</a></p>  | <p>Sets the policy direction for skills in SA</p>   | <p>Government of South Australia</p> <p>Skills SA</p>                          |                    | <p><u>Workforce Trend issue</u> – Implications – for this sector and also any of the other SaSCA sectors and/or cross JSC collaboration.</p> <p><u>Training Developments</u> – N/A<br/>No implications.</p> <p><u>Skill Needs</u></p> <p><u>Career Pathways</u></p>  |
| <p><b>Skill Shortage Solutions</b></p> <p><a href="https://skills.sa.gov.au/skill-shortage-solutions">https://skills.sa.gov.au/skill-shortage-solutions</a><br/><a href="https://providers.skills.sa.gov.au/skill-shortage-solutions">https://providers.skills.sa.gov.au/skill-shortage-solutions</a></p> | <p>Funding for entry level and blended introductory training and encourages organisations to collaborate and partner with to codesign effective programs. Industry to Express an Interest via a process and are encouraged to be broad in their scope to address systemic issues. They are encouraged to build scale, sustainability and to be strategic. Immersion program in Commercial Cookery</p> | <p>South Australian Skills Plan From 2022/23, \$8.8M invested over 4 years</p> | <p>Job Seekers</p> | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A (program links to existing training content)</p> <p><u>Skill Needs</u> – ✓<br/>A current project under the program provides a pipeline of commercial cookery recruits for the Hospitality Sector in SA and helps meet the industry’s need for skilled workers.</p> <p><u>Career Pathways</u> – ✓<br/>The program provides a career pathway for job seekers to enter into the Hospitality sector.</p> |

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|   | introductory skill set prior to apprenticeship  |  |   |  |
| <p><b>New Technical Colleges</b> are planned with a focus on skill shortage areas</p> <p><a href="#">What are technical colleges?   Technical Colleges</a></p>                          | The Technical Colleges will have a clear focus on skill shortage areas such as Early Childhood Care and Defence. The Port Augusta College will open in 2025 and will include a focus on Tourism and Hospitality | Government of South Australia<br>Department for Education  | School Students   | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓<br/>Focus on school students with programs that can be done from year 9 and progression is encouraged.</p> |
| <p><b>Equipment and Capital Grants</b></p> <p><a href="https://providers.skills.sa.gov.au/equipment-capital-grants">https://providers.skills.sa.gov.au/equipment-capital-grants</a></p> | The grants will build capacity and capability.  | Government of South Australia<br>Skills SA<br><br>\$9 million over 3 years<br>In 2023–24 a total of 16 providers have been awarded funding of \$2.5 million. | TAFE SA<br><br>Not-for-profit and industry providers              | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – ✓<br/>Improved facilities will impact the development and provision of innovative training.</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p>              |
| Students undergo an “ <b>Upfront Assessment of Need</b> ”.  | This occurs at the start of training to assure that students get the support they need to complete their training.  | Government of South Australia<br>Skills SA   | Funded Training Providers conduct as part of the training process | <p><u>Workforce Trend issue</u> –<br/>Should assist to improve completion rates and hence qualification achievement.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> –N/A</p>                        |

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| <p><b>Designated Area Migration Agreement (DAMA)</b></p> | <p>A formal agreement between the Australian Government and the South Australian Government for special visas to be issued for a list of occupations such as Tourism, Hospitality, Retail and Hairdressing.</p> <p>For Hospitality, this is relevant for Adelaide and regional areas.</p> | <p>The Australian Government has an agreement with the SA Government</p> | <p>Migrants who meet the skill levels for specific occupations</p> | <p><u>Workforce Trend issue</u> – ✓<br/>This program can assist in addressing skill shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p> |
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Tasmania

| Initiative   | Key Objectives – purpose and components  | <u>Who</u> is responsible and <u>when</u> (current or planned or under implementation)   | Target Cohort   | Map to SaSCA priorities and Sectors  |
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| <p><b>Jobs Tasmania</b> (within the Department of State Growth) – <u>Regional Job Hubs</u></p> | <p>Leads and/or supports initiatives targeting key sectors.</p> <ul style="list-style-type: none"> <li>Funds eight <u>Regional Job Hubs</u> to streamline access to jobs and training</li> </ul> | <p>Department of State Growth, Jobs Tasmania fund providers in eight locations across Tasmania to run the regional job hubs.</p> | <p>Job Seekers<br/>School Students<br/>Existing Workers</p> | <p><u>Workforce Trend issue</u> –<br/>The Regional Job Hubs demonstrate a model that brings together local service organisations to assist job seekers to transition into employment. This model is particularly effective for assisting long-term unemployed and can help address labour shortages. Tasmania is using these hubs to support their Tourism &amp; Hospitality Action Plan.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> –<br/>This is targeted at addressing skill needs in the State.</p> <p><u>Career Pathways</u> – ✓<br/>An online Career Connector Service is offered to 18–25 year olds. Currently no active career advice or sector promotion into schools.</p> |

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|   |  |  |  | <b>NOTE</b> , a <u>Youth Employment Strategy</u> is under development which includes career information to school students. This proposes to build on the Tasmanian Government’s existing partnership with the Beacon Foundation (see below).   |
| <p><b>Tourism and Hospitality Workforce Action Plan</b></p> <p>Sets out priority Workforce Development actions for participants in the Tourism and Hospitality</p> <p>A key element of the Action Plan is an <u>Industry Skills Compact</u></p> | <p>The Industry Skills Compact aims to grow workforce support and connect potential interest into employment.</p> <p>Key Elements are</p> <ul style="list-style-type: none"> <li>• Non accredited entry-level training via 3<sup>rd</sup> party organisation VXT target is regional areas</li> <li>• School Leaver summer Jobs</li> <li>• Promotion of Tourism &amp; Hospitality in Schools</li> <li>• Leveraging regional job hubs to support pathways into sectors</li> </ul> <p>Strengthen Tas TAFE contact with industry</p> | <p><i>Department of State Growth Tourism Support Team</i>, leads the action plan which is a tri-partite initiative with commitment from industry peaks and Tas TAFE.</p> <p><u>current program</u></p> <p><i>Skills Tasmania</i> leads on the Industry Skills Compact in collaboration with the Tourism Support Team who manages relationship with industry. \$1m in FY 2023/24</p> <p>Tas TAFE has commitments under the strategy</p> <p>Industry is supporting via</p> <ul style="list-style-type: none"> <li>• Advisory committee</li> <li>• Supply of professionals as trainers</li> </ul> <p>Shared infrastructure for student training</p> | <p>School Leavers<br/>Unemployed<br/>School Students</p> | <p>The Action Plan addresses all of the SaCSA focus areas and provides a model that SaCSA could choose to promote and/or pilot in states or territories that do not have strategies for their Tourism and Hospitality Sectors.</p> <p><u>Workforce Trend issue</u> – ✓</p> <p>The Compact aims to address the issue of workforce supply in regional areas by supplying taster/introductory “visitor experience” training to attract workers</p> <p><u>Training Developments</u> – ✓</p> <p>The Compact funds and promotes non accredited entry level training. Related content could be developed under Tourism &amp; Hospitality training packages as targeted skill sets.</p> <p><u>Skill Needs</u> – ✓</p> <p>The Compact aims to provides a pipeline of skilled workers for the Tourism &amp; Hospitality Sector in Tasmania</p> <p><u>Career Pathways</u> – ✓</p> <p>The Compact supports career pathways for job seekers and school leavers to enter into the Tourism &amp; Hospitality sector. It also actively promotes the sector directly to school students</p> <p><b>NOTE</b> – Tasmania Department reps are keen to connect their Tourism and Hospitality Workforce Advisory Committee (THWAC) with SaCSA re their Action Plan</p> |
| <p>Skills Tasmania – within the Department of State Growth co-funds the</p>   | <p>Beacon programs are delivered to students in years 7–12, specifically targeting students in years 9–12, at schools with an</p>  | <p>Current program since 1988.</p> <p>Funding is sourced from a combination of,</p> <ul style="list-style-type: none"> <li>• Skills Tasmania</li> </ul>  | <p>School Students</p>                                   | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A</p>   |

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| <p><b>Beacon Foundation – Job Readiness Programs</b></p> | <p>Index of Socio-Educational Advantage (ICSEA) of less than 1,000.</p> <p>The programs</p> <ul style="list-style-type: none"> <li>connect industry volunteers to students.</li> <li>are delivered either face-to-face in the classroom or on-site with industry representatives.</li> <li>combine career awareness with activities that increase career knowledge, connections and confidence, accelerating the transition from school to meaningful employment or education (FYA 2018).</li> <li>Focus industry is Tourism &amp; Hospitality.</li> </ul> | <ul style="list-style-type: none"> <li>Corporate Partners</li> <li>Donations</li> </ul> |  | <p><u>Skill Needs</u> – ✓<br/>The program seeks to increase the worker participation rate in key sectors in Tasmania.</p> <p><u>Career Pathways</u> – ✓<br/>The program facilitates direct industry engagement with school students and their career advisors and provides current and accurate information in relation to the skills and qualifications that workers are expected to hold in specific industries.<br/>The program provides a model that SaCSA could promote nationally.</p> |
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Victoria

| Initiative   | Key Objectives – purpose and components   | Who is responsible and when (current or planned or under implementation) | Target Cohort   | Map to SaSCA priorities and Sectors  |
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| <p><b>Victorian Skills Plan</b><br/><a href="http://www.vic.gov.au">Victorian Skills Plan for 2022 into 2023   vic.gov.au</a><br/><a href="http://www.vic.gov.au">www.vic.gov.au</a></p> | <p>Identifies actions and further work need to build a robust skills base.</p> <p>The Skills Plan</p> <ul style="list-style-type: none"> <li>Delivers industry-validated insights on the scale and for of the issues facing Victoria</li> </ul> | <p>Victorian Skills Authority</p> <p>2022–2023</p> <p>Current</p>        | <p>School Students</p> <p>Job Seekers</p> <p>Existing Workers</p> <p>Adult Learners</p> | <p><u>Workforce Trend issue</u> – ✓<br/>The plan seeks to respond to skill shortages.</p> <p><u>Training Developments</u> – N/A<br/>No implications</p> <p><u>Skill Needs</u> – ✓<br/>Targets priority skill needs for the states.</p> |

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|   | <ul style="list-style-type: none"> <li>- Provides clear direction on the response required, and</li> <li>- Identifies priority actions to improve the training and skills sector</li> </ul> <p>The Skills Plan segments demand into 13 industry clusters.</p>  |  |                                       | <p><u>Career Pathways</u> – ✓<br/>Related initiatives link to career pathways.</p>   |
| <p><b>Head Start Program</b><br/>12 x School based hubs across Victoria School Based support Apprenticeships and Traineeships)</p> <p><a href="http://www.vic.gov.au">Head Start apprenticeships and traineeships   vic.gov.au (www.vic.gov.au)</a></p> | <p>Provides senior secondary students opportunities to develop their skills with on-the-job training while completing their senior secondary education.</p> <p>Head Start recipients receive wrap around support comprised of</p> <ul style="list-style-type: none"> <li>- Career planning advice</li> <li>- One on one support</li> <li>- A career pathway plan into a priority industry</li> </ul> | <p>Victorian Department of Education (in collaboration with Victorian Skills Authority)</p> <p>Current</p> | <p>School Students</p>                | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A<br/>No implications</p> <p><u>Skill Needs</u> – ✓<br/>Links students to training in priority skills.</p> <p><u>Career Pathways</u> – ✓<br/>Assists school students to identify career options.</p> |
| <p><b>Apprenticeships Victoria</b><br/><a href="http://www.vic.gov.au">Home – Apprenticeships Victoria</a></p>  | <p>Victoria has set benchmarks for learn and learn opportunities associated with apprenticeships and traineeships</p>  | <p>Victoria Skills Authority</p> <p>Current</p>  | <p>School Leavers<br/>Job Seekers</p> | <p><u>Workforce Trend issue</u> – ✓<br/>Aims to increase the number of people undertaking apprenticeships and traineeships.</p> <p><u>Training Developments</u> – N/A<br/>No implications.</p> <p><u>Skill Needs</u> – ✓<br/>Targets people to priority skill areas.</p>           |

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|  |  |   |   | <p><u>Career Pathways</u> – ✓<br/>Promotes Apprenticeships and Traineeships as an education and employment pathway.</p>   |
| <p><b>Skills and Jobs Centres (x 30)</b><br/><a href="http://www.vic.gov.au">Skills and Jobs Centres   vic.gov.au (www.vic.gov.au)</a></p> | <p>Aims to</p> <ul style="list-style-type: none"> <li>- triage people into appropriate vocational learning pathways,</li> <li>- deliver qualified career pathways.</li> <li>- provide counselling and providing information on local job opportunities.</li> </ul> | <p>Victoria Skills Authority<br/>Current</p>  | <p>School Leavers<br/>Job Seekers<br/>Existing Workers</p>  | <p><u>Workforce Trend issue</u> – ✓<br/>Targets increased training and employment participation.</p> <p><u>Training Developments</u> – N/A<br/>No implications.</p> <p><u>Skill Needs</u> – ✓</p> <p><u>Career Pathways</u> – ✓</p>                                       |
| <p><b>Victorian Skills Gateway</b><br/><a href="http://www.vic.gov.au">Victorian Skills Gateway</a></p>                                    | <p>Provides a portal for people to explore training and skills opportunities.</p>  | <p>Victorian Skills Authority<br/>Current</p> | <p>School Students<br/>Job Seekers<br/>Existing Workers</p> | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A<br/>No implications</p> <p><u>Skill Needs</u> – ✓<br/>Provides information on funded training opportunities in priority qualifications (Free TAFE).</p> <p><u>Career Pathways</u> – ✓</p> |
| <p><b>Learn Local</b><br/><a href="http://www.learnlocal.org.au">www.learnlocal.org.au</a></p>   | <p>Provides courses that empower students to access further training or employment – suited to adults seeking to develop digital, literacy, numeracy and employability skills.</p>   | <p>Victorian Skills Authority<br/>Current</p> | <p>Job Seekers<br/>Adult learners</p>                       | <p><u>Workforce Trend issue</u> – N/A</p> <p><u>Training Developments</u> – N/A<br/>No implications.</p> <p><u>Skill Needs</u> – ✓</p>  |

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|   |   |  |   | Support candidates into training.<br><u>Career Pathways</u> – N/A   |
| <b>Victorian Curriculum and Assessment Authority (VCAA)</b><br><br>VET unit regulates vocational education and training delivered to secondary school students.<br><a href="http://vcaa.vic.edu.au">Victorian Curriculum and Assessment Authority (vcaa.vic.edu.au)</a> | Responsible for developing high quality early learning and development frameworks and curriculum for school aged students.  | Victorian Skills Authority<br><br>Current                          | School students   | <u>Workforce Trend issue</u> – N/A<br><br><u>Training Developments</u> – N/A<br><br><u>Skill Needs</u> – N/A<br><br><u>Career Pathways</u> – ✓<br>Develops VET knowledge and experience of school students.   |
| <b>Designated Area Migration Agreement (DAMA)</b>   | A formal agreement between the Australian Government and the Victorian Government for special visas to be issued for a list of occupations such as Tourism, Hospitality, Retail and Hairdressing.<br><br>For Hospitality, this is relevant for the Goulburn Valley and Great South Coast regions. | The Australian Government has an agreement with the VIC Government | Migrants who meet the skill levels for specific occupations | <u>Workforce Trend issue</u> – ✓<br>This program can assist in addressing skill shortages.<br><br><u>Training Developments</u> – N/A<br><br><u>Skill Needs</u> – N/A<br><br><u>Career Pathways</u> – N/A  |
| <b>Local Learning and Employment Networks (LLENs) (x30)</b><br><br><a href="https://www.vicllens.org.au/">https://www.vicllens.org.au/</a>  | Build strong relationships between schools, industry and local communities.   | Victorian Department of Education<br><br>Current                   | Young people  | <u>Workforce Trend issue</u> – N/A<br><br><u>Training Developments</u> – N/A<br><br><u>Skill Needs</u> – N/A<br><br><u>Career Pathways</u> – ✓<br>The Victorian Department of Education also has staff who work in place to build connections between local employers, industry, LLENs, schools, TAFE |

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|  |  |  |  | and RTOs to support schools and ensure young people can explore VET employment and career pathways. |
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Western Australia

| Initiative   | Key Objectives – purpose and components  | Who is responsible and when (current or planned or under implementation)  | Target Cohort  | Map to SaSCA priorities and Sectors  |
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| <p><b>Jobs and Skills Centres</b></p> <p><a href="http://www.jobsandskills.wa.gov.au">www.jobsandskills.wa.gov.au</a></p> <p>Includes the Jobs and Skills Research unit – the development, implementation and evaluation of strategies and resources to support the centres.</p> | <p>Provision of career Information to candidates and school students at 19 centres across WA. “One stop shop for careers, training and employment advice and assistance”</p> <p>Career practitioners run regular sessions with year 9 students and develops taster programs. There are 70 practitioners. <a href="#">Year 9 Career Taster Program   Jobs and Skills WA</a></p> | <p>Government of Western Australia<br/>Department of Training and Workforce Development</p>   | <p>People looking to make a career transition</p> <p>Job seekers</p> <p>School students</p> <p>RTOs looking to promote pre-employment programs</p> | <p><u>Workforce Trends</u> – N/A</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skills Needs</u> – ✓</p> <p>Will involve the promotion of programs in skill shortage areas.</p> <p><u>Career Pathways</u> – ✓</p> <p>Communication of pathways is critical in building the talent pipelines and the centres will focus on this.</p>   |
| <p><b>Industry Skills Councils</b></p> <p>Eight (8) in total</p> <p><a href="http://www.stb.wa.gov.au">www.stb.wa.gov.au</a></p>   | <p>Provide advice for the development of the state training plan and making recommendations to the Minister on apprenticeships and traineeships.</p> <p>Currently involved in an annual survey looking at current demand and future projection for skills and delivery requirements. This will inform TAFE delivery and infrastructure needs.</p>                              | <p>Recognised by the State Training Board and seven are funded by the Government of Australia</p> <p>Department of Training and Workforce Development</p> | <p>Industry</p>  | <p><u>Workforce Trends</u> – ✓</p> <p>The current survey could inform future work for SaSCA. Consultation will identify concerns that could be addressed that contribute to skill shortages.</p> <p><u>Training Developments</u> – ✓</p> <p>The current survey could inform the emerging needs for training. Could also inform the need for more non-accredited programs.</p> <p><u>Skills Needs</u> – ✓</p> |

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|  | Analysis of the survey is due by early May 2023.  |  |  | The survey could inform the formation of the Skills Priority List.<br><br>Career Pathways – ✓<br>Input could inform career mapping for the sector.   |
| <b>State Training Plan 2023 –2024</b><br><br><a href="http://stb.wa.gov.au">WA State Training Board   Our work (stb.wa.gov.au)</a> | Includes two relevant priorities.<br><br>1. Managing a sustainable pipeline of apprentices and trainees and<br><br>2. Building regional workforce skills and capacity | Government of Western Australia<br><br>State Training Board  | School leavers,<br><br>People in career transition and<br><br>People in regional areas | <u>Workforce Trends</u> – ✓<br>Will assist to build pipeline talent and assist with retention.<br><br><u>Training Developments</u> – N/A<br><br><u>Skills Needs</u> – N/A<br><br><u>Career Pathways</u> – ✓<br>Will assist particularly in regional areas.         |
| <b>School to VET pathways</b>  | Students can choose a VET course 2 days per week<br><br>Possibly Certificate I or II in Tourism or Hospitality  | Department of Training and Workforce Development<br><br>Department of Education<br><br>Current program | Students completing school   | <u>Workforce Trends</u> – ✓<br>Assists with building pipeline talent for future apprenticeships.<br><br><u>Training Developments</u> – N/A<br><br><u>Skills Needs</u> – N/A<br><br><u>Career Pathways</u> – ✓<br>Courses are part of a pathway to apprenticeships. |

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| <p><b>Year 9 Career Taster Program</b><br/><a href="#">Year 9 Career Taster Program   Jobs and Skills WA</a></p>  | <p>Industry Led experiences and activities that introduce Year 9 students to new and different areas of work and career opportunities.</p> <p>Career Development Training</p> | <p>Department of Training and Workforce Development<br/>Department of Education</p> <p>Current program</p> | <p>School Students – Year 9</p>  | <p><u>Workforce Trends</u> – ✓<br/>Assists with building pipeline talent for future apprenticeships.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skills Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓<br/>Strong focus on career pathways and potential links to traineeships or apprenticeships.</p>   |
| <p><b>Western Australian Group Training Program (WAGTP)</b> targeting under-represented cohorts.<br/><br/><a href="#">Incentives to employ and train   Jobs and Skills WA</a></p> | <p>Provides Group Training support to under-represented cohort candidates and employers.</p> <p>State Government incentives are payable as well as Australian Government.</p> | <p>Government of Western Australia<br/>Department of Training and Workforce Development</p>                | <p>Aboriginal and Torres Strait Islander people<br/>People with a disability<br/>Women in non-traditional trades, humanitarian and refugee visa holders<br/>School-based apprentices and<br/>People in remote and regional areas</p> | <p><u>Workforce Trends</u> – ✓<br/>With a focus on building the capacity of people with greater barriers to work through the use of Group Training Services this could increase the candidate pool.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skills Needs</u> – ✓<br/>This program broadens reach of traineeships and apprenticeships to build the skills pool.</p> <p><u>Career Pathways</u> – ✓<br/>Group Training will lead to greater promotion of pathways.</p> |
| <p><b>Job Readiness Programs for ex-offenders</b> run by Group Training Organisations</p>   | <p>Offenders are involved in pre-employment training for 6 months pre-release and this occurs alongside numerous</p>  | <p>Corrective Services and approved Group Training Organisations</p>                                       | <p>Offenders nearing release</p>   | <p><u>Workforce Trends</u> – ✓<br/>Could provide pipeline talent.</p> <p><u>Training Development</u> – N/A</p>  |

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|   | other programs that Corrective Services runs.  |   |   | <p><u>Skills Needs</u> – N/A</p> <p><u>Career Pathways</u> – ✓</p> <p>Information would be provided as part of training.</p>  |
| <b>Designated Area Migration Agreement (DAMA)</b> | <p>A formal agreement between the Australian Government and the Western Australia Government for special visas to be issued for a list of occupations such as Tourism, Hospitality, Retail and Hairdressing.</p> <p>For Hospitality, this is relevant for the East Kimberly, Pilbara, South West and Goldfields regions.</p> | The Australian Government has an agreement with the WA Government | Migrants who meet the skill levels for specific occupations | <p><u>Workforce Trend issue</u> – ✓</p> <p>This program can assist in addressing skill shortages.</p> <p><u>Training Developments</u> – N/A</p> <p><u>Skill Needs</u> – N/A</p> <p><u>Career Pathways</u> – N/A</p> |



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