



| NSW Department of Education

Training Management Guidelines

Skills, training and diversity in construction

Infrastructure Skills Legacy Program

October 2021

education.nsw.gov.au



Acknowledgement of Country

We acknowledge the
homelands of all Aboriginal
people and pay our respect
to Country.



Training Management Guidelines

The Training Management Guidelines will help government agencies and construction contractors meet the Infrastructure Skills Legacy Program (ISLP) targets as set out in the NSW Procurement Board Direction: [Skills, training and diversity in construction](#).

In the NSW Budget 2020-21, the NSW Government committed to a guaranteed \$108.5 billion infrastructure pipeline over the following four years to drive employment growth and help create 88,000 direct jobs. This includes a \$3 billion Infrastructure and Job Acceleration Fund to support economic recovery.

Infrastructure investment creates jobs and stimulates the economy, and is therefore a lead strategy of the NSW Government [COVID-19 Recovery Plan](#). The ISLP will capitalise on record levels of investment in infrastructure to build capability and capacity of the construction workforce in NSW positioning it as a world class leader with world class construction skills.

NSW is a global leader in the way its infrastructure projects are structured. [The NSW Government Action Plan](#): A 10 point commitment to the construction sector, was developed by the NSW Government's Construction Leadership Group in recognition that the NSW Government can only achieve its infrastructure objectives in partnership with the private sector. ISLP targets are integral to the commitment with the objective of improving skills and training, and increasing industry diversity.

The ISLP is administered by [Training Services NSW](#) (TSNSW), which sits within the NSW Department of Education.

1. ISLP Targets

The ISLP targets were developed in consultation with NSW Government departments, peak employer organisations, and construction contractors. The stakeholders agreed that given the skill shortages the industry was experiencing, there was a need to act and build capability and capacity of the construction workforce to meet the demands of the NSW Government’s investment in infrastructure. It was agreed that targets embedded into government procurement contracts for infrastructure will help workers to learn new skills and increase the number of apprentices, young people, Aboriginal people and women in construction.

	Contract Value \$7.5–10 million	Contract Value \$10–100 million	Contract Value Over \$100 million
Apply the relevant Aboriginal procurement policy*	✓	✓	✓
20% of the Trades Workforce to be Apprentices		✓	✓
20% of the Project Workforce to be Learning Workers			✓
2% of the Trades Workforce to be Women			✓
8% of the Project Workforce to be Young People			✓
Report Local Employment Outcomes			✓

*Please refer to definition of Aboriginal procurement policy



2. Applying the targets and these guidelines

These Guidelines apply to all government agencies, as defined in the *Procurement Act 1912*. This includes public bodies established by legislation and executive agencies related to departments, statutory authorities and trusts. It will be updated as required to reflect changes in government policy and in response to industry changes.

The Guidelines are relevant to any construction project undertaken by, or procured by, a government agency, or a construction project undertaken by another party (for example, a non-government organisation) where a government agency provides a significant financial or other contribution.

Any project over \$100 million that is jointly funded by the Australian and NSW

Governments should achieve and report on the ISLP targets, irrespective of the proportion of NSW funding. There may be additional targets set by the Australian Government.

Agencies and contractors should familiarise themselves with the:

[National Partnership Agreement on Land Transport Infrastructure Projects.](#)

Projects are required to report against both the Commonwealth Indigenous Procurement Policy and the relevant NSW Government Aboriginal Procurement Policy.

3. Skills training and diversity targets

Targets differ depending on the cost of the construction project.

3.1 Up to \$10 million

There are no specific skills and training targets, but there is an expectation that agencies and contractors commit to supporting skills development on construction projects.

As a minimum, agencies must apply the relevant Aboriginal Procurement Policy.

3.2 Between \$10 million and \$100 million

Government agencies must set targets for the engagement of apprentices on construction projects over \$10 million under the NSW Procurement Board's Board Directive 2020–03. The Directive requires agencies to:

- embed an apprenticeship target of 20 per cent of the trades workforce
- include that target in contract requirements and tender documentation to potential contractors
- require contractors to consider the capacity of subcontractors to contribute to skills and training targets
- consider the capacity of a potential contractor to meet these requirements when assessing proposals and awarding a contract, including a contractor's previous performance in meeting the requirements
- ensure contractors contractually commit to reporting each financial quarter on progress against the targets
- report every financial quarter to Training Services NSW against agreed targets
- apply the relevant Aboriginal Procurement Policy.

Please note:

Agencies responsible for contracts between \$10 million and \$100 million may consider adopting the additional ISLP targets that apply to contracts over \$100 million.

3.3 Over \$100 million

All requirements for contracts over \$10 million also apply to contracts over \$100 million.

The ISLP targets and reporting requirements apply to all major construction projects over \$100 million. All agencies must comply with the minimum requirements of the ISLP.

The minimum ISLP targets are below:

Contracts must apply the relevant Aboriginal procurement policy*	✓
20 per cent of all trades positions on a project to be made up of apprentices	✓
20 per cent of the total project workforce to be made up of 'learning workers' (this includes trainees, apprentices and workers who need to update their qualifications to meet the needs of the infrastructure project)	✓
Double the number of women in trades (up from the NSW average of one to two per cent of trades in construction)	✓
Ensuring at least eight per cent of total project workforce is aged less than 25 years at the time of employment	✓
Report employment and training outcomes for people from the local region (local region is defined in the contract).	✓



4. Responsibilities

4.1 Government Agencies

Government agencies must play a part in building a highly skilled construction workforce to ensure NSW Government infrastructure projects are completed on time and on budget. Skill shortages in the construction sector can, for example, increase wages as contractors buy-in skills, or extend project timelines due to lack of suitably qualified people.

Projects funded by the NSW Government should be planned for in a way that contributes to broader socio-economic outcomes.

To meet skills, training and diversity requirements, government agencies should:

- include evaluation criteria in contractor selection processes that recognise contractor strategies to meet skills, training and diversity targets.
- monitor contractor performance in meeting skills, training and diversity commitments
- include reporting and compliance assurance provisions in project contracts, where necessary
- ensure contractors demonstrate their capacity to achieve targets for apprentices, learning workers, women in trades, Aboriginal people, young people under 25 and local people.

4.2 Construction contractors

Contractors working on NSW Government funded projects must ensure their workforce has the necessary skills to complete contracted work. Contractors may achieve this through a mix of subcontracting, recruitment, employing apprentices or developing the skills of existing employees. Approaches will vary according to the current state of the labour market in areas where construction is planned or taking place.

All contractors must meet contractual obligations for skills, training and diversity outcomes and work with government agencies in achieving these outcomes.

4.3 Subcontractors

Subcontractors for projects over \$100 million may have to comply with some or all of the skills, training and diversity targets, even if their contract value is under the threshold. They should check their subcontracting arrangements with the principal contractor.

Regardless, subcontractors should consider engaging apprentices and engaging in skill development opportunities on NSW

Government funded projects to build workforce capability while making a broader contribution to the State's skilled workforce.



Dubbo Regional Rail

5. Specific advice for construction contractors

Each government agency will set targets for its project, monitor performance against those targets and report on the targets to Training Services NSW. Government agencies must,

therefore, outline in the tender documents their own requirements for complying with the skills, training and diversity targets.

As contractors work to meet the skills, training and diversity requirements in their contract, there are several essential elements required. These elements have been informed by current ISLP projects.

This section explains these essential elements and provides case studies. Terms and definitions and additional resources are available at the end of the Guidelines and more detailed case studies are available on ISLP webpage and the [Infrastructure NSW](#) website.

The [ISLP webpage](#) provides a list of FAQs.

Any additional questions can be emailed through to ISLP@det.nsw.edu.au



Lismore Base Hospital Redevelopment

5.1 Understand the local area and local labour market

It is useful to get to know the local area where the project will take place. Investigate:

- the number of skilled workers in the region
- gaps in the skills required for the project
- the unemployment rate
- any scope to train up people
- the population of young people or Aboriginal people.

ISLP projects have stressed the importance of meeting the broader socio-economic benefit that meeting the ISLP targets will have for local people. Some agencies and contractors adopted additional targets or increased the ISLP targets to reflect local demographics

Understanding the local labour market will be the basis for a workforce development plan, if one is required. Data will inform strategies for meeting the ISLP target and an engagement plan for local stakeholders. Contractors should refer to the Labour Market Information Portal to help them understand the local labour market

5.2 Consider a skills, training and diversity project officer

A dedicated project officer can be focused solely on achieving ISLP targets. They provide advice and guidance to the principal contractor and subcontractors in relation to funding and support programs to achieve the ISLP targets.

They will provide the quantitative and qualitative data and case studies that will inform future activity.

Appointing a project officer role has been instrumental in the success of current ISLP projects to meet the ISLP targets.

5.3 Reach out and engage

Engagement can begin by contacting the local Training Services NSW office. Staff here will be able to explain the options for skills and training and provide links to other support agencies. Nine local training services offices across NSW support ISLP projects to access accredited training and funding support, and provide assistance and advice for all NSW registered apprentices and trainees.

An **advisory group** can provide outside guidance to the project and share good practice regarding skill development. This group should include Commonwealth and NSW Government agencies (including the contracting agency) and local community organisations, including local Aboriginal community organisations. Training Services NSW can advise you on local contacts.

Engagement should also occur **with the subcontractors** to inform them of their obligations, given they will carry some responsibility for meeting targets and may also have reporting obligations. Some will employ apprentices, learning workers, women, young people and Aboriginal people on the project. Others will need support and guidance.

5.4 Understand the skills need

Determining the skills need of the project is critical. While it is ideal to know this before the project starts, it may not become apparent

until certain skills are required. There is significant demand for skilled construction workers due to the multiple projects in place across the State.

Projects have reported the importance of working with subcontractors to identify skills gaps and upskill the workforce to meet the needs of the project. Several projects reported a shortage in supervisor skills, technical skills, and language, literacy and numeracy skills.

“The training has not only been beneficial in my current position but has greatly increased my opportunities for future employment in the industry”.

Subcontractor working on the Clarence Correctional Centre

5.5 Plan for training and upskilling

Once the **skill need is determined**, the contractor can work with Training Services NSW and a training provider to co-design a training program for new entrant workers, and to build capability and upskill existing workers. Smart and Skilled funding is available for accredited training for full and part qualifications – refer to the ‘Funding initiatives’ section (page 23) to find out more.

Onsite training can reduce lost productivity due to down time in training. This can be through a temporary on-site training hub made available to the training provider.

Building the capability of **onsite supervisors** will also help to build a highly skilled workforce as these supervisors guide new entrants and look to enhance skill development across the project. Contractors can work with Training Services NSW to identify suitable skill sets to train people into supervisor roles.

5.6 Target the right workers

Attracting apprentices, women, young people and Aboriginal people to the project is an integral part of meeting the targets.

- Contractors may directly **employ apprentices** or subcontractors may include apprentices as part of their workforce or through a group training organisation. The ‘Additional information’ section (page 24) provides a link to group training organisations and support network for engaging an apprentice.
- Encouraging women** into trades can be achieved from sources similar to those used to attract apprentices. All pilot projects have achieved great outcomes for women in trades and actively promote diversifying the project workforce to subcontractors.

- 6 **Employing young people** helps to build the future construction workforce. Ideally young people should be engaged as an apprentice or trainee or undertake substantial on and off-the-job training.
- 6 Applying the relevant Aboriginal Procurement policy is mandatory and will lead to the **employment of Aboriginal people**. Engaging with local Aboriginal organisations and Local Aboriginal Land Councils is essential to maximise employment opportunities for local Aboriginal people and to engage Aboriginal-owned businesses. Aboriginal employment should reflect local demographics.

Training Services NSW also provides free mentoring support to Aboriginal apprentices and trainees – see under ‘Funding initiatives’ (page 23).

5.7 Consider social procurement

Agencies and contractors may also consider additional skills and diversity targets that reflect local demographic profiles. These may include, but not limited to:

- 6 refugees and asylum seekers
- 6 long-term unemployed
- 6 people living in social housing
- 6 returned service people
- 6 people with a disability
- 6 women in non-traditional roles (other than trades).

6. Reporting

Government agencies must establish the reporting requirements in the tender, monitor the contractor's performance against their targets and collect reports from contractors. Reports must be submitted to Training Services NSW at least every financial quarter.

The reports are submitted to TSNSW via email to: ISLP@det.nsw.edu.au

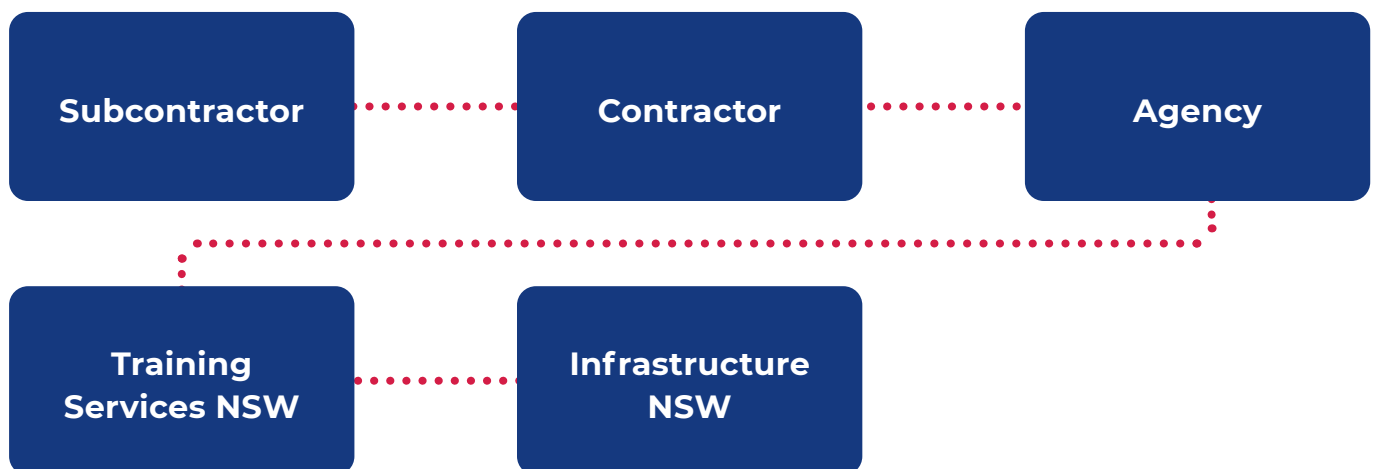
Contractors must implement a system to record, track and report against the targets. An example of a reporting tool is at [Attachment A \(page 22\)](#). Reports should be generated at least every financial quarter and submitted to the responsible government agency until the contract is completed.

Contractors must collect this information from their **subcontractors**, including offsite pre-fabrication workers where relevant.

This information is used to inform Infrastructure NSW (INSW) and the NSW Government.

6.1 Reporting requirements

- Report every financial quarter.
- Report for the entire duration of the project
- Contractors to determine their own method to validate data from subcontractors (for example, this could be sign-in and sign-out onto site)
- Provide data on the number and hours of:
 - people in the project workforce
 - trades positions in the project workforce (excluding apprentices)
 - apprentices
 - learning workers
 - people employed aged under 25
 - women in trades
 - Aboriginal people
 - workers who live in the local region and are a) employed and b) being trained on the project
- Collect information for additional targets in the contract.



Flow-chart showing reporting requirements. Subcontractors and contractors report as determined by the agency and at least every quarter.

6.2 Reporting formulas

To report on the project workforce full-time equivalent (FTE) (see the 'terms and definitions' section), use the following formula:

$$\frac{\text{Reported hours for the Project Workforce}}{(\text{Working days}^a \times 7.6 \text{ hours}^b)} = \text{FTE number for the Project Workforce}$$

Use this formula for counting the FTE for apprentices:

$$\frac{\text{Reported Apprentice hours}}{(\text{Working days}^a \times 7.6 \text{ hours}^b)} = \text{FTE number of Apprentices}$$

In calculating these formulas:

- working days is the number of days in that reporting period excluding weekends and public holidays
- hours are based on the specified award rate for that job classification or an average of 7.6 hours/working day in the reporting period.

To determine the percentages for achievement of targets, follow the example below (referring to the proportion of the workforce that is from the local area):

$$\frac{\text{FTE Local People}}{\text{FTE Project Workforce}} \times 100 = \% \text{ of Local people employed on the project}$$

Formulas are included in the example reporting tool at [Attachment A \(page 22\)](#) for all targets.

6.3 Data collection

To capture required information, consider the following.

Individual worker profile information:

- personal details - worker name, date of birth, residential post code, gender, Aboriginality, identify as having a disability.
- work information – employer, manager name, job title, apprentice/traineeship (yes/ no), type of apprenticeship/traineeship, trade qualified (if yes – trade completed), current learning worker, type of training, or other details depending on additional targets

Use this data to develop a total project workforce register that can then be used to record daily attendance and training.



Works on the Sydney Metro

6.4 Case Studies

Agencies and contractors should consider collecting information for case studies to share best practice and assist future projects to achieve workplace diversity and skills development.

Case studies can be used for promotional activities, including media opportunities.

Case studies should include information on the number of and types of training used to upskill workers, lessons learned and good news stories to share with other projects. This may include engagement with local schools, engaging school-based apprentices and

trainees, mental health and wellbeing initiatives, cultural awareness activities and training, co-design of training strategies, or responding to new and emerging technology.

Here is a link to published case studies on [INSW](#) and the [ISLP webpage](#).

Common Terms and Definitions

Terms	Definitions
Aboriginal Procurement Policy	<p>In January 2021 the Aboriginal Participation in Construction Policy (APIC) merged into the revised Aboriginal Procurement Policy (APP). NSW Government agencies must apply the APP to all relevant procurement activities from 1 January 2021.</p> <p>Construction procurement activities which commenced prior to this date may be subject to the requirements of the now superseded APIC policy.</p> <p>In referring to Aboriginal people, TSNSW refers inclusively to all Aboriginal Australians and Torres Strait Islander people.</p>
Apprentice	<p>A person employed in a recognised trade vocation and who has entered into a training contract with their employer under the NSW Apprenticeship and Traineeship Act 2001.</p> <p>Apprentices may be engaged directly by the contractor or subcontractors, or by a GTO.</p> <p>All apprentices (including school based) should be reported against both the Apprenticeship target and the Learning Worker target</p>
Apprenticeship	<p>A learning pathway that combines paid employment with accredited on- the-job training leading to a nationally recognised qualification in trade vocations only.</p> <p>Refer to the Training Services NSW website and use the Apprenticeship search to confirm if a qualification is an apprenticeship or traineeship.</p>
Contract	<p>The agreement between the contractor and the principal constituted by contract documents.</p>
Full Time Equivalent (FTE)	<p>The working hours specified for each occupation as per the industrial agreement or award e.g. 38 hours/week.</p> <p>Calculating FTE includes all workers employed by the principal contractor and all subcontractors, as well as those working off-site and contributing to the project.</p>

Terms	Definitions
Group Training Organisation (GTO)	<p>An organisation that employs apprentices and trainees and, places them with a host employer to receive on-the-job training for their apprenticeship or traineeship.</p> <p>GTOs provide opportunities for employers unable to support an apprentice or trainee for the full duration of an apprenticeship or traineeship.</p>
Headcount	<p>The total number of unique workers employed on the project (on and off site) at any given time, regardless of hours worked, including all workers employed by the principal contractor and all subcontractors across all occupations.</p> <p>See also project workforce.</p>
Learning Worker	<p>A worker without qualifications or who needs to update their qualifications or update their skills to meet the needs of the infrastructure project. Once defined as a learning worker, the worker maintains this status for the duration of the project.</p> <p>Training must be accredited vocational education and training (VET) and can be full or part qualifications (such as one or more units of competency). It may be subsidised by government funding or through a fee-for-service arrangement.</p> <p>Reporting includes apprentices and trainees, SBATs and other accredited VET training across all levels from Certificate I through to Advanced Diploma.</p> <p>Participants in the NSW Government Trade Pathways Program are to be included as learning workers and count towards achievement of this outcome (see Trade Pathways Program definition for more information)</p>
Local Employment	<p>To be determined by the agency in the contract and may include permanent residential addresses within 100km radius of a project; within specified local council areas; or within a list of postcodes.</p>
Long Term Unemployed	<p>A person who has experienced unemployment for 52 weeks (12 months) or more. Source: Australian Bureau of Statistics</p>

Terms	Definitions
New Construction Project Procurement	<p>PBD 2020-03 applies to all new construction project procurements commenced after 1 July 2020.</p> <p>A new procurement is taken to have commenced if and when:</p> <p>The business case which contains a strategy for approaching the market for procurement is:</p> <p>Submitted by the government agency to another government entity for review as part of the mandatory process; or</p> <p>If (i) is not applicable, approved by the government agency, or</p> <p>If (a) is not applicable, the strategy for approaching the market for the procurement is approved by the government agency; and</p> <p>If neither (a) or (b) is applicable, procurement documentation is first published by the government agency on NSW e-tendering website Buy NSW</p>
Part qualification	<p>Units of competency drawn from one or more full qualifications approved on the national register of VET (Training.gov.au) to create a tailored learning program. They may include skills sets combined with units of competency from other training packages.</p> <p>Part qualification training may also be known as pre-apprenticeship, pre-traineeship, pre-vocational and pre-employment training.</p> <p>Skills sets and part qualifications are used to build capability to address skills gaps where a full qualification is not required.</p> <p>It may include upskilling and meeting a defined industry need and as an entry pathway to further training.</p> <p>Fee free training may be available under Smart and Skilled.</p>
Terms	Definitions
People from social housing	<p>People with a current housing assistance arrangement with the NSW Department of Communities and Justice who live in social housing, public housing, community housing or Aboriginal housing. They may qualify for a Smart and Skilled fee-free training scholarship.</p>

Terms	Definitions
People with a disability	<p>People who identify with a disability who have impairments and/or medical conditions specified by the Disability Discrimination Act 1992 (Cwlth) (DDA).</p> <p>People with a disability may qualify for fee-free training from Smart and Skilled.</p>
Pre-employment training	<p>Training to prepare a person for employment, often related to a specific job opportunity, including accredited and non-accredited training.</p> <p>Also known as pre-vocational, pre-apprenticeship or pre-traineeship and delivered as an opportunity to fast-track into an apprenticeship or traineeship.</p> <p>People who undertake training organised by the contractor prior to employment are counted as learning workers, only if they are employed on the project.</p>
Principal contractor	<p>The entity named in the contract including its successors and assignees.</p> <p>The entity can be the main contractor or an unincorporated joint venture.</p>
Project	<p>The project is the whole body of work that the contractor has agreed to deliver.</p>
Project Workforce	<p>All staff who conduct work as a contributor to the project; are employed by the contractor or subcontractor in any occupation e.g. construction or business services; and who work onsite or offsite.</p> <p>The total Project Workforce should be reported as headcount and FTE in order to set a baseline for reporting all targets.</p> <p>See Headcount and Full Time Equivalent definitions.</p>
Recognition of Prior Learning	<p>An assessment of the skills and knowledge an individual has gained through prior study, work experience, voluntary work, school, life experience or sporting achievements. The assessment may result in the award of a nationally recognised qualification or statement of attainment.</p> <p>Source: Australian Qualifications Framework</p>

Terms	Definitions
Refugees and Asylum Seekers	<p>Refugee: A person granted a humanitarian visa (subclasses 866, 200, 201, 202, 203 or 204) or granted a permanent visa of any subclass under the Migration Act 1958.</p> <p>Asylum seeker: A person seeking protection in Australia as a refugee, but whose claim for refugee status has not yet been assessed, or who holds a temporary protection visa (Class XD) (Subclass 785) or safe haven visa (Class XE) (Subclass 790).</p> <p>Humanitarian visa information and Smart and Skilled eligibility</p>
Registered Training Organisation (RTO)	<p>A training provider registered by Australian Skills Quality Assurance (ASQA) or a state regulator to deliver vocational education and training services.</p> <p>My Skills maintains a national list of RTOs.</p> <p>Smart and Skilled lists RTOs approved to provide training under Smart and Skilled.</p>
Returned service person	<p>A person who has served in the Australian Defence Force.</p>
School-based Apprenticeship or Traineeship (SBAT)	<p>Allows a student to attain a nationally recognised vocational education and training qualification while studying for their Higher School Certificate. The student works part time and studies a recognised trade or traineeship vocation with a registered training organisation.</p>
Skills set	<p>A single unit, or grouping of units of competency from a training package, linked to a licence, regulatory requirement, or defined industry need.</p>
Subcontract	<p>An agreement between the contractor and a subcontractor or a supplier.</p> <p>If the subcontracting arrangement is greater than \$100m all ISLP targets apply. For subcontracts less than \$100m, it is at the discretion of the principal contractor to apply targets in a way that reflects the size of the individual contract.</p> <p>Reporting against targets will be through the principal contractor or joint venture.</p>
Subcontractor	<p>An entity engaged by the contractor to carry out works other than a consultant or a supplier.</p>

Terms	Definitions
Trade Pathways Program	<p>The Trade Pathways Program targets partially skilled workers, mature aged workers and women to gain trade skills. It uses Recognition of Prior Learning (RPL) and Fee-free gap training to enable them to gain a trade qualification.</p> <p>For more information: Trade Pathways Program</p>
Trades Workforce	<p>Employees who have completed a contract of training as an apprentice and who hold a certificate of proficiency in that trade and are working in that occupation on the project.</p>
Trainee	<p>A person employed in a recognised traineeship vocation and who enters into a training contract with their employer under the Apprenticeship and Traineeship Act 2001. They may be engaged directly by contractors or subcontractors, or by a GTO.</p> <p>School-based trainees should be reported against both the 'learning worker' target and as a traineeship.</p>
Terms	Definitions
Traineeship	<p>An employment contract-based training arrangement between a trainee and their employer that combines on-the-job training and work experience while in paid employment in non-trade qualifications.</p> <p>Civil construction may be an apprenticeship or traineeship depending on the course.</p> <p>Refer to the TSNSW website and use the Traineeship Search to confirm if a qualification is an apprenticeship or traineeship.</p>
Training – Accredited	<p>A program of study delivered by an RTO that leads to a nationally recognised qualification from the national register of VET (training.gov.au). This can be a full qualification, such as a diploma or a part qualification such as a unit of competency. Also includes skills sets, accredited courses and training package qualifications.</p>
Training – Non-Accredited	<p>Does not lead to the achievement of a nationally recognised qualification and may be formal or informal learning.</p> <p>Examples include mental health and wellbeing, cultural awareness or financial literacy.</p>

Terms	Definitions
<p>Women in non-traditional occupations</p>	<p>A non-trade workforce where less than 25% are women such as drafting, environmental or construction management, or professional occupations such as civil engineers.</p> <p>The Australian Jobs – Occupation Matrix and Job Outlook show occupations where women represent less than 25% of the workforce.</p> <p>If ‘women in non-traditional occupations’ is included as a target in a tender, women working as traffic controllers are excluded. ISLP projects demonstrate women are not under-represented in this occupation. View the list of the occupations.</p>
<p>Women in trades</p>	<p>Women employed or training in a trade vocation, predominantly aligned to the construction industry (for example, all trades in general and civil construction, metals and engineering or electrical).</p> <p>Women make up only one per cent of those in NSW construction trades. The goal is to double this to two per cent.</p> <p>Trade vocations may be found by filtering on apprenticeships using the Apprenticeship search.</p>
<p>Workforce development plan</p>	<p>Identifies the workforce capacity and capability required to meet organisational objectives.</p> <p>For construction projects, this involves identifying current skills and the gaps that may prevent the contractor from completing the project on time and on budget.</p> <p>Other resources: Sydney Metro Workforce Development</p>
<p>Young Person</p>	<p>A person under 25 years from the first day employed on the project. For reporting purposes, ‘under 25’ status is retained for the period the person is engaged on the project.</p>

Funding Initiatives

NSW Government

Smart and Skilled	<ul style="list-style-type: none">Fee free apprenticeshipsFee free pre-apprenticeships and pre-traineeshipsFee Free Scholarships for eligible studentsSubsidised vocational qualifications from Certificate 1 to Advanced Diploma.
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Training Services NSW	<ul style="list-style-type: none">Aboriginal ProgramsElsa Dixon Aboriginal Employment GrantElsa Dixon Aboriginal Employment Grant Barranggirra – Skilling for Employment InitiativeWay Ahead Mentoring ProgramThe Continuing Apprentices Placement Service – CAPSRegional Industry Education Partnerships (RIEP)
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Australian Government

Australian Apprenticeships	<ul style="list-style-type: none">Australian Apprenticeships Incentives
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Additional information

Terms	Definitions
Training Services NSW	<p>Training Services NSW leads strategic policy, planning, funding, regulation and advice on vocational education and training (VET) to support economic, regional and community development. It administers the apprenticeship and traineeship system in NSW and funds a range of vocational training initiatives including the Smart and Skilled Program.</p> <p>TSNSW has six regional offices and three offices in the Sydney metropolitan area. TSNSW staff can assist construction projects to navigate the VET system and advise on local funded training options.</p>
Smart and Skilled	A NSW Government program that provides subsidised vocational training for skills development.
Jobactive	<p>An Australian Government service that connects job seekers and employers.</p> <p>jobsearch.gov.au</p>
Job Access	<p>A comprehensive information service from the Australian Government that provides advice on disability employment related matters.</p> <p>www.jobaccess.gov.au/home</p>
Youth Jobs Prepare Trial and Hire (PaTH)	<p>Australian Government employment service that helps young people gain skills and work experience.</p> <p>It also supports businesses to trial young people in the workplace and offers a financial incentive when they hire them.</p>
Group Training Organisations	There are more than 30 GTOs registered in NSW.
Australian Apprenticeship Support Network (AASN) Providers	<p>Provide advice and support services from pre-commencement to completion of apprenticeships and traineeships.</p> <p>Australian Apprenticeships Incentives</p>
Buy NSW	The NSW Government's online resource for procurement.

Attachment A

Example template can be downloaded on the [ISLP webpage](#).

Targets			Per Quarter		Outcomes	
Ref.	General targets	ISLP targets	Headcount	FTE	Reported target	% Achieved
A	Project workforce	Base measurement	100	80.5	Base measurement	N/A
B	Trades workforce	Base measurement	40	36	Base measurement	
Agreed Targeted Outcomes						
1	Learning workers (apprentices and trainees)	20%	8	7	17	17%
1.1	Traineeships	Included in target above	2	2	N/A	
2	Apprenticeships	20%	8	8	8	22%
3	Women in trade-related roles	2%	7	7	7	19%
4	Aboriginal people	2.5%	8	8	8	10%
5	Aged less than 25 years	8%	3	3	3	3%
6	Workforce living in local area	As defined in the contract	4	4	4	5%
6.1	Workforce living in local area who received accredited training	No target	1	1	1	1%

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

For more information:

13 28 11
training.nsw.gov.au
ISLP@det.nsw.edu.au

