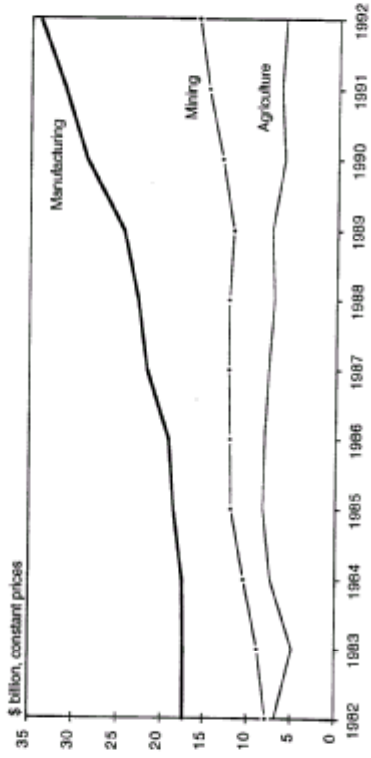


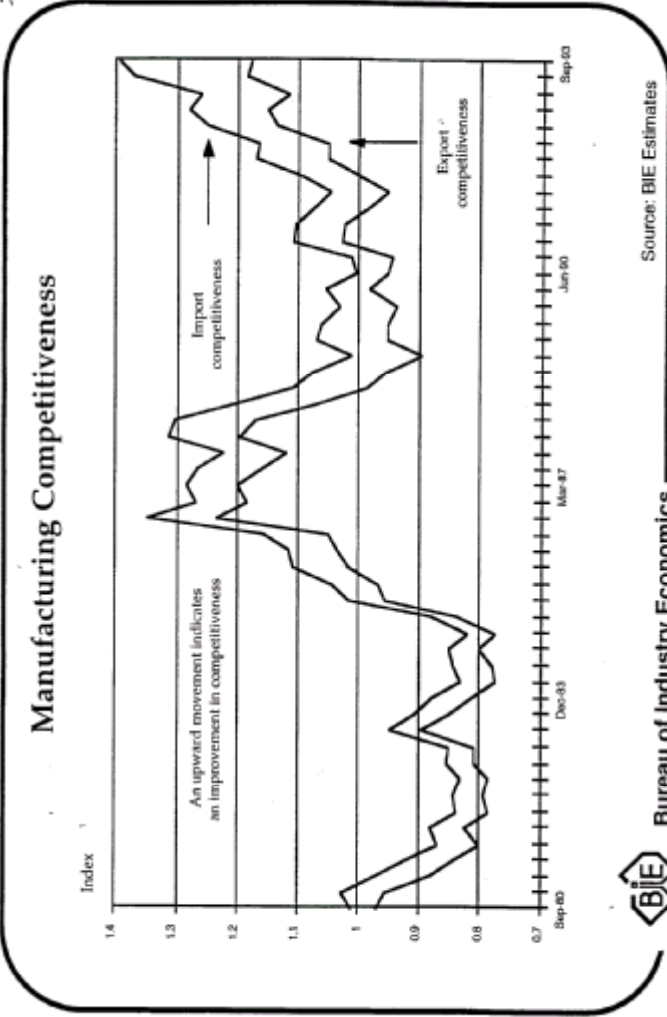
ATTACHMENTS

1. Manufacturing Exports
2. Manufacturing Competitiveness
3. ETM Export Growth
4. Apprenticeships – September '93
5. Australian Standards Framework

Manufactured exports are performing strongly

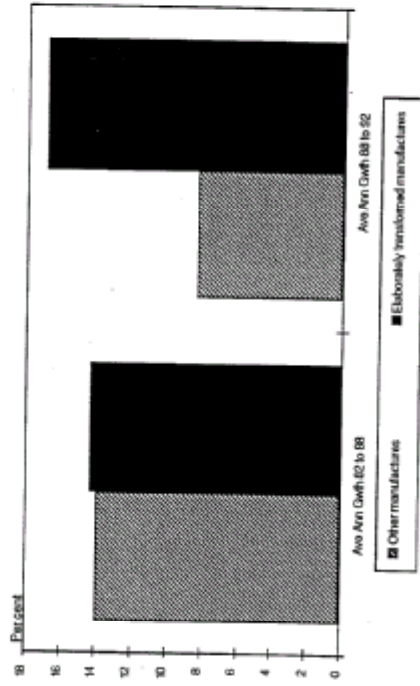


Bureau of Industry Economics



Bureau of Industry Economics

Growth in ETM exports is accelerating



Bureau of Industry Economics

ATTACHMENT 4.

QUARTERLY APPRENTICESHIP STATISTICS

TABLE 4

APPRENTICES IN TRAINING AT 30 SEPTEMBER 1993, BY ASCD TRADE GROUP, BY GENDER, BY STATES AND TERRITORIES

ASCD Trade Group	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
MALES									
Metl Fct/Mach	4,179	2,481	2,129	1,111	993	444	78	137	11,352
Other Metl	3,817	2,330	1,394	1,044	779	318	31	304	9,317
Electrical	4,348	1,896	2,870	1,511	1,298	375	244	301	16,742
Building	9,144	1,857	4,892	1,261	1,173	364	376	176	22,499
Printing	179	357	302	104	151	41	42	19	1,088
Vehicle	1,213	4,362	2,417	1,088	1,064	186	297	173	18,803
Food	1,908	2,074	1,109	848	802	328	183	53	11,029
Horiculture	1,201	999	369	178	348	67	70	9	2,041
Miscellaneous	2,370	1,198	1,254	963	1,178	392	119	23	8,589
Manufacturing	477	283	386	117	137	23	22	3	1,461
Other	1,853	2,842	1,188	826	1,031	277	84	37	8,128
Total	36,358	26,677	17,784	8,220	8,188	2,781	1,463	922	188,247
FEMALES									
Metl Fct/Mach	33	50	33	14	21	10	1	2	154
Other Metl	47	46	9	8	12	3	0	1	178
Electrical	122	71	59	22	29	13	4	4	348
Building	70	93	58	26	22	3	9	3	284
Printing	27	122	90	22	54	14	93	2	377
Vehicle	17	67	24	14	39	6	7	1	234
Food	1,000	867	541	210	323	104	17	26	2,982
Horiculture	83	208	1	27	43	13	14	2	384
Miscellaneous	3,794	2,824	2,043	1,812	1,041	312	228	73	16,389
Manufacturing	1,399	1,647	2,802	1,807	947	282	222	72	9,794
Other	117	177	47	42	78	32	3	0	913
Total	5,181	2,431	2,843	1,438	1,485	681	326	127	35,424
PERSONS									
Metl Fct/Mach	4,214	2,531	2,162	1,125	1,014	454	79	139	11,666
Other Metl	3,864	2,376	1,403	1,052	791	321	31	105	9,443
Electrical	4,520	1,967	2,929	1,533	1,327	390	252	305	17,123
Building	9,314	1,850	4,748	1,287	1,187	367	385	183	22,183
Printing	206	479	292	126	174	54	61	22	1,065
Vehicle	1,230	4,429	2,441	1,102	1,084	192	304	174	18,937
Food	4,303	2,941	1,650	1,067	1,145	432	200	55	14,811
Horiculture	1,284	1,207	370	205	391	80	86	11	2,335
Miscellaneous	6,164	3,122	3,297	2,774	2,219	704	347	128	20,108
Manufacturing	4,076	1,930	2,189	1,924	1,120	305	235	26	11,212
Other	1,996	2,222	1,209	871	1,111	309	87	37	6,852
Total	43,478	29,108	28,629	16,680	16,603	3,320	1,779	1,059	229,771

Australian Standards Framework Descriptors

The ASF competency level descriptors describe only the characteristics necessary to differentiate one level from other levels. They are not intended to provide descriptions of all competencies required at that level.

All levels relate to competent performance in work, and are not entry or training levels. Individuals may enter the workforce at any level of competency. There is no assumption of a required hierarchy.

As elsewhere in this document, the terms "performance in work" and "requirements of work" should be read in the broad context of Section 3 of the Policy and Guidelines, Second Edition. That is, the ASF is not simply about the requirements of a particular job function or occupation in a particular enterprise, but more broadly about the skill requirements of work in a changing industry and enterprise context. Some key points are:

- the ASF acts as a benchmark for an industry or enterprise to identify groups of competencies that need to exist at a similar level within and across industries;
- the competencies or level would not necessarily apply in every workplace;
- the ASF does not prescribe hierarchies of competencies that should exist;
- no industry or enterprise would necessarily relate to all ASF levels when determining relevant competencies and the levels they particularly required.

It is expected that all levels relate to work that requires people to have an established work orientation, but not necessarily employment experience. Competency at a particular level only refers to the competencies set out in the standards. It does not imply that the competencies at all lower levels in that industry or enterprise are held.

unless an industry or enterprise explicitly requires this in its standards.

The main discriminating factors used in the ASF levels relate to the characteristics of work, as expressed in competencies that apply to functions that are carried out across workplaces. The factors that are built into the descriptors in the progression from lower to higher levels are:

- the level of discretion, autonomy and freedom to act increases and broadens, and is related to a wider span of activity;
- the range of contingencies to be dealt with and the complexity of work, as well as the extent of judgements made about it, increase and broaden;
- responsibility and accountability expand; and
- the complexity, depth and/or breadth of the knowledge and skill base required to be applied increases.

Competencies can be related to management and/or specialist functions.

The discriminating factors in the descriptors apply to the full expression of competency, that is, across the four components of competency identified in Section 6 of the Policy and Guidelines, Second Edition: task performance, task management, contingency management, job and role environment.

Some aspects of competency, in particular motor skills and generic/key competencies such as communication and interpersonal skills, may be key discriminators of levels in particular industry standards. However, various industries combine these skills with others at particular levels in different ways. They are therefore not generally reliable discriminators in all industries across the economy, which is what is necessary in the ASF descriptors.

The ASF relates to competencies required in work, and the competency standards provide a context for the level descriptors. The ASF is a contract that should not be read as having meaning in isolation from the actual standards related to it.

The linkages between descriptors are important in establishing alignment of standards at a particular level. The critical aspect in discriminating levels may be the particular combination and inter-relationship of factors. Judgement needs to be exercised in assessing the impact of linkages between discriminating factors in determining an ASF level.

The Level Descriptors

Level 1

Competency at this level involves the application of knowledge and skills to a limited range of tasks and roles. There is a specified range of contexts where the choice of actions required is clear.

Competencies are normally used within established routines, methods and procedures that are predictable, and within which judgement against established criteria is also involved.

The competencies are likely to be applied under direct guidance with regular checking, but may be applied under less direct guidance and some autonomy if working in teams.

Level 2

Competency at this level involves the application of knowledge and skills to a range of tasks and roles. There is a defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice.

Competencies are normally used within established routines, methods and procedures, in some cases involv-

ing discretion and judgement about possible actions.

The competencies are likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams. Responsibility for some roles and coordination may be involved if working in a team.

Level 3

Competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required.

Competencies are normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

The competencies are likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams. Responsibility for the work of others and/or team coordination may be involved.

Level 4

Competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is a wide range of tasks and roles in a variety of contexts, with complexity in the range and choice of actions required.

Competencies are normally used within routines, methods and procedures where discretion and judgement is required, for both self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints.

The competencies are likely to be applied with only general guidance on progress and outcomes sought. The work of others may be supervised, or team guided or facilitated. Responsibility for and limited organisation of the work of others may be involved.

Level 5

Competency at this level involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles, and functions in both varied and highly specific contexts.

Competencies are normally used independently and both routinely and non-routinely. Judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others.

The competencies are likely to be applied under broad guidance. The work of others may be supervised or team guided. Responsibility for the planning and management of the work of others may be involved.

Level 6

Competency at this level involves the self-directed development of knowledge with substantial depth across a number of areas, and/or mastery of a specialised area with a range of skills. Application is to major functions in either varied or highly specific contexts.

Competencies are normally used independently and are substantially non-routine. Significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes.

The competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy. Responsibility and defined accountability for the management and output of the work of others and

for a defined function or functions may be involved.

Level 7

Competency at this level involves the self-directed development and mastery of broad and/or specialised areas of knowledge with a range of skills. Application is to major, broad, or specialised functions in highly varied and/or highly specialised contexts.

Competencies are normally used independently and are non-routine. Significant high level judgement is required in planning, design, operational, technical and/or management functions.

The competencies are likely to be applied in accordance with a broad plan, budget or strategy. Responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions may be involved.

Level 8

Competency at this level involves self-directed development and mastery of a range of knowledge and skills. Application is to major functions both broad and/or specialised within highly varied and/or highly specialised contexts.

Competencies are normally used with full independence and in contexts and combinations of great variability. The highest level of complex judgement is applied in planning, design, technical and/or management functions.

The competencies are likely to be applied in ways that involve full responsibility and accountability for all aspects of the work of others and functions, including planning, budgeting and strategy.

Level 8 includes all competencies that might be regarded as higher in level than those characteristics used in the descriptor to distinguish it from Level 7. There are no levels in the ASF above Level 8. ♦