

Drafting a Skills Development Plan

For the [Skills Development Fund](#), we are looking for genuine career advancement training and skills development opportunities that lead to employment and work outcomes. All applicants need to read through the guidelines and application form for the program before submitting an application to ensure that the proposed Skills Development Plan will meet the aims and assessment criteria of the program.

An effective Skills Development Plan (SDP) will begin by identifying the skills learning or development needs that exist within a company or more broadly within the industry. After identifying these needs, it should be easier to consider the focus areas of learning and skills development that need to be addressed.

All Skills Development Plans should consider diversity, equity and inclusion and explain how the training and opportunities will support the career development of Crew or Gamemakers who are **First Nations people; people who are from culturally and linguistically diverse backgrounds; people who are Deaf/deaf or disabled; women, people who are non-binary or gender diverse; people who identify as LGBTQIA+; and people located in regional and remote areas.**

Below are examples of the types of training and development activities that could make up an SDP. A well-thought-out SDP may include a combination of the below, in addition to other training and skills development activities that specifically target skills and knowledge gaps. We encourage you to provide details on why you have developed your specific SDP and why the plan is important to your business or upcoming projects.

Learning/Development Need to Be Addressed - Identify skills development priority areas	Training or Development Activity – Identify training and development solutions that provide clear learning pathways.
<p>Identify any company-wide training needs – these should be linked to skills and development needs that are lacking across the sector and are specific to the film, TV and games development sector.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • How will you identify the learning needs of the company? • Will you consult across the organisation from the executive to producers and crew? Have you considered speaking with former contractors? 	<ul style="list-style-type: none"> • Leadership training • Communications training • Self-care and support for contractors • Induction processes • Disability Confidence Training • Aboriginal or Torres Strait Islander Cultural Competency training • Cultural Safety Training • Inclusive Workplace training • Tackling harassment and bullying at work

<p>Identify individuals/employees for training</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • How will you identify the individuals for the learning and development opportunity? • Have you considered surveys or Expressions of Interest to clearly define the training needs of individuals/employees? 	<p>Personalised individual and group training and skills development learning plans –</p> <ul style="list-style-type: none"> • Training and/or mentoring to support and upskill individuals into mid-career and HOD/senior leadership roles • Training for new software, tools or engines to increase skills, knowledge and expertise that provide genuine career advancement • Training for individuals who have transferable skills and experience and are ready to step-up, or alternatively return to roles experiencing skills gaps
<p>Identify training needs of internal Heads of Department/ supervisors</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • How will you identify your supervisors? • What sort of qualities are you looking for? • How do you allocate extra time within the job description of the supervisor to enable this work to happen? 	<ul style="list-style-type: none"> • Leadership and Management Training for supervisors • Train the Trainer training • How to manage teams training • Safe workplaces training • Cultural awareness training for managers and supervisors
<p>Structured Learning (External and on the job)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • How are you going to manage this in practice? • What processes will there be to ensure that the learning program is successful and what are the accountabilities? 	<ul style="list-style-type: none"> • Mentored on-the-job training and/or placement opportunities (see below) • E-learning Platforms • TAFE Accredited training • Micro-Credentials and short courses • Online or in-person short courses from screen providers (eg. AFTRS/NIDA) • Business to business tailored training
<p>On-the-job knowledge transfer</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • How are you going to manage this in practice? • What processes will there be to ensure that the learning program is successful and what are the accountabilities? • Have you considered employing external people or seeking support outside the production? 	<ul style="list-style-type: none"> • Internal masterclasses or structured internal training • Paired work structures to increase knowledge transfer • Internal shadowing opportunities that encourage knowledge transfer

<p>Supervisor and on-the-job placements.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Will the placee and trainer have sufficient time to complete learning plan during a busy production schedule? • Will you undertake a public call-out to provide opportunities to people outside of your existing network? 	<ul style="list-style-type: none"> • A mentor/mentee relationship can be with either an external person or an internal supervisor/ Head of Department. • It can involve one-on-one sessions and on the job shadowing, or may include a structured placement that considers a period of time shadowing a mentor before being provided the opportunity to undertake the role while being supervised by the mentor.
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Once you have identified the learning and development needs and activities to be addressed, please use the table contained in the application form (example below), outline the activities, a schedule for delivery along with details of the mentor/trainer. Screen Australia uses this table to understand the aims, objectives and outcomes that you would like to achieve with funding support for your skills development plan.

Learning Schedule (For example pre, production & post) or date	Learning/Development Need to Be Addressed	Type of Training or Development Activity	Who Will Deliver This Component	Who Will Participate

Example Learning Plan

Overview - Line Producer - 22-week training program around a production with a 10-week shooting period.

Developed for an emerging Line Producer, who has the level of understanding and experience in physical production or post-production where they are ready to step up. The learning plan focuses on supporting them to learn budgeting and budget management during production (including pre and post) as well as supporting their proficiency in managing creatives, crew, and cast.

Whilst the fiscal strategy is core to the role, the Line Producer's role is to hire capable crews and vendors, they need to be connected, competent, able to delegate, communicate, and above all, be reliable and trustworthy whilst providing a safe workplace.

The learning plan combines formal online training with an external provider and in-house shadowing and skills development training for 8 weeks (including shadowing the Line Producer or relevant person), before going into production in the Line Producer role and being supervised (Surplus to production) in the role for up to 8 weeks, (including cross-over from pre-production to production and post) for the remainder of the 22 week placement.

Key Outcomes

- Confidence in delivering a budget, working with a schedule and management of that budget and schedule through production and reporting.
- Building and managing a team through production in an inclusive environment.
- Securing a credit on a production in the role and find pathways to ongoing work/employment in this role for the individual.

Learning Schedule	Learning/Development Need to Be Addressed	Training or Development Activity	Who will deliver This Component	Who will Participate
PRE-PRODUCTION				
Week 1 Finalised in week 1 with regular check-ins over the 22-week program to ensure success.	In-House Development	Setting personal performance targets, Key Performance Indicators (KPIs) that are documented and clearly communicated	Placee and supervisor	Placee and supervisor
Week 1 to week 8	Scheduling and budget training	<ul style="list-style-type: none"> • Software training on Movie Magic: for scheduling and understanding how to utilise the various tools and ability to see red flags • Acquire an expert level of Movie Magic budgeting, amend existing budgets, budget comparisons, and creating complex budgets from scratch (i.e., sub budget, multi-currencies, etc.) • Breaking down scripts and how to do this for the purpose of budgeting a production including across areas of pre, production, and post. 	External provider - Movie Magic online course In-house mentoring with the production company's leadership team and core producers	Placee Placee and leadership team

Week 1 to week 8	A -Z Budget training	<ul style="list-style-type: none"> Budget training in Excel - acquire an expert level of A-Z budgeting to create complex budgets from scratch including understanding multi-currencies. 	<p>External Provider – Excel Budgeting online course</p> <p>In-house mentoring with the Production company’s leadership team and core producers</p>	<p>Placee</p> <p>Placee and leadership team</p>
Week 4 to week 8	Management training	<ul style="list-style-type: none"> Mental Health Awareness Inclusive Workplace training Legal responsibilities Internal Masterclasses Safety training both physical and mental health on production and across managing teams Leadership Training Working with HOD's, handling difficult situations, diversity and inclusion 	<p>Online external training</p> <p>In-house mentoring with the Production company’s leadership team and core producers</p>	<p>Placee</p> <p>Placee and leadership team</p>
PRODUCTION				
Week 8 to week 16	On the Job Knowledge transfer	<p>Internal Masterclasses:</p> <ul style="list-style-type: none"> Developing an understanding of what happens after physical production and the legal delivery requirements for the financiers/ distributors. 	<p>In-house mentoring with the Production company’s leadership team and core producers</p>	<p>Placee and leadership team</p>

		<ul style="list-style-type: none"> • Compliance with legislation and guidelines. • Contracting – understand contracting requirements, legality, timing, and delivery obligations. • Understanding how to work with Bond Companies and lenders. 		
Week 8 to week 12	Transitioning into the Line Producer role: mentoring and on-the-job shadowing while	Paid mentoring to support the Line Producer placement. Including cross-over from pre- to production and post	One-on-one sessions and on-the-job shadowing with supervisor.	Placee and supervisor
POST PRODUCTION				
Week 12 to week 22	Stepping up into the Line Producer Role	On-going support as needed		Placee
Week 22	Off-Boarding and Next Steps	Support for contractors through stages of production		Placee and Supervisor