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 program's guidelines and application form before applying to ensure that the proposed Skills Development Plan will meet the program's aims and assessment criteria. The Skills Development Fund should not be considered a source of funding to deliver standard corporate responsibility training, such as Risk and Compliance, Work Health and Safety, and Corporate Governance.

A comprehensive Skills Development Plan (SDP) should start by identifying the specific skills learning or development needs for the production or the company. This identification will pave the way for a focused approach to the learning and skills development areas that need to be addressed.

It's essential that all Skills Development Plans take into account diversity, equity, and inclusion. They should also clearly explain how the training and opportunities will contribute to the career development of Crew or Gamemakers who are **First Nations, from culturally and linguistically diverse backgrounds, Deaf/deaf or disabled, LGBTQI+, women, non-binary or gender diverse, and/or located in regional and remote areas.**

Skills Development Plans may include a range of activities, such as:

- crew and gamemakers receiving on-the-job training to gain confidence in their roles;
- training or mentoring to upskill crew into mid-career and HOD roles
- training for supervisors to develop learning solutions suited to their departments;
- training for digital artists in a new tool or pipeline for a games project;
- training for technical staff in a new engine, tool or pipeline; or
- structured programs focused on skills transfers/return to set.

Below are examples of training and development activities that could make up an SDP. A well-thought-out SDP may include a combination of the below and other training and skills development activities that specifically target skills and knowledge gaps. We encourage you to explain 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.
Identify individuals/employees for training **Things to consider:** • How will you identify the individuals for the learning and development opportunity? • Have you considered surveys or Expressions of Interest to define the training needs of practitioners clearly?	Personalised individual and group training and skills development learning plans – • 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 • Training and or mentoring to increase Diversity, Equity and Inclusion across mid-career and senior roles

Identify training needs of internal Heads of Department/supervisors **Things to consider:** • How will you identify your supervisors? • What sort of qualities are you looking for? • How do you allocate extra time within the supervisor's job description to enable this work to happen?	• Leadership and Management Training for supervisors • Train the Trainer training • How to manage team training • Safe sets training • Aboriginal and Torres Strait Islander Cultural competency training • Disability awareness training related to a project or production • Cultural awareness training related to a project or production
Structured Learning (External and on the job) **Things to consider:** • How are you going to manage this in practice? • What processes will ensure the learning program is successful, and what are the accountabilities? • Are the structured learning outcomes going to lead to genuine career advancement?	Provide an explanation about how this training will provide genuine career advance for the crew or gamemakers undertaking the structured learning. • Mentored on-the-job training and/or placement opportunities (see below) • Accredited training (i.e TAFE) • Micro-credentials and short courses • Online or in-person short courses from screen providers (eg. AFTRS/NIDA) • Business-to-business tailored training
On-the-job knowledge transfer **Things to consider:** • How are you going to manage this in practice? • What processes will ensure the learning program is successful, and what are the accountabilities? • Have you considered employing external people or seeking support outside the production?	• Paired work structures to increase knowledge transfer • Shadowing opportunities • Skills and knowledge transfer (e.g An Australian practitioner shadowing an International professional who has been brought to Australia to fill a skills gap • Look at opportunities where the person shadowing the mentor spends sufficient time learning before swapping places to undertake doing under mentor supervision
Supervisor and on-the-job placements. **Things to consider:** • Will the placee and trainer have sufficient time to complete the learning plan during a busy production schedule? • Will you undertake a public call-out to provide opportunities to people outside your existing network?	• 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 shadowing a mentor before being provided the opportunity to undertake the role while supervised by the mentor.

Once you have identified the needs and activities above, please add them to the table in the application form (example below), along with a timeline and details of the mentor/trainer. Screen Australia uses this table to understand the aims, objectives and outcomes you want to achieve with funding support for your skills development plan. You may also consider providing a learning plan or other proposal material as support material for your application. **[Table within application form]**

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

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 with an understanding and experience in physical production or post-production where they are ready to step up. The learning plan focuses on supporting them in learning budgeting and budget management during production (including pre and post) and 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, reliable and trustworthy while providing a safe workplace.

The learning plan combines formal online training with an external provider on the job 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 managing 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 finding 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.	Learning Plan 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	• 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.)	External provider - Movie Magic online course	Placee

		• Breaking down scripts and how to do this to budget a production, including across areas of pre-, production, and post	Mentoring with the production company's leadership team and core producers	Placee and leadership team
Week 1 to week 8	A -Z Budget training	• Budget training in **Excel** - acquire an expert level of A-Z budgeting to create complex budgets from scratch, including understanding multi-currencies	External Provider – Excel Budgeting online course	Placee
Week 4 to week 8	Management training	• Mental Health Awareness • Inclusive Workplace training • Legal responsibilities • Safety training both physical and mental health on production and across managing teams • Leadership Training • Working with HODs, handling difficult situations, diversity and inclusion	Online external training Mentoring with the Production company's leadership team and core producers	Placee Placee and leadership team
PRODUCTION				
Week 8 to week 16	On the Job Knowledge transfer	• Developing an understanding of what happens after physical production and the legal delivery requirements for the financiers/ distributors • Compliance with legislation and guidelines • Contracting – understand contracting requirements, legality, timing, and delivery obligations • Understanding how to work with Bond Companies and lenders	Mentoring with the Production company's leadership team and core producers	Placee and leadership team
Week 8 to week 12	Transitioning into the Line Producer role	• 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	Mentoring and shadowing	Placee and supervisor
POST PRODUCTION				
Week 12 to week 22	Step up to 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