



TOOLKIT SERIES

Project Workforce Planning Template

A practical tool for planning local workforce participation, identifying skills gaps and designing training pathways on infrastructure and energy projects

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ASL acknowledges the Traditional Custodians of the land on which we live and work. We pay our respects to Elders, past and present.

Artwork credit: The 'Journey of unity: AEMO's Reconciliation Path' was created by Wiradjuri artist Lani Balzan.



The ASL Social Value Toolkit tools and guidance are structured across three levels to support the gradual development of social value capability and maturity.



INTRODUCTORY

Builds foundational understanding and capability in social value practice.



INTERMEDIATE

Builds on foundational capability to support more developed social value practice.



ADVANCED

Supports established capability and more mature social value practice.

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How to use this template

This template is for use by the project team responsible for social value delivery on a renewable energy or infrastructure project. It is completed before construction begins and updated at each major project milestone.

The four core sections work best when completed in order. Each section builds on the one before it:

- Section 2 (Local Workforce Baseline) establishes what the local labour market looks like. It draws on the Local Needs Analysis.
- Section 3 (Workforce Demand Analysis) compares what the project needs against what is locally available.
- Section 4 (Skills Gap Analysis) identifies what training is needed to close the gap.
- Section 5 (Training and Pre-Employment Pathways) plans the specific programs to deliver that training.

Examples in templates are shown in *italics*. Replace all placeholder text with your own content.

Section 1: Project Summary

Complete this table before beginning any other section. These details provide the context for all subsequent analysis.

Table 1. Project summary

Field	Detail
Project name	<i>[Enter project name]</i>
Proponent	<i>[Enter name]</i>
Head contractor	<i>[Enter if appointed, or “To be confirmed”]</i>
Project type and scale	<i>[e.g. 200MW wind farm; 150km transmission line; solar + storage facility]</i>
Project location and LGA	<i>[Site address; local government area; nearest town and distance from site]</i>
Defined local catchment	<i>[The geographic area used to determine whether a worker is “local”, e.g. within 100km of site, or within [LGA name]]</i>
Key construction phases	<i>[List phases and approximate start/end dates, e.g. Civil: Jan-Jun 2026; Electrical: Apr-Nov 2026]</i>
Peak construction period	<i>[Month/quarter and estimated total headcount at peak]</i>
Social Value Lead	<i>[Full name and position of person responsible for this document]</i>
Date completed	<i>[Enter date]</i>

Section 2:

Local workforce baseline



This section establishes what the local labour market looks like. Where available, data from the completed Local Needs Analysis (LNA) for this project region may be used. If the LNA is not yet complete, sourcing data from the ABS Census and relevant state employment data before proceeding is advisable.

2.1 Community workforce profile

How to complete this table

- Source all figures from the ABS Census (most recent year), other relevant sources and from the outcomes of a completed LNA. Where data is unavailable, leave the cell blank and record the gap in the Gap or Significance column.
- Compare each indicator against the current state average and record the gap. For example, a youth unemployment rate or First Nations employment gap above 10 percentage points signals the need for a targeted pathway rather than general recruitment.
- Enter the SEIFA IRSD score and percentile rank for the LGA. Record what the score indicates about the nature of workforce barriers in this community.

Table 2. Community workforce profile template

Indicator	Project LGA	State average	Gap or significance
Working-age population (15 to 64)	[Enter]	[Enter]	[Enter]
Unemployment rate (%)	[Enter]	[Enter]	[Above/below/at state average]
Youth unemployment rate, 15 to 24 (%)	[Enter]	[Enter]	[Significance for pre-employment targeting]
First Nations employment rate (%)	[Enter]	[Enter]	[Gap to non-Indigenous rate: __ percentage points]
Median household income (\$)	[Enter]	[Enter]	[Enter]
SEIFA IRSD score and percentile	[Score / %ile]	[Enter]	[e.g. Bottom 20th percentile; significant disadvantage]
Trades qualification rate (Cert III+, %)	[Enter]	[Enter]	[Implications for local supply]
Labour force participation rate (%)	[Enter]	[Enter]	[Enter]

2.2 Local training providers

How to complete this table

- Contact each local TAFE and RTO directly to confirm what qualifications they currently deliver, and their annual enrolment capacity is advisable.
- Focus on providers within practical travel distance of the project site.
- If a required qualification is not available within range, record the gap and planned response in the Gap or FIFO risk column (on-site delivery, mobile delivery, or FIFO).

Table 3. Local training providers template

Provider name	Location (km from site)	Relevant qualifications delivered
[e.g. TAFE NSW, regional campus]	[Town, 45km]	[e.g. Cert II–IV Civil Construction; Cert III Electrotechnology]
[RTO name]	[Town, km]	[Qualifications]
[RTO name]	[Town, km]	[Qualifications]
[Add rows as needed]		

2.3 Key workforce barriers

How to complete this table

- Source barriers from LNA findings. Write each barrier specifically, for example: “No accredited HV switching licence training within 150km of site” rather than “skills gap”.
- Assign a severity rating to each barrier:
 - High = prevents participation without direct project intervention.
 - Medium = significantly reduces participation without support.
 - Low = limited impact with basic project effort.
- For First Nations barriers, record the specific reasons (transport, cultural scheduling, absence of culturally safe delivery) not general statements such as “low participation”.

Table 4. Key workforce barriers template

Barrier	Evidence or source	Severity	Implication for workforce planning
[e.g. No local pre-employment training for electrical trades]	[LNA consultation; Section 2.2 gap]	High	[Bring training provider on-site or fund mobile delivery]
[e.g. No public transport to site; 60km from nearest town]	[LNA baseline]	Medium	[Project transport arrangement or accommodation required]
[e.g. First Nations participation historically low due to limited culturally safe pathways]	[LNA engagement findings]	High	[Co-design First Nations pathway with community; do not use generic program]
[Add barriers from LNA and consultation]	[Enter]	[Enter]	[Enter]

Section 3: Workforce Demand Analysis



This section compares what the project requires with what the local labour market can realistically supply.

The purpose is not precision; it is to direct investment and planning effort towards the trades and roles where the gap between local supply and project demand is greatest.

3.1 Role-by-role gap assessment

How to complete this table

- List every trade or role category required across all project phases. Group roles fewer than three workers under a broader category.
- Enter total demand as project-life worker numbers, not peak figures. Estimate local supply using ABS occupation data for the LGA, RTO completion rates, and subcontractor consultation.
- Calculate the gap (demand minus local supply) and assign a risk rating: High = active pathway investment needed; Medium = targeted recruitment may suffice; Low = local supply broadly adequate.
- Add a dedicated row for the First Nations workforce target. Express it as both a number and a percentage of total workforce hours.

Table 5. Role-by-role gap assessment template

Trade or role	Total demand	Est. local supply	Gap	Risk
[e.g. HV Electricians]	[No.]	[No.]	[Calc]	High
[e.g. Civil / earthworks]	[No.]	[No.]	[Calc]	Medium
[e.g. Riggers and doggers]	[No.]	[No.]	[Calc]	High
[e.g. Crane operators]	[No.]	[No.]	[Calc]	Medium
[e.g. Admin and site support]	[No.]	[No.]	[Calc]	Low
[e.g. First Nations workforce target]	[No. / target %]	[Est. available with pathway]	[Gap to target]	High
[Add roles as needed]	[Enter]	[Enter]	[Enter]	[Enter]

3.2 Overall gap summary

Table 6. Overall gap summary template

Question	Response
How many roles have a High gap rating?	<i>[Number and list]</i>
Without pathway investment, what proportion of the total workforce is likely to be FIFO?	<i>[Estimated % and number of workers]</i>
Which roles are most feasible for local pathway development within the project timeframe?	<i>[List roles and brief rationale]</i>
Which roles are not feasible for local development (e.g. insufficient lead time, highly specialised)?	<i>[List roles and rationale]</i>
Realistic local employment target range based on this analysis (expressed as % of total workforce hours)?	<i>[e.g. 40 to 50% with pathway investment; 15% without]</i>

Section 4: Skills Gap Analysis



This section examines what specific training is needed to convert the local workforce potential identified in Section 2 into workers who meet the project's requirements.

4.1 Training gap by role

How to complete this table

- Complete a row for every High and Medium gap role identified in Section 3.
- State precisely what a typical local candidate currently holds and what the role requires, for example: “Cert III Electrotechnology held; HV switching licence not held”.
- Record the exact qualification code or licence type required. Confirm lead time directly with the RTO or licensing body.
- If local delivery is not available, record the planned response in Section 5. Check feasibility by working backwards from the phase start date, allowing at least 4 weeks post-program before workers commence.

Table 7. Training gap by role template

Role	Current qualification gap	Training required	Lead time (months)	Local delivery available	Feasible before relevant phase?
[e.g. HV Electricians]	[e.g. Cert III Electrotechnology held; HV switching licence not held]	[e.g. HV Switching Licence]	[e.g. 6]	[No: nearest provider 280km. Could bring on-site.]	[Partial: if enrolled 8 months before electrical phase]
[e.g. Cable jointers]	[e.g. Cert III held; jointing endorsement not held]	[e.g. HV Cable Jointing Endorsement]	[e.g. 4]	[No: arrange mobile delivery]	[Yes: if enrolled 6 months before]
[e.g. Civil roles (entry level)]	[e.g. No trade qualification held]	[e.g. White Card + Cert II Civil Construction]	[e.g. 12 weeks]	[Yes: TAFE 45km]	[Yes: pre-employment program before civil phase]
[Add High and Medium gap roles from Section 3]	[Enter]	[Enter]	[Enter]	[Enter]	[Enter]

4.2 Pre-employment assessment

A pre-employment program provides foundational skills to people who are not yet ready for direct trade entry. It is warranted where the LNA shows significant numbers of long-term unemployed or disengaged residents who could access project roles with structured support.

How to complete this assessment

- Assess whether a pre-employment program is needed using Section 2.1 data.
- Define the target cohort by age range, employment status (e.g. long-term unemployed, not in education or training), and geographic area.
- Set a target qualification outcome of at minimum, e.g., a white card and Cert II in a relevant trade entry area. Plan for a program length of 8 to 12 weeks full-time.
- Set the commencement date by working backwards from the phase start date, allowing program length plus at least 4 weeks for recruitment and induction.
- For First Nations delivery, co-design the program with the relevant community and other key stakeholder.

Table 8. Pre-employment assessment template

Assessment question	Response
Is a pre-employment program warranted?	<i>[Yes/No and rationale based on LNA data]</i>
Target cohort (who is the program for?)	<i>[e.g. Long-term unemployed residents aged 18 to 35 within 80km of site; First Nations residents across the LGA]</i>
Estimated participants per cohort	<i>[Number]</i>
Qualifications participants should hold on completion	<i>[e.g. White Card; Cert II Civil Construction or Electrotechnology; driver licence]</i>
Program length	<i>[Weeks]</i>
Must be delivered before which project phase?	<i>[Phase name and latest commencement date]</i>
Is a First Nations-specific delivery needed?	<i>[Yes/No. If yes, which community or land council will co-design it?]</i>

Section 5: Training and pre-employment pathways



This section documents the specific programs, delivery partners and timelines that may close the gaps identified in Section 4. Each row may correspond to a gap or need identified in the analysis. Programs that are not directly linked to an identified gap are generally worth omitting.

How to complete the Pathway Register

- Enter one row per distinct program and link it to a specific gap from Section 3 or training need from Section 4.
- Select the program type: Pre-employment / Trade qualification / Licence or endorsement / Apprenticeship or traineeship / Mentoring or industry placement.
- Define the target cohort by age, employment status, location, and any specific cohort characteristics (e.g. First Nations, women in trades).
- Name the delivery partner and set the commencement date by working backwards from the phase start date, subtracting program length and allowing at least 4 weeks for recruitment and induction of completers.
- Confirmed: Yes = written agreement or budget allocation in place; No = intended but not yet secured.

Table 9. Training and pre-employment pathways template

Program	Type	Target cohort	Delivery partner	Numbers	Must commence by	Funding	Confirmed
[e.g. Site Ready Pre-Employment Program]	[Pre-employment]	[Long-term unemployed, 18–35, within 80km]	[TAFE NSW, regional campus]	[30 per intake; 2 intakes]	[12 months before civil works]	[Project co-investment + DES referrals]	[Yes/No]
[e.g. HV Switching Licence Program]	[Licence / endorsement]	[Local Cert III electricians]	[RTO brought on-site]	[20 workers]	[8 months before electrical phase]	[Project funded]	[Yes/No]
[e.g. First Nations Employment Pathway]	[Pre-employment + mentoring]	[First Nations residents; co-designed with Land Council]	[Local First Nations org + TAFE]	[15 per cohort]	[Date]	[Project + government co-investment]	[Yes/No]
[Add programs as required]	[Enter]	[Enter]	[Enter]	[Enter]	[Enter]	[Enter]	[Enter]

