**Using VETCAT® and CURCAT® to redesign the future workforce**

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**Forecasting needs**

What skills do we actually need in our workforce to ensure that we can achieve our strategic goals now and into the future?

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**The right workforce**

VETCAT results identified that we have gaps in learning and assessment specialists. These skills are needed to ensure growth across all revenue sources.

- What learning and assessment skills are needed?
- How will we rapidly deploy knowledge and skills in this area?
- What will it take?
- Who will be responsible?
- How will it work? Be funded? etc.

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**The right workforce**

What industry/market segments will we work in effectively for commercial growth/diversification?

Some Departments have multiple commercial specialists identified via VETCAT.

- Who are they?
- How are we using these specialists?
- How are we supporting them?
- How long will we have them, and how to replace them?

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**The right workforce**

Our students are not all the same! their needs differ, they attract different funding they need different approaches. Swinburne’s Vocational Learning Model seeks to address this.

- Who are the learner mentors?
- What skills do they need?
- How will we structure courses to ensure that this role is fulfilled?
- What other systems are needed?
Our human resource is our most critical resource that will actually implement our plans.

- PDR system is in place - the mechanics work, but now what?
- How to best to stream-line development approaches for individuals based on individual VETCAT and CURCAT reports?
- What do we need to target from an organisational perspective to maximise efficiency in human resource terms?

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Our teachers are required to be up to date with teaching and assessing approaches as well as having industry currency.

- What is critical organisationally to support our teams to develop, grow and remain current?
- What needs to happen on an individual / organisational basis?

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**VETCAT ANALYSIS**

- 362 Respondents - (85% were 55 - 59 yrs old. More females than males)
- Novice Category is significantly less than National average of 31%. Consider strategies to increase this
- Established Category (backbone of delivery) is less than National average of 32%. Indicates strength in commercial Skills
- Learning and Assessment Specialists considerably lower than National Average of 6%. A skill gap requiring attention
- Overall indication of higher end of practice - exceeds national average in 3 out of 5 categories: indicative of a high level of capability.

**CURCAT ANALYSIS**

321 Respondents report:

- Average optimal industry currency is 77% - note variance between Schools from 69% - 84% (lower than national benchmark of 80%)
- Different strategies are used to maintain currency and there is a strong demand for PD for this
- 14 barriers perceived to maintaining currency. Top barriers cited include:
  - Limited budget and cost
  - Difficult to balance work, family and industry currency requirements
  - Limited University support and opportunities provided.
These perceived barriers provide us with challenges to grapple with as an organisation.

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**GAP ANALYSIS FROM VETCAT AND CURCAT**

**WHAT PD IS REQUIRED?**

- More skills development needed in:
  - Advanced learning and assessment skills
  - Research and evaluation skills
- High level of demand for PD in:
  - Facilitate e-learning
  - Use technology to enhance learning experience
  - Develop and design learning resources
  - Facilitate flexible learning
  - Develop and design learning strategies
  - Online assessment
- All of these skills are in the field of flexible and blended learning

**HOW AND WHEN?**

- Overall, respondents believe that:
  - Their current skills meet 86% of their professional requirements - (higher than National average of 80%)
  - Available PD meets 66% of professional requirements - (higher than National average of 55%)
  - Timing of PD has significantly greater impact on ability to access PD than does cost or location.
- Overall, people prefer:
  - Face to face PD as opposed to online
  - To undertake PD during daytime work hours
  - To attend PD conducted over full days.

**NOTE 1:** PD options should be more varied than “attending” PD sessions - work is required

**NOTE 2:** What “cultural” and “generational” factors are at play with these preferences?

**NOTE 3:** What role did the instrument play in leading some responses?
IS A WORKFORCE DEVELOPMENT PLAN ENOUGH? WHAT ELSE?

- right people
- right place
- right time, with the
- right engagement level
- doing the right things,
- serving the right customers?