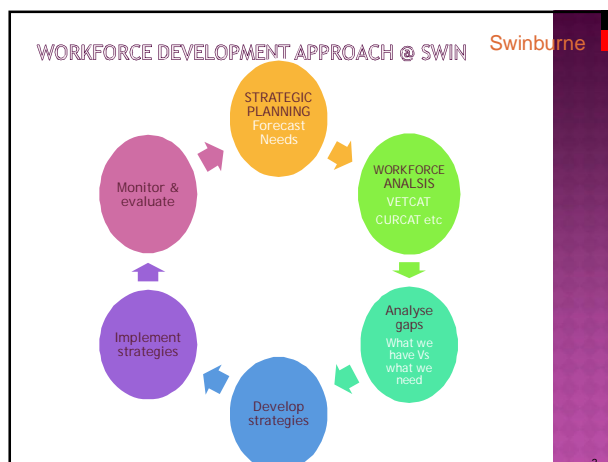


right people
 right place
 right time, with the
 right engagement level
 doing the right things,
 serving the right customers

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?

THE RIGHT WORKFORCE Swinburne

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?

THE RIGHT WORKFORCE Swinburne

Growth

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

THE RIGHT WORKFORCE Swinburne

Optimise benefit to students

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?

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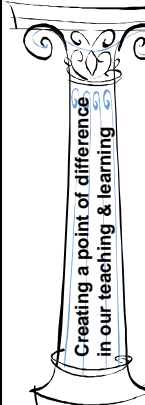
Our human resource is our most critical resource that will actually implement our plans.

- 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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THE RIGHT WORKFORCE



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 18%: Consider strategies to increase this
- Established Category (backbone of delivery) is less than National average of 51%. Note: Adv Practitioners also possess Established skills SO we have enough in this category.
- Commercial Specialists higher 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.

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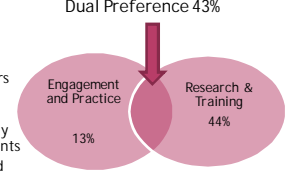
CURCAT ANALYSIS

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.

Preferences for approaches to maintaining industry currency



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GAP ANALYSIS FROM VETCAT AND CURCAT

WHAT PD IS REQUIRED?
More skills development needed in:

- o Advanced learning and assessment skills
- o Research and evaluation skills

High level of demand for PD in:

- o Facilitate e-learning
- o Use technology to enhance learning experience
- o Develop and design learning resources
- o Facilitate flexible learning
- o Develop and design learning strategies
- o Online assessment

All of these skills are in the field of flexible and blended learning

HOW AND WHEN?
Overall, respondents believe that

- o Their current skills meet 86% of their professional requirements - (higher than national average of 80%)
- o Available PD meets 66% of professional requirements- higher than national average of 55% (Note: Variations across Schools)
- o Timing of PD has significantly greater impact on ability to access PD than does cost or location

Overall, people prefer:

- o Face to face PD as opposed to online
- o To undertake PD during daytime work hours
- o To attend PD conducted over full days.

NOTE 1: PD options should be more varied than "attending" PD sessions - work is required to strengthen other approaches

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?

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GOVERN OUR COURSE

COURSE GOVERNANCE AND COMPLIANCE OFFICER
FACULTY OF BUSINESS AND LAW
\$40,410 - \$45,430 per annum, plus 17% employer superannuation contribution.
This is a full time, continuing appointment.

As our enthusiastic team in the efficient operation of the Faculty's course approval process, policies, arrangements and articulation agreements, both the able and internationally. You have well developed communication skills, exemplary writing skills and excel in both independent and collaborative decision making. A degree and relevant work experience are required.

Applications for this position close 4pm Wednesday 12 October 2011.

How to Apply:
For further information and a Position Description visit our website vu.edu.au/jobs
Applications must address the Selection Criteria contained in the Position Description.
Victoria University is an Equal Opportunity Employer.

WHAT SKILLS ARE REQUIRED TO DO THIS JOB?

WHO HAS THEM?

'If you are NOT teaching students, your job is to support those of us who do'

H. Mayer (former English Teacher, former MP in the Hawke Government, Member for Chisholm, TAFE teacher Swinburne, AEU President Swinburne)

vu.edu.au/jobs VICTORIA UNIVERSITY
The Age 12 September Oct 1 2011

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 ?

W HAT'S T HE FUTURE ?

LIFO ? Or

FIFO ? Or a

W ORKFORCE D EVELOPMENT P LAN ??

OR S OMETHING E LSE?

Swinburne University of Technology, Melbourne
Australia

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