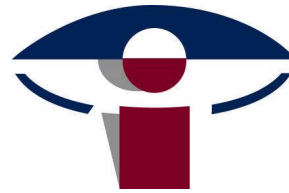


Joint TAFE Associations' Submission to the Productivity Commission Study into the VET Workforce



Victorian TAFE
Association



August, 2010

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This submission is made by the Victorian TAFE Association (VTA), TAFE Directors Australia (TDA), and the Victorian TAFE Development Centre (TDC) on behalf of their individual and collective constituencies.

VTA, TDA and TDC welcome the opportunity to respond to the Productivity Commission's study of the VET workforce and given our respective roles believe we are uniquely placed to respond to the Study.

The Victorian TAFE Association (VTA)

The VTA is the peak employer body for Victoria's TAFE sector. VTA members include four dual sector Universities, fourteen stand-alone public TAFE providers, AMES and the Centre for Adult Education. Victorian TAFE providers are actively engaged in VET at the state level as well as nationally and internationally. Services provided by VTA to members include governance advice, workforce relations advice, industrial relations advice and representation, education projects, research, government liaison and representation and professional development.

TAFE Directors Australia (TDA)

TAFE Directors Australia (TDA), established in 1998, represents 59 TAFE providers, offering programs in more than 1,300 locations across all states and territories. Members of TDA are the TAFE providers, represented by the TAFE Chief Executives. The TDA national secretariat is based in Sydney and is focused primarily on policy development and advocacy for TAFE providers.

The Victorian TAFE Development Centre (TDC)

The TAFE Development Centre (Victoria) mission is to promote the development and raise the professional standing of people working in the VET Sector. It is staffed by educators, leaders, managers and specialist staff who enjoy a high status in the community and among professional peers. The TAFE Development Centre was established in 2002 as part of the Victorian Government's vision for a reinvigorated public TAFE system, through initiatives to build staff skills, support effective recruitment, and focus on high quality people development for Victoria's TAFE providers.

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Context for TDA/VTA/TDC Response

TAFE providers¹ nationally are the major deliverers of accredited training and education across the spectrum of the Australian Qualifications Framework. They are variously known as Institutes, Colleges and Polytechnics and in Australia include five dual sector universities. Delivery includes senior secondary school certificates, vocational certificates, diplomas, advanced diplomas, associate degrees, bachelor degrees and graduate qualifications. These qualifications are delivered in a range of contexts – institutional, workplace and online. They are delivered in partnership with a variety of national and international organisations, including schools, colleges, universities, enterprises and community organisations.

The Victorian TAFE Association (VTA), TAFE Directors Australia (TDA) and the TAFE Development Centre (TDC) are in agreement that a capable and competent VET workforce is fundamental to the achievement of the Government's productivity agenda. To that extent we support the Federal Government's announcement in the Federal Budget of the Quality Skills Incentive (\$129.8 million) over three years. VTA, TDA and TDC particularly welcome the Incentive because it recognizes that Australia's 59 TAFE providers offer approximately 85% of accredited training in more than 1300 locations across all states and territories. Collectively TAFE providers are responsible for 84.3% of total training delivery² therefore it can be safely assumed that TAFE providers employ around 80% of the VET workforce. This workforce is ideally placed to deliver on the key policy drivers – quality, participation, student attainment, access and pathways – ultimately leading to improvement in national productivity.

In 2009, the total number of students undertaking publicly funded training remained steady at 1.7 million, with an increase of 7.3% in hours of delivery...Of [those] 1.7 million students, just over 1.3 million studied at a TAFE or other government provider, 151 900 studied at a community education provider and 230 200 studied with a private training provider (National Centre for Vocational Education Research [NCVER] 2010).

TAFE agrees that continuously improving the quality and accessibility of training and student outcomes is essential if the Government's targets for lifting rates of participation and skills deepening are to be achieved. We also recognize that the quality of the VET workforce is fundamental to delivering on these goals. High performing TAFE providers depend on a high performing work force.

¹ The term *TAFE providers* will be used in this paper to describe the dual sector universities, colleges, providers and polytechnic organisations under the umbrella of TAFE.

² NCVER Australian VET: students and courses 2008, Table 14, p. 16

Scope of this response

We have not attempted to address all of the questions canvassed in the Issues Paper rather we have concentrated our response on a set of questions that we deemed to be of specific relevance to the TAFE sector and where we can provide information and best advice on issues of interest to the Commission.

In preparation for our submission we surveyed all TDA and VTA members on these questions. The questionnaire is at Attachment A. Our submission is populated with the information and evidence gathered from member responses.

We received a high response rate to the survey with 44 questionnaires returned. The high number of returns is an indication of the importance of these issues to the TAFE sector. It also enables this submission to provide a comprehensive view from a broad cross section of TAFE providers. Responses were received from all States and Territories, from regional/rural and metropolitan providers as well as input from the dual sector universities. Responses also represent the views of staff across the three groups identified by the Commission as comprising the VET workforce namely VET practitioners; VET professionals and general staff.

The submission is structured in two parts; first to give an overview response to Sections 1 – 3 of the issues paper; and second to provide a more detailed response to specific questions from Sections 4 – 7 of the Paper.

Definitions

We support the terminology used in the Paper to define the three broad groups making up the VET workforce. In the TAFE sector VET practitioners, VET professionals and general staff are all recognisable categories within the workforce. While acknowledging there is some blurring of these roles they are reasonably clearly delineated by their day to day activities, employment and industrial conditions.

We also agree with an approach to defining the VET workforce as all employees of VET providers excluding those who have a professional interest in VET, but who are not actively involved in the direct delivery of education and training.

Supporting Data:

- Comparison of TAFE Teacher employment arrangements across all States and Territories at Attachment B
- Web link to VTA website various State and Territory industrial instruments, that currently apply can be accessed at:
http://www.vta.vic.edu.au/?Name=WS_Awards_and_Agreements_Other_Stat es

Key Messages

The responses by TAFE providers across Australia in this submission are comprehensive and they signal clear messages that provide some 'fingerpost' issues to the further generative thinking, research and policy advice that the Productivity Commission may wish to consider, in its task to examine the Education and Training Workforce.

The key challenges and opportunities for TAFE in workforce development distilled from the responses are:

- The demand for continuous professional development across all sectors of the TAFE workforce to enable them to deal with changes driven by governments, industry, social and economic conditions, and technological developments. While it may not always be true that a more highly skilled workforce will increase productivity it is a stylised fact (i.e. more often true than not) that a less skilled workforce will reduce productivity.
- The older age profile of the VET workforce poses a challenge in terms of retention of capability and an opportunity for regeneration. Incentives to attract and retain older workers will be as, or more, important than incentives to attract younger workers. But TAFE can also expect to see a more mobile and flexible workforce, more fluid in employment attachment and more likely to enter, exit and re-enter the workforce according to personal experiences and needs.
- Given that TAFE providers continue to be the dominant providers of VET, any effective policy interventions and increased investment geared towards improving the VET workforce should focus on the developmental needs of VET practitioners, VET Professionals and General Staff working in TAFE settings.
- The pressure on TAFE (and vocational education) to 'fix' broad social and economic problems and the obligation to respond to public policy goals/settings. This requires more flexible and adaptive teachers with a broad range of inclusive teaching skills in addition to specific content knowledge and industry experience. It may also result in a change in the workforce profile of TAFE with the increase of different staff employed to cater for more learners from disadvantaged backgrounds.
- The need to develop measures of workforce productivity that go beyond simply increased student contact hours and more done with less. The emerging tertiary education sector, the drive for higher qualifications and the blurring of education boundaries means cross-sectoral provision, is assuming an increasingly important role for TAFE. The TAFE workforce is now required to operate across institutional structures, regulatory and accountability frameworks.

The skills, qualifications and productivity of TAFE practitioners is not and therefore cannot be confined to the siloed view of the VET sector.

- The need to re-examine the current methods of measuring VET workforce performance to capture more than just the volume of workforce inputs and outputs to include their quality, scope and potential to improve productivity. A useful response to these types of workforce issues may be to develop metrics that have a direct line of sight to creating effective organisations.
- The need for a national data base on the characteristics of the VET workforce including qualifications. Individual TAFE providers generally hold this data and will use it for planning purposes but there is no coherent national picture of the VET workforce which would allow providers, regions, States and Territories to benchmark on the characteristics.
- The increasing requirement to respond to the impacts from the emergence and perhaps more significantly the convergence of technologies that are rapidly shaping new practice in industry, enterprise and education. The emergence of a critical mass of teachers and trainers who are well prepared to incorporate e-learning into their practice and have the skills to use e-learning in transformative and innovative ways will not happen organically. It will require further investment in a well planned and well resourced national workforce development strategy for the VET sector.
- The growth of international delivery off-shore has resulted in TAFE providers building significant capability in exporting vocational education and working off shore. Consequently they have had to broaden their skill profile and grow a workforce (both domestically and in country) capable and qualified to support these endeavours. This area of provision will continue to grow into the future and will assume increasing importance in the recruitment and workforce development strategies of TAFE.
- There is no consistent view on the benefits of registration for VET practitioners and other professionals. It appears there is little connection between VET professional registration and peoples' perception of teaching as being a worthwhile career. A self-regulating professional association designed to promote 'professional practice' may be a better focus for raising the professional status of those who work in the VET sector.

Overview

VET in the education sector and the economy

The defining characteristics of TAFE providers

TAFE providers differ markedly from many other RTOs with respect to their defining characteristics. TAFE providers:

- are large, diverse, publicly owned institutions with prescribed accountability and governance arrangements which ensure quality assurance as laid down by the Australian Government's Provider Registration Requirements;
- offer a broad student experience with individualised vocational and further learning options for a diverse range of students, both local and international;
- invest in social inclusion/community service obligations;
- deliver in a range of industry sectors and/or predominantly at tertiary level;
- emphasise industry relevance, currency and regional workforce development especially insofar as TAFE training and curricula are directly guided by industry requirements;
- are commercially orientated with dividends re-invested in education or for the public good;
- have an increasing role in higher AQF levels, development and delivery;
- operate primarily as state or territory based institutions;
- often have significant international operations; and
- represent low risk to government for market failure because of the longstanding processes in place to ensure the delivery of quality programs to a balanced mix of local and international students, proven market success, and robust administrative procedures.

(TAFE Directors Australia *A Blueprint for the Australian Tertiary Education Sector* July 2010).

Challenges and opportunities for TAFE providers

The Australian Government's productivity agenda is concerned with raising the skills of the workforce to ensure that Australia is competitive in a global market. Education and training are seen as critical to competitiveness and the agenda aims to encourage all Australians to achieve at the highest possible levels. The agenda also seeks to ensure that the skills of the Australian workforce better match skill needs in the labour market.

The key objectives the VET workforce is seeking to achieve should be to assist to facilitate this agenda and to support the objectives and outcomes of the National Agreement for Skills and Workforce Development.

The VTA, TDA and TDC (the Respondents) believe it is timely and appropriate to undertake an examination of the VET workforce. The areas identified in the Issues Paper around:

- factors affecting the current and future demand for the VET workforce, and the required mix of skills and knowledge;
- the current and future supply of the VET workforce; and
- the structure of the workforce and its consequent efficiency and effectiveness;

are all areas that continuously challenge TAFE providers. They have all been the subject of numerous reviews and research efforts at a national, state, association and individual provider level.

TDA/VTA and TDC contend that the following features of the VET sector are all more evident in TAFE than in other VET providers:

- diversity of course offerings;
- identity of providers;
- the diversity of funding sources, including an increase in the desire of governments for competition and contestability; and
- a diverse student profile.

A particular feature of the VET sector that should be *in focus* for the Commission is cross-sectoral provision, an area which is assuming an increasingly important role for TAFE and that impacts on issues of productivity and workforce development for the VET sector.

TAFE providers occupy a particular place in the educational landscape with boundaries between schools, TAFE providers and universities blurring. While the VET sector has a specific role to play in the delivery of competency based training to industry standards there is nevertheless some blurring at the edges of VET which means it now encompasses potentially broader boundaries that take in VET at the senior secondary school level and more clearly identified vocational learning with and within higher education. The productivity of the VET workforce and the contribution their capacity and capability in these areas make must therefore be measured and recognised. That the VET workforce is now required to operate across institutional structures, regulatory and accountability frameworks should be recognised. The productivity of VET practitioners is not and therefore cannot be confined to the siloed view of the VET sector.

In terms of workforce development the expectation that VET practitioners will operate across education sectors has wide ranging implications for among other things pre-service training, continuous professional development, qualifications, pedagogy, and workforce mobility and of course has IR dimensions. Providing their skills into other education sectors also calls into question the ways in which productivity in the VET sector is traditionally measured. Measures predominantly linked to increased student contact hours are not sufficient to demonstrate the wider value added to these other sectors from involvement of VET practitioners. TAFE providers are required to respond to public policy initiatives, including community service obligations. Their capacity to achieve in both areas of skills building/deepening and social inclusion initiatives such as 'second chance' education and building foundation skills is often cited as critical point of difference for TAFE in the broader VET sector. Their capacity to assist to achieve an ambitious set of government targets for VET can be either constrained or enabled by a range of factors related to this difference.

We would propose an examination of the current methods of measuring VET workforce performance to capture more than just the volume of workforce inputs and outputs to include their quality, scope and potential to improve productivity.

The 'elephant in the room' issue for TAFE providers and the broader VET sector appears to be the workforce profile best able to deliver these outcomes. The VET workforce in all its categories needs to be flexible, agile and well qualified to seize the opportunities and meet the challenges.

Some current challenges facing TAFE include the need to respond to:

- government participation and productivity targets;
- increased client expectations;
- an expanded demographic of students, especially with the growth in the international student market;
- new forms of communication and pedagogy in an information and technology rich education environment;
- changes in industry practices and processes;
- increasing compliance requirements by Government; and
- the formation of a tertiary education sector.

The challenges for the workforce are documented in the VTA's 2008 publication "Workforce Planning in TAFE – A Comparative Discussion Paper"³ which cites a finding by the Victorian State Services Authority that the concerns for Victorian TAFE Teaching workforce are very specific:

- the need to replenish the ageing workforce;
- the management of the expected retirement of staff;
- the limitations on the number of ongoing permanent positions, lack of turnover restricting the ability to hire contract and other potential staff;
- the inability to hire qualified staff because of the tight labour market. Superior private sector pay rates discouraging people to move into teaching;
- the worsening skill shortages for regional TAFE providers;
- the need for higher level entrepreneurial and managerial skills in TAFE than in other educational sectors;

We suggest that a useful response to these types of workforce issues may be to develop metrics that have a direct line of sight to creating effective organisations. These could include:

- building leadership capability;
- acquiring key talent;
- driving cultural change; and

³ Workforce Planning in TAFE – A Comparative Discussion Paper, Victorian TAFE Association March, 2008 page 4

- retaining key talent.

Characteristics of the TAFE workforce

We support in broad terms the definition on P.8 of The Productivity Commission Issues Paper that characterises the VET workforce as VET practitioners; VET professionals and general staff. This acknowledges the variety of roles and required skills of members of the VET workforce in TAFE settings. Our submission is based on research conducted across the national TAFE network and includes the responses and views of staff across these three groups.

What we know about the TAFE workforce in broad terms would indicate that on average the TAFE workforce is likely to be older but more highly qualified than the private RTO sector; has a broad gender balance in the practitioner and professional categories, but is likely to be more 'feminised' in the general staff area; has a strong base of permanent staff but the workforce is becoming increasingly casualised; and retirement and regeneration of the workforce are real and immediate challenges.

We also know that, for VET practitioners in particular, expectations of their capacity and capability to perform their multi faceted roles is subject to constant change within the organisational, pedagogical, and contextual environments in which they work. Narrow notions of productivity historically (largely) linked to outcomes in such a dynamic environment misses the opportunity for developing new concepts and metrics for productivity of the TAFE workforce.

TAFE has historically been challenged in attracting new workforce entrants for a range of reasons related to remuneration, employment conditions and status. The emerging issue of attracting people with good technology (and e-learning) skills will also be affected by these factors and by the opportunities available to use their skills in the workplace. Public and private RTOs that do not show leadership in embracing technology and e-learning are less likely to be the employers of choice for these potential entrants who are accustomed to and expect to use technology.

We acknowledge that there is no coherent national picture of the VET workforce which would allow providers, regions, States and Territories to benchmark on the characteristics including qualifications of their workforces.

Individual TAFE providers currently collect this information and use it for workforce planning purposes. In compiling a more cohesive picture of the national TAFE (and VET) workforce and issues impacting on development and planning, more work could be done to mine this rich vein for systemic data collection and research.

We are aware that NCVER is currently working with jurisdictions to agree a nationally consistent approach to data collection. We would support a collection that covers all registered training organisations in receipt of government funding. But one that does

not burden the sector and that fits with human resource management systems already in place at the provider level.

While a national data base does not currently exist we would direct the Commission to a number of data collection efforts in the TAFE sector in Victoria and nationally.

In 2008 a significant study was undertaken in Victoria by the TAFE Development Centre (TDC), the Victorian TAFE Association (VTA) and the State Services Authority to assist the Victorian TAFE sector to develop strategies to address its workforce planning issues. The study provides a comprehensive profile of the Victorian TAFE sector including important characteristics of the TAFE workforce such as those sought by the Commission.

Similarly the study undertaken by NCVER *Vocational education and training workforce data 2008: A compendium* presents the findings of three projects that attempt to provide a demographic profile of VET practitioners and professionals; national data on the TAFE workforce; and what needs to be known about the national VET workforce and options for collecting data.

The L.H. Martin Institute at the University of Melbourne is currently undertaking a project managed by the Australian College of Educators (ACE) to research and make recommendations on the factors that affect the quality of vocational education and training (VET) teaching. Including VET teacher qualifications and continuing professional development; the impact teaching has on the quality of the VET student experience and student outcomes; and how this can be evaluated.

Responses to specific questions

Section 4: Demand influences on the VET sector

Demographic and economic change

What impacts do you anticipate that the use of technology in your Institute will have on:

- ***Teaching delivery and methods over the next five to ten years?***

21st century training is characterised by the use of ICT which facilitates learning anywhere at any time, gives power to the learner, and provides stimulating and engaging learning environments. ICT is enabling the transformation of education and training through the use of learner-centred pedagogies and therefore changing the role of teachers and trainers and the skills they require.

The critical trends in technology influencing the VET sector are related to increasing client demand for flexible learning options, the expansion of broadband networks and advancements in mobile technologies.

The roll out of the equipment and infrastructure for the Digital Education Revolution (DER) and the Vocational Education Network (VEN) will impact immediately on the skills base of teachers/trainers. In essence these initiatives will mean there will be 'nowhere to hide' from the recognition that e-learning skills are critical for teachers and trainers.

TAFE will increasingly be required to respond to the impacts from the emergence and perhaps more significantly the convergence of technologies that will increasingly shape new practice in industry, enterprise and education. As a consequence there is likely to be a rise in the use of simulation technologies with particular attention given to the development of 3D real time interactive real world simulations.

The use of technology will impact teaching delivery methods through the adoption of technology-based methods such as online (self-paced) and virtual training. There is a strong possibility that courses/units will increasingly be delivered entirely in a technology-based format, but impacts will primarily be seen through the adoption of a blended format of traditional classroom and technology-based training.

As they respond to the increasingly personalised service focus of education and training, it will be necessary to engage more fully with digital technologies to enhance delivery of learning and assessment experiences. In concert with this is the requirement to engage with learning experiences that support lifelong learning for workers as participants in the creative knowledge economy. In the immediate term this will require more engagement with the opportunities afforded by collaborative

web 2.0 technologies, this refocusing will drive changes in how they approach learning and assessment. Over the next 1 to 2 years there will be an increased focus on applications of mobile computing.

Projecting out 10 years it is highly likely that they will need to be engaging with the emerging web 3.0, the 'intelligent web'.

Current experience has found that technology-based methods work well with knowledge-based learning and traditional methods work well with culture-changing training such as leadership development. Technology-based methods can also be used to enhance traditional methods. Practitioners will need to understand and apply the best approach for the learning outcomes required:

- use of simulations / virtual training and learning;
- need to offer more interactive online experiences;
- practitioners need increased skills in production and development of e-resources;
- increase in technology resource requirements (both human and physical);
- financial implications;
- increased need for technical support;
- new and changing job roles (professional and general staff);
- increased use in mobile devices, i.e. iPads, PDAs, Touch screens, machines that students can use, etc;
- convergence of technology, i.e. multifunction hand held device;
- decrease in on-campus delivery;
- introduction to Technology for mature and disadvantaged;
- practitioner collaboration environment;
- need for technical support;
- flexible delivery options for students and industry;
- on-line teaching and learning rather than face due to need for people remain working whilst studying;
- web based products use;
- e-learning equipment – PC, laptops, modems (blackboard/CE6), links to current data/trends to assist delivery, centralised learning objects; and
- practitioners work from home and potential increase – flexible delivery.

Regional TAFE provider

One regional provider is seeing increasing uptake by students and staff using Learning Management Systems (LMS) and Virtual Learning Environments (VLE) <http://hi.moodle.com.au/>. These are web application that educators can use to create effective online learning sites. Use of technology to deliver programs to students via a learning management system has grown exponentially. In the last two years Institute Online (HI Online) was launched in April 2009 and uptake of the system across the Institute has been rapid and is increasing exponentially. User statistics drawn from the site illustrate this:

Date	User Total
1 April 2009	Nil
1 August 2009	815 (7 new users per day)
2 March 2010	3797 (14 new users per day)
26 March 2010	4565 (33 new users per day)

Using this data it is reasonable to predict that user numbers will be in excess of 15 000 by March 2011. The challenge for this Institute is to ensure adequate and strategic provision of resources is in place to meet the ensuing demands.

This same Provider is utilising *e-portfolio* as a learner-driven collection of digital objects demonstrating experiences, achievements and evidence of learning. E-portfolios provide learners with a structured way of recording their learning experiences and work history. E-portfolios can be developed quickly and easily used in the workplace to capture live evidence through the use of mobile phones and point-of-view devices, and can include a range of digital evidence such as audio, video, photographs and blogs <http://mahara.org/>.

Technology is affecting the way practitioners search, manage and create content online. Digital Repositories that incorporate Learning Objects, Learning Content Management and integrated content authoring assist the vocational education and training (VET) system to share education and training resources that support flexible delivery. <http://www.thelearningedge.com.au/products.php>.

Technology is enabling more diverse groups to access education and training. As rapid advances are made in hardware and software applications, technology is being used to assist students with learning disabilities overcome phonological processing deficits and difficulties with writing and organisation. These technologies range from basic word processing, spell checkers, word prediction and speech recognition for transcription and revision, to the use of the Internet as an online communication tool <http://www.readwritegold.com/readwritegoldv9.html>.

Technology has impacted the way that TAFE's engage in skills recognition (RPL and RCC). Changes to the delivery of recognition methods are occurring through web

based systems which act as a virtual co-ordination centre for potential candidates with assessors who will be engaging them through work place visits.

www.rapidrpl.info

There are issues associated with providing and sustaining innovative educational technology applications including funding and professional development. There are difficulties in maintaining a leading edge in the provision of technologies applied to learning programs when the technologies are constantly superseded by industry developments. Librarians in TAFEs provide an important conduit to the global knowledge networks as they become specialist in developing information literacy and online facilities to libraries http://www.voced.edu.au/td/tnc_46.24.

Within the next 6 years the National Broadband Network (NBN) will progressively enable a massive increase in bandwidth to all consumers and all businesses. The potential impact on training is likely to be profound and rapid. However it is not yet gaining substantial VET policy or provider interest at management level. The availability of high definition video streaming in real time, and customer experience through web based sharing and communication tools, will both change customer expectations and open opportunities for new types of training and delivery. This will encompass not just video and multimedia packages, but real time interactive CGI simulation environments.

The VET workforce will need enhanced skill levels in the delivery of these applications. The development and customisation of them will be an issue with a continued tension between "local development" and the quality/resourcing available to large centralised product development nodes.

Regional TAFE provider

In the last two years we have seen a dramatic increase in the use of online technologies. In 2008 for example, just over 8% of our profile delivery was available on TAFE Virtual Classroom. In 2009 this figure was 15.7%. Our usage of the Virtual Classroom program Elluminate has increased some 8.5 times from 2008 to 2009 with just over 160 sessions available online. It is the expectation that this growth will continue in 2010 and beyond to the point where all our programs will have a percentage of online presence/components.

Supporting data:

- 2010 Horizon Report. <http://wp.nmc.org/horizon2010/chapters/trends/>
- http://www.novations.com/publications/white_papers/the-impact-of-technology-on-training-q1-2010-pulse-survey,109.html
- www.e-learningstrategy.sa.gov.au
- <http://www.flexiblelearning.net.au>

Demand for training, particularly from regional/remote areas and of knowledge and skills requirements?

The provision of training material online can make education and training accessible to more people and in more places more effectively. Blended learning strategies allow for online training to be provided remotely thus reducing the constraints of travel, time and access to physical infrastructure. Increased access is appealing to students, in particular remote students. It better enables their capacity to engage in education and training and thereby increases their potential demand.

Technology-based training also appeals to the younger generation of students making it potentially easier to engage and re-engage those alienated by time and distance.

It is reasonable to assume demand for training would be increased by the ease of access at anytime and from anywhere nature of technology enabled training. TAFE providers are expecting:

- an increase in demand for flexible training in remote communities;
- further demand for international online niche markets;
- remote communities to need additional funding to support on-line technology;
- increased opportunities and delivery by metropolitan providers in the regions;
- bandwidth to remain a problem for remote connections prior to full implementation of National Broadband Network (NBN). Limiting the delivery to some locations and being extremely frustrating for the learner.
- Increased external study delivery;
- high demand from rural and remote communities;
- more access to overseas marketing and promotion with technology; and
- increased use of teleconferencing and videoconferencing.

The ability of TAFE providers to respond to the training needs of regional communities is influenced by technology, infrastructure and difficulties attracting and retaining delivery staff necessary for quality training outcomes.

TAFE faces challenges in trying to meet the expectations placed on it by regional communities, industries and enterprises. In regional areas, communities often look to TAFEs to provide a range of education and training options to meet specific local needs and to maximise opportunities for their young people.

Regional communities attach a high value to enabling young people and their families to remain in the community as they undertake post compulsory training. The social and economic cost to communities of individuals and families re-locating to metropolitan areas for education and training are well recognised. In addition, regional communities seek to grow their local skills base to attract and retain new industries, provide employment opportunities and support the services and broader social and cultural activities that encourage people to remain in regional areas.

Regional TAFE providers are not only a major provider of post compulsory education and training, but also play an important role in working with local government and business to help create and grow industries, as well as supporting the broader community. Training is needed for targeting local skills shortages and enabling skills development, re-skilling and training that lead to job outcomes locally.

The rapidly increasing use of web video services and social networking sites together with expanded mobile Internet access will provide opportunities for more people to engage with education and training. Access to communication technologies within dispersed communities which is both faster and cheaper, will help to extend the boundaries of the training providers and more effectively support isolated groups.

Supporting data:

- www.hi.moodle.com.au
- www.rapidrpl.info
- <http://www.hunterinstitute.wikispaces.net/>
- <http://www.australiandisadvantage.org.au/>

Demand for the VET workforce, both in terms of numbers, and of knowledge and skills requirements?

The VET practitioner will need high-level facilitation skills supported by technical skills in using online technologies. It may be the case that the one individual will have all the skills to do this, however it is more likely that VET practitioners will work in teams of people that collectively share these skills.

In the short to medium term the lack of these technical skills is limiting the uptake of online delivery in the VET sector. These skills could be addressed by the provision of additional support resources for online delivery either at a provider level or delivered centrally e.g. prior e-works.

As important as access to e-learning technologies and infrastructure is for delivering VET in technology rich learning environments by itself it is not sufficient to lead to a 'step change' in the use of ICT in teaching, learning and assessment in the national training system. The emergence of a critical mass of teachers and trainers who are well prepared to incorporate e-learning into their practice and have the skills to use e-learning in transformative and innovative ways will not happen organically.

It will require further investment in a well planned and well resourced national workforce development strategy for the VET sector much like the Australian Flexible Learning Framework. It will also require a long term focus. The dynamic nature of e-learning and continuously changing technologies means we are dealing with a 'moving target' in developing the skills and confidence of people to use e-learning effectively in their day to day practice, and the higher level skills to use e-learning in an innovative and transformative way for learning and assessment.

Technology is integral to the day to day activities of learners, teachers, employers and employees. It is increasingly an indispensable tool for learning for all of these groups and it fundamentally changes notions of the learning environment. Excellent examples of e-learning professional and workforce development in the TAFE sector exist but there is always more to be done.

ICT enabled learning will likely increase the knowledge and skill requirements of some VET practitioners but it may over time lessen the actual numbers of the VET teacher/trainer workforce. Other industry sectors have witnessed the decrease in workforce numbers with the increase of technology and VET will not be immune from this. It will also likely change the types of activities that typically describe a teaching/training role to those of learning facilitator, mentor, and advisor working more shoulder to shoulder than face to face with learners. New technologies and learning platforms may also lead to the need for more highly skilled workers in the area of on line content development and course materials.

On the other hand e-learning has become a sophisticated business and quality standards and products require staff with increased knowledge and capability. There is an expectation that all staff will become more digitally literate as digital media literacy continues its rise in importance as a key skill in every discipline and profession.

There is a changing focus on teaching styles that work in an online or flexible environment and there is a demand for different teacher training for new delivery styles or methods. Higher level skills will be needed to use technology in a transformative and innovative way for learning and assessment.

A major focus of the challenge for training deliverers and educational providers is to ensure e-learning skills feature in all curricula and not just in ICT related areas. Moving from 'e-learning' skills as being seen as an additional set of skills for the VET workforce to e-learning strategies as embedded and intuitive in the VET workforce will take a significant mindshift. All teachers and trainers will need skills that are based on sound digital literacy, effective management of subject delivery and responsible digital rights management.

More work needs to be done in achieving a critical mass of teachers and trainers who are well prepared to incorporate e-learning into their practice and have the skills to use e-learning in transformative and innovative ways.

In general EFT staffing numbers appear relatively static but, anecdotally, there is an increasing reliance on the use of casual staffing. There is an increasing use of short-term and casual staff to meet peak load requirements for specific industry skills and client demand. The shift to online delivery and other emerging technologies may lead to reductions in permanent, long term employment options. It appears that there is a trend leaning towards a mobile workforce.

Metropolitan TAFE provider

One of the significant challenges facing the provider is the 'aging' of our workforce. Currently 35% of the teaching workforce is over 55 years of age. Strategies are required to mitigate the risk of losing a significant skills base.

The labour market emphasis on formal training and lifelong learning is being driven primarily by:

- employer perceptions on the need for increased skill levels as a driver of productivity and competitiveness in a global economy;
- increased use of technology
- public perceptions of VET as a defence against unemployment ;
- underlying skill shortages and capacity constraints in key industry sectors; and
- skill shortages/labour market growth in areas related to socio-demographic change e.g. health and age care; personal and community services.

This generates an increased need/demand for qualified VET practitioners, especially in skill shortage areas and industry sectors experiencing growth. Other policy initiatives such as the National Partnership on Youth Participation; social inclusion; building foundation skills; and increasing competition in the training market all call for different skill sets. Mentoring, vocational guidance, customer service, negotiating sales, commercial delivery management and budgetary/financial skills are becoming more and more essential for VET practitioners.

These trends alongside the demand from industry for state of the art technologies for a broad range of industry areas will impact on skills development needs for practitioners and delivery support staff. Additional professional development (PD) will be needed but we may be looking for different types of staff qualifications and skills and qualifications at higher levels. For example, a move by one TAFE into areas such as materials testing has required staff to develop new skills that are not directly related to their areas of training delivery. Allied to this as the provider is in a regional setting it has also become a hub of expertise for the region and is now providing services beyond training delivery.

On a similar note, new industries are emerging to service the changing nature of the traditional trades and other industries- e.g. robotics, remote controlled infrastructure, process control, simulators – that also require VET practitioners (teachers, managers and support staff) to develop a different understanding of the training market and to respond with new types of programs and services that will be delivered in new ways.

Supporting data:

- John Mitchell and Associates:
- http://www.jma.com.au/User_Uploaded_Files/file/JMA%20Analytics%20National%20VET%20Practitioner%20Skills%20Report%2031%20January%202010.pdf

Do you anticipate that demand for VET from learners from disadvantaged backgrounds will increase in the next five to ten years? If so, what implications do you think this will have for the VET workforce

There is a range of state and commonwealth government initiatives targeting low socio-economic status communities, particularly in the school sector, that will potentially result in more disadvantaged learners undertaking VET study.

Australian governments have identified the lack of language, literacy, numeracy and employability skills as a concern in regard to the capability of the future workforce. TAFE has particular community service obligations and responsibilities to respond to public policy that mean these issues are particularly relevant. TAFE staff in particular will need skills in these areas to fully support students and to develop innovative programs to meet their emerging needs. TAFE could also see a change in the workforce profile of those employed to cater for more learners from disadvantaged backgrounds.

Some of the initiatives which will influence more disadvantaged learners' ability to undertake VET study include:

- increasing the school leaving age, targets and requirements for people to stay in education for longer;
- schools as centres for communities;
- National Partnership funding;
- Higher Education Participation Partnership Program funding; and
- changes to Commonwealth entitlements i.e. 'earn or learn'.

Increased funding focused on the Workplace English Language and Literacy (WELL) Program, Individual Education Programs (IEP) and Language, Literacy and Numeracy Programs (LLNP) will increase engagement in education.

Social Inclusion policies, second chance education and participation targets will require an increased priority focus on all target groups i.e. unemployed, youth at risk, Indigenous and migrant populations. These policy settings encourage a student-centred approach and are highly relevant to TAFE funding and provision. The implications for this demand will be resourcing (staffing, facilities, equipment).

Individual responses from TAFE providers indicated a range of state based initiatives that are driving demand from learners from disadvantaged backgrounds, how they are responding to these and the subsequent impact on their workforce.

For example responses from W.A. TAFE providers predict the demand from learners from disadvantaged backgrounds should increase through the WA Government's Training WA: Planning for the Future 2009 – 2018 plan. It identifies strategies to provide greater access to training to traditionally under-represented groups of the

population, including a new model of adult community education to develop foundation skills, where 1500 new Certificate 1 training places will be made available in 2010 and 2011. Other groups provided for in the plan include Aboriginal people and young people.

The increase in the number of projects in the mining sector is likely to mean that there will be a labour market shortfall in both skilled and unskilled workers. This will lead to a demand for workers in WA which will have to be filled by skilled migration and/or by providing training to learners from low social, economic and other disadvantaged backgrounds.

The outcomes from the Bradley Review in part seek to provide access to higher education from students with low SES backgrounds. This has direct implications for TAFE as they are seen as key to the transition of these people into higher education. It has the potential both to increase the demand for training in transition and preparation courses, and the types of courses that might be offered to students in this space. TAFE providers will need to have strategies in place to support these learners including LLN, financial, flexibility in training, and availability of specialist resources.

The demand for specialist support for disadvantaged students is increasing in specific subject areas to enable students to successfully complete their qualifications. Literacy and Numeracy support was identified as a particular issue by some TAFEs. At some TAFEs the library and the library staff are gathering importance in the capacity to offer students support with their assignments, referencing, and searching for information. Software has been put in place which reads aloud a student assignment so students can proof read their own work; computer tutors have been engaged to support students with their computing and in accessing online learning platforms; and dedicated tutors operate out of the library to assist students with disabilities. In one example an Aboriginal support officer also works with the Aboriginal students to offer assistance with their enrolment and course fees, giving in class support or additional tutoring, career guidance and encouragement to continue and complete their course.

There is an increasing role for highly skilled career counsellors to work with disadvantaged learners – as these students have often been disengaged from learning or are unaware of the options open to them. They need good career guidance so that they can choose areas of study that are meaningful to them and that will increase their chances of completing and staying engaged in their studies and leading to sustainable career paths.

Some TAFEs have also noticed an increase in the number of students with mental health problems. This has meant that specific policies and procedures are needed to deal with these issues. Some TAFEs have met this need by engaging external counselling services so that in emergency situations students can be referred to them for support or the counselling service can be called out to attend the campus.

Overall supporting students from disadvantaged backgrounds means bringing together a number of different approaches to help alleviate some of the issues these students face in participating in training, finding a suitable course and being able to complete their studies successfully. The guidance, support and encouragement that need to be provided means that more support staff will need to be engaged to work with these students.

Supporting Data:

- National disability framework:
<http://www.facs.gov.au/sa/disability/progserv/govtint/Pages/policy-disability-agreement.aspx>
- National Workforce Literacy Project – Report on employers views on workplace literacy and numeracy skills – www.aigroup.com.au – May 2010
- Productivity Commission Terms of Reference - www.pc.gov.au/projects/study

What implications might a trend towards higher level qualifications have for demand for VET and the VET workforce?

In general the TAFE workforce is reasonably well qualified however the trend towards higher level qualifications will have an impact on the entry level qualifications of VET practitioners and on their continuing professional development. It may also have industrial relations implications as practitioners upgrade their qualifications and/or work across tertiary education providers with different employment and remuneration conditions.

The trend towards higher level qualifications drew comments from TAFE providers about broader VET workforce capability building in areas such as scientific and technological capabilities, critical and systems thinking, creativity, design and innovation.⁴

As higher level qualifications are central to responding to the needs of the creative knowledge economy, capability is also required in the TAFE workforce. Existing staff that choose to teach at the higher qualification levels will likely need to re-train or upgrade their qualifications, and TAFEs may also need to plan to recruit staff with higher qualification levels.

There may also be consequences for continuing to attract entrants from industry into TAFE who may need to train at higher levels to be able to enter the VET workforce. It could become less attractive for the casual workforce and potentially those from trade areas where the vocational qualification is at Certificate III or IV. The cost of attaining the higher qualification may not be viewed as 'worthwhile' to some people who are in industry and are considering the transition to teaching in VET.

⁴ Joint Universities Australia Statement April 2010 www.tda.edu.au

The MCTEE/COAG national agreement to increase delivery of higher level programs will increase the volume of training per participant and raise the AQF level/skill requirements. Alternatively, the ongoing increased emphasis on RPL will partially counterbalance that trend, reducing total training per participant and emphasising new types of VET experience e.g. workplace assessments. Both factors will impact on the type of professional knowledge and competence required of the VET workforce.

The development of TAFE Higher Education courses will entail careful consideration of articulation pathways into and from the HE courses, so that there is natural movement between the courses, within a unified tertiary education system. Consideration will also need to be given to minimum teaching qualifications i.e. will staff delivering HE courses be required to hold the TAA or TAE qualification, for example, or would the development of a related course in HE delivery now be appropriate?

It is more likely that demand for VET will grow rather than diminish as a result of the introduction of HE courses, provided the articulation pathways and benefits of a TAFE education are properly promoted. Since the total student cohort of TAFE should increase with HE delivery, the overall impact will be one of growth in the TAFE sector.

There are a number of challenges for the TAFE workforce including the levels of qualifications held within the sector; industrial issues concerning working in the HE sector; and meeting the requirements of the different pedagogy and AQF level of HE. At the same time, the universities have ambitious growth targets from the Commonwealth. In order to meet those growth targets some universities are investigating franchised delivery by TAFE. Franchised delivery and co-delivery models are likely to proliferate, growing the need for TAFE staff with degree and higher degree qualifications.

A potentially significant change for the TAFE workforce may come from suggestions around encouraging TAFE practitioners to undertake research degrees in their discipline areas and to make a more obvious contribution to education research. In a country with such a small population base, significant bodies of educational professionals such as the collective TAFE teaching staff have been identified as having huge untapped research potential. Michael Gallagher, Executive Director of the Group of 8 Universities, commented in an address in March, 2009 that Australia's research output has decreased. TAFE practitioners are well placed to conduct research under the supervision of universities, into both VET delivery and practice, as well as their own discipline areas. A shift in VET teaching culture to embrace research would enhance not only VET outcomes but national productivity outcomes.

Dual Sector TAFE provider

- VET will still have its place.
- Vocational education in particular for 'the trades' will always be in demand and there will always be people and jobs that will prefer and be better served by VET. The key is responsiveness and adaptation.
- VET programs can also be integrated in with Higher Education qualifications particularly in a dual sector situation.

Supporting data:

- Address to the Financial Review Higher Education Conference 2009, Sydney, 10 March 2009 Michael Gallagher, Executive Director, The Group of Eight
- http://www.go8.edu.au/storage/go8statements/2009/AFR_HE_Conference_2009.pdf

What implications might other shifts in delivery, in particular towards more RPL and RCC, have for the VET workforce?

As TAFE practitioners work increasingly off site in diverse workplace settings and other learning environments the issue of their competence in a range of pedagogy and assessment practices becomes more relevant. While acknowledging that RPL (and RCC) is simply a different assessment methodology, it requires practitioners applying their assessment skills in different contexts. The end result being sought in any VET assessment is to guarantee that the person is competent to the standards prescribed by the Industry Training Package.

A key to the RPL process is ensuring that practitioners use their professional judgement in confirming that the evidence presented satisfies the assessment requirements and that the individual is competent (or not) in the task. Being confident to use their professional judgement in different settings and in line with industry expectations about the skills and knowledge required is a higher order skill.

In essence RPL requires the student/learner presenting evidence to demonstrate that they are competent at a particular task/function. This may be quite complex where the practitioner is conducting the assessment of workers in situ. The major difficulty is observing a worker doing a task/function and being able to map the activities against the range of outcomes etc that is required in each Unit of Competence (UoC) and across whole qualifications.

The assessor needs to have a thorough understanding of the qualification and the ability to interpret what they are seeing, and then map the integrated/clustered tasks against a range of variables required to be deemed competent against a UoC.

The ability to work in industry settings, interpret a range of simultaneous activities and reflect a broad range of industry requirements (rather than enterprise specific) requires different skill sets to other forms of assessment.

TAFE practitioners will have to:

- be flexible and adaptable in practicing their skills;
- be highly capable in their technical and assessment skills;
- be confident in their professional judgement;
- embrace different skill sets with less focus on traditional teaching methodologies
- become more mobile and integrated into industry rather than based at a central location where the learner comes to them; and
- up skill staff to undertake RPL, RCC using mobile assessment technologies.

In addition to RPL and RCC the impact of technology can also be seen in the area of assessment. E-assessment is a hot topic in VET, with increasing numbers of practitioners looking for ways to understand how to apply it and harness its benefits.

Alongside e-learning, the use of mobile technologies to innovate in the area of assessment and record keeping is occurring rapidly. E-assessment and e-portfolios can reduce time spent on training administration; provide better feedback about progress to learners themselves and to their employers; and make possible more personalised approaches to meeting individual learners' needs.

Furthering comments made earlier in this response, advances in handheld mobile technologies including note books, tablets and smart phones, continue to broaden the scope of flexible delivery. Mobile learning increasingly incorporates 'mobile assessment' as evidence of competency is collected and transferred from learners' dispersed locations.

These shifts in delivery present big challenges for practitioners in adapting their pedagogy to enable this type of assessment.

Metropolitan TAFE provider

A shift towards RPL will add another skill set to a VET practitioner's suite of skills; it will not diminish other forms of assessment. RPL may actually decrease if the principal student cohort shifts towards youth where RPL is less significant.

Workplace delivery on the other hand will add to the complexity of TAFE teaching and raise the expectations about teacher skills and knowledge. It is arguable that the current TAA or TAE should remain the base teaching qualification for TAFE practitioners.

There is likely to be an increase in the use of e-portfolios to assist in the RPL process.

Supporting data:

- <http://e-standards.flexiblelearning.net.au> <http://www.flexiblelearning.net.au>
- http://pre2005.flexiblelearning.net.au/newsandevents/E-portfolios_for_RPL_Assessment_Final_190309.pdf

The international dimension

What have been the impacts on your institution and its workforce of the demand from international students?

The impact of international students on TAFE and their workforce has become increasingly significant over the past five years. Annual increases in the number of international students have required additional staff and different staff deployment to provide student welfare, mentoring to students, advice to both staff and students, and compliance monitoring for the Department of Immigration and Citizenship. The required level of documentation, information dissemination, and general support has impacted on practitioners and the general staff.

Some TAFEs are reporting the need for additional services such as English language tutorials and cultural awareness sessions for both students and staff. The Education Services for Overseas Students (ESOS) Act has placed a greater burden on TAFEs in the compliance reporting of student progress and the revised student appeal process.

International students have become more aware of their individual rights and are collectively more forthright in the demand for action on a range of issues impacting directly upon them. The responses to these demands need to be thorough and require the investment of time. The TAFE Directors Australia *International Student Barometer (ISB) for the Australian TAFE Sector* survey undertaken by the London-based International Graduate Insight Group, illustrated the wide range of services provided by TAFE and the responses to these by international students. The survey provides a good snapshot of the range of services and activities provided for international students, and the views of students to the success of otherwise of these services in meeting their needs. The survey results are at www.i-graduate.org.

Impacts that have been identified for practitioners, general staff and institutions include:

- increased emphasis in delivery on language, literacy and numeracy;
- the need for practitioners with higher levels of English (and other) language skills;
- increases in the need for pastoral care capabilities;
- increases in cultural awareness and adapting to student diversity;
- the capacity to contextualise training packages and training experiences for international students
- internationalisation of the TAFE workforce;

- increased need for staff with skills and qualifications in English as a second language;
- internationalisation of the student body;
- additional and significant income streams;
- sophisticated managerial and marketing skills to form alliances and partnerships with educational institutions overseas particularly in China and Asia;
- increased regulatory burdens with managing International students through compliance with the ESOS Act. With greater onus on monitoring tasks such as attendance and performance of students;
- demand management strategies influenced by external factors (visa changes, exchange rates, industry reputation) that influence both the level of demand for international students and influences on types of courses International students want to study;
- more staffing flexibility to respond to demand influences including the shifting need for fixed term and sessional appointments;
- recruitment strategies that focus on more cultural diversity in staffing profiles; and
- extra pressure on specialist facilities particularly if the demand for specific courses occurs quickly.

The related issue of international delivery off-shore also needs to be considered in this study. TAFE providers have built significant capability in exporting vocational education and working off shore. Consequently they have had to broaden their skill profile and grow a workforce (both domestically and in country) capable and qualified to support these endeavours. This area of provision will continue to grow into the future and will assume increasing importance in the recruitment and workforce development strategies of TAFE.

TAFE practitioners required to teach in-country need the qualifications and skills common to all VET practitioners and others that are specific to in country circumstances. There is currently some debate about the usefulness of the Certificate IV in TAE as it applies to in-country teachers. Those involved in this issue indicated to us that there is no need for a whole (or specific) qualification in this area. Rather they argue for an approach which recognises a 'skill set' that may be required to teach in-country be incorporated as part of the existing qualification. They argue for a more detailed discussion of the concept of "fit for purpose" related to qualifications in this area.

Metropolitan TAFE

The increasing participation of international students has been very positive – for local students and staff - interacting with students from many cultural backgrounds has been a learning experience which has far outweighed any drawbacks.

Supporting data:

- ESOS Act compliance
www.comlaw.gov.au/ComLaw?Legislation/ActCompilation1
- Pincas, Anita 'Culture, cognition and communication in global education' Distance Education; Melbourne 2001, Volume 22, Issue 1 pages 30-51
- Anderson, M. (2001) 'Cross-cultural communication in the global classroom: issues and implications. Monash University, Working paper 38/01

Section 5: Supply of the VET workforce

Maintaining workforce capacity

What do you think are the key factors influencing an individual's decision to work in the VET sector? Do these vary for different types of potential VET workers? Does your institute have difficulty attracting and retaining suitable staff in key training areas?

TAFEs identify a range of factors that influence an individual's decision to work in the sector. Those most often cited include:

- a desire and willingness to share their knowledge and experience in the provision of lifelong learning;
- lifestyle changes including conditions of employment;
- flexibility of working arrangements including work/life balance;
- the capacity to continue to work in industry as well as VET sector;
- contributing to the up-skilling of the general workforce
- perceived security of employment and income;
- opportunities for professional development and skills training including increased exposure to professional networks;
- access to and training in emerging technologies;
- industry involvement and maintenance of skill currency; and
- career progression/pathways for trade and technically trained people (especially self-employed).

Key factors for trade teachers include:

- ability to be involved in the teaching and learning of apprentices;
- desire to pass on knowledge to the next generation within the industry;
- moving away from the "tools" as a wellbeing and/or career move; and
- becoming interested in teaching during their apprenticeship experience.

As with most industries recruitment into TAFE and retention of staff are subject to internal conditions, external competition and economic conditions. Where skills shortages occur in industry, there is a natural flow through to difficulty in attracting and retaining suitable TAFE staff. Difficulties have been experienced in attracting/retaining staff in high demand/growth areas such as:

- nursing;

- aged care;
- indigenous education;
- literacy/numeracy;
- horticultural/Agricultural;
- engineering/Design/Drafting;
- mechanical and electrical engineers;
- plant and heavy vehicle mechanics;
- mining engineers;
- marine engineers;
- master mariners;
- electrical Line worker & Cable Jointing Trainers;
- electrical Instrumentation Teachers;
- management/Leadership Teachers; and
- staff in specialised disciplines, e.g. HR practitioners, accountants, skilled ICT staff.

Areas like the trades and in particular those that are in highly paid industries, such as the mining industry, present on-going difficulties in attracting people to VET.

A more recent issue that has been identified is the difficulty of retaining staff in relatively new or emerging industries. In these circumstances (e.g. competitive manufacturing) industry is recruiting VET teaching staff to meet their own workforce capability needs.

Dual Sector TAFE provider

At the practitioner level many choose VET and TAFE in particular (because the conditions are more favourable leave wise) as a life style choice. No body does it for the salary.

I believe that my provider does have difficulty attracting good staff, and this is evidenced by the recent attempts at recruiting some 10 or so positions in the last nine or so months and the associated difficulty in eliciting applications, and applications from good quality candidates. I am aware of at least one applicant for a program manager role that required some \$30-40k more salary than was on offer, the applicant was of exceptional quality possessing both the technical and managerial skills required for the role, and had a personal wish to become involved in education and training. He is still employed in the private sector.

Many in TAFE, particularly those practitioners and professionals from industries where high demand exists and correspondingly high pay rates are offered by the industries concerned, attracting staff with the required technical qualifications and subject matter industry experience is going to be an ongoing challenge.

Supporting Data:

- Feedback gained through discussions during recruitment processes and at inductions.
- Research and benchmarking HRM including employment trends:
<http://informimpact.com/>.

What are the key pathways into and out of the VET workforce at your provider? Do these vary for different groups in the workforce, for example, job role or area of discipline?

The key pathways into and out of the TAFE workforce appear to be similar across the sector with a common theme being some form of connection to, experience with or experience in TAFE. Key pathways into the TAFE workforce include:

- Targeted strategies to engage past students ;
- Employment of casual employees applying for internally advertised vacancies i.e. "foot in the door" syndrome;
- community and regional connections;
- skills development leading to specialist staff moving into teaching roles;
- encouraging pathways between industry and VET;
- professionals in commercial environments working with TAFE;
- increasing opportunities for managerial and entrepreneurial skills in the TAFE sector;
- direct from industry
- moving across from other educational sectors e.g. secondary school and higher education; and
- mature retirees from industry who want to 'put something back' into the trade/profession.

For VET practitioners the pathway in is predominantly through being employed as a casual/sessional teacher or through general recruitment.

For general staff entry is predominantly through response to external job advertisements and from traineeships into non teaching roles.

Key pathways out of the TAFE workforce include:

- straight retirement or phased retirement via sessional/part-time employment;
- natural attrition due to limited career opportunities;
- competition from within the VET sector, other education sectors and industry;
- teachers moving into industry for better salaries and to up date their skills/knowledge; and
- undertaking further studies and moving across to Higher Education.

Movement is not always in or out of the VET workforce. Often pathways between TAFE and industry occur through industrial release and staff exchange.

An important observation is that while people may move in and out of the TAFE workforce they are not necessarily lost to the education and training sector. They often move into related occupations in education and training in other public and private organisations. To some extent there is a diaspora of VET practitioners and professionals in the wider workforce which provides a potential human resource to attract back into TAFE.

The most common pathway out of TAFE for teachers is usually retirement. One TAFE indicated that their age profile shows that they are about a third of the way through a massive staff loss which began in 2007 and will be over by 2015.

In particular the ageing VET workforce poses an increasing challenge in terms of retention of capability. Older workers in who are under the pre-reformed superannuation schemes will almost all depart as soon as it is economically sensible for them to do so and TAFEs will have difficulty retaining them. Incentives to attract and retain older workers will be as, or more, important than incentives to attract younger workers. There is a constant need to replenish and grow the TAFE workforce. TAFE can also expect to see a more mobile and flexible workforce, more fluid in employment attachment and more likely to enter, exit and re-enter the workforce according to personal experiences and needs. An emphasis on flexibility of employment and professional development opportunities for the TAFE workforce are only a partial defence against higher wages in industry for employees qualified in a skill shortage occupation.

Enhancing workforce capacity

If you had to trade off between technical skills and teaching skills, which skills are more important?

Some claim that without the vocational skills teaching is not possible and without the skills to impart the knowledge the vocational skills are not of any use. However in a tight employment market there may not be the luxury of being able to stipulate which is more important and the reality is that in recruiting staff they may well be weaker in one or the other of these areas.

It is common in TAFE to look for the vocational skills and knowledge, and to support the teaching skills, which can be addressed through PD, additional mentoring, supervision arrangements or solutions such as team teaching. Students usually value staff being able to contextualise their learning to the workplace and to the “real” job they will be doing. This explains why students place such a high value on sessional or casual staff with recent industry experience.

Training Packages stipulate minimum requirements for both technical and teaching skills and, as their relative importance depends on a number of factors, it is difficult to say overall which is more important. These factors include:

- in some areas technical skills are essential e.g. automotive, environmental science, nursing; and in others legislative compliance requirements stipulate a particular qualification or level of expertise;
- teaching skills are more critical in other areas where the outcomes of the training are best achieved through engagement and interaction; and
- with technology playing an increasing role in delivery this may dictate a different type of “technical” or “teaching” skill required and it may shift the dynamic between which is the more important.

A shift to higher level qualifications may also bring with it a move to emphasise teaching skills over technical skills; and with more enterprise-based delivery the technical expertise may largely be sourced from the workplace (particularly in relation to new or emerging industries/technologies) with the VET practitioner providing their specialist skills in education and training.

Metropolitan TAFE provider

Very difficult to answer as they are both important. Without one it is difficult to do the other.

Regional TAFE provider

Based on my experience, teaching skills are critical to achieving the required outcomes of course completions. Those with teaching skills can pick up the technical skills more easily than those with technical skills tend to pick up teaching skills. Students need to have teachers with advanced teaching skills if they are to stay engaged and have their personal learning style catered for.

Are administrative and technical support roles in your provider changing? If so, are people readily available to fulfil these changing roles?

Administrative and Technical Support roles are changing influenced by changes in technology, the service expectation to students and the more sophisticated strategic objectives of the organisation.

They are moving away from being seen purely as mono-purpose support roles to having a more strategic and customer outcomes focus. Analytical, problem solving, systems thinking and personal resilience are now required capabilities for these roles. In addition staff need to demonstrate capabilities in innovation, collaboration and relationship building. These changes in job role and expectation have required a significant mental as well as skills-based shift for some existing staff, and necessitated provision of extensive on-the-job professional learning programs. It also requires TAFEs to redesign job roles when recruiting new staff to bring these capabilities to the organisation.

With advances in technology there is a need for more specialised technical skills rather than broad general skills. This is evident in areas such as Information Technology Services where the focus on systems has meant that there is a need for specialist skills in areas such as web development, student system management and business analyst skills linked to corporate systems. Beyond the obvious impacts of 'infotronics' on these roles, there is also a significant shift in roles to engaging with information gathering, analysis and reporting more broadly, business intelligence more specifically and enhancing systems and processes.

Other corporate areas such as HR and Finance now require higher levels of specialist skills. There has been a move to accountants rather than book keepers, procurement officers rather than purchasing officers, HR consultants rather than HR administrators.

There has also been an increased level of technical skills within the teaching departments particularly relating to technical support roles. There is greater expectation that these roles have some form of qualification / specialisation in the vocational area they are supporting and a need to provide an increased level of direct support to students.

The increasing complexity of roles is presenting problems when sourcing appropriate candidates. The availability of staff with the appropriate skills and the expectations in relation to remuneration has impacted on the ability to fill some roles. The higher the level of specialisation and the broader the market relevance, the more difficult it is to recruit.

Consistent with a focus on lifelong learning there is a need to more explicitly provide lifelong career guidance for clients. Roles for individual learning case managers are emerging, involving building relationships with clients beyond the initial qualification. Staff, who will fulfil these roles, may have previously provided a very different frontline management/customer service function.

Dual Sector TAFE Provider

- The changing teacher role seems to be increasing the need for more business/administrative and technical support. We are currently looking at strategies to provide more administrative support and have a strategy in place which provides more technical support through what we call E-learning co-ordinators. Their role is to assist, guide & support teachers learn and use the ever increasing technologies so that they are able to integrate them into their teaching strategies.
- Other business skill support required is around networking and forming/building business partners, marketing, auditing (for RCC & RPL) and reporting (increased reporting requirements from various government and auditing bodies).
- Most of our 'new to VET' teachers are more flexible and quick to adapt to taking on these changing roles however, teachers who have been part of the VET system for many years find it hard to embrace the changes.

Regional/Rural TAFE provider

Administrative and technical support roles are changing at a fast pace. This, in most instances is due to the introduction and implementation of new technologies and innovation that supports a broad range of delivery options to meet client needs. The major change affecting these roles is the need to maintain higher levels of IT skills and sound understanding of business acumen. These roles are often the first point of contact for clients and they need to provide an efficient and professional service.

We have completed an extensive Class Support Workforce Development Strategy which reviewed educational delivery and support needs against established positions. It was identified that a flexible and capable staffing mix was required and a focus has since been placed on building capability using performance management and development tools such as the work plan.

Work plans have been rolled out for administrative and technical support roles which identifies role based key performance indicators (KPIs), professional development needs and allows for career planning activities. Since the implementation of work plans there has been a marked increase in the number of support staff who have acted in higher level positions, including administrative roles.

- 2007: 7%
- 2008: 8.5%
- 2009: 17%

Supporting Data:

- Performance Management and Development:
<https://detwww.det.nsw.edu.au/lists/directoratesaz/humanresources/adminiclericalst/performmanage/index.htm>
- <http://www.jobs.nsw.gov.au/>

Section 6 Institutional Arrangements

Employment and work practices

Is the core–periphery model evident in the work practices of your provider? If so, what implications does it have for the efficiency and effectiveness of their workforces?

The core/periphery model is widespread in TAFE and is inextricably linked to existing industrial arrangements.

The availability of sessional/casual teaching staff is particularly useful in the sourcing of staff with current and specialist expertise. It also assists TAFE to respond to growth and decline in existing markets and to move rapidly into new markets.

In general the largest proportion of staff as a percentage of EFT are ongoing followed by sessional/casual and then fixed term contract. With the increased contestability of funding to TAFE comes uncertainty and a shift from ongoing employment to fixed term contracts. There are negatives and positives to the core-periphery model:

Negatives:

- increased administrative load on the ongoing/contract staff;
- issues with student access to teachers in some instances;
- insecurity of employment impacting on morale of staff; and
- difficulties with the management and engagement of staff as they may teach in a program but have limited interaction with other members of the team.

Positives

- ensures that a proportion of staff have industry currency as they remain employed within their vocational specialisation. This not only benefits the students but supports the informal professional development of ongoing staff;
- provides a level of flexibility in the workforce to assist TAFE to better react to shifts in course demand; and
- ensures that TAFE remains cost competitive with private RTO's who though their industrial arrangements have a competitive advantage.

The core periphery model has implications for the efficiency and effectiveness of the workforce. One Victorian Provider has an Institute Establishment Committee that reviews submissions from managers requesting to fill or vary positions, that includes:

- position requirements: to be filled permanent, temporary, contract;
- establishment and efficiency indicators: ratio of full-time/casual staff, average class size, overtime usage and teacher hours for prior four semesters;
- faculty profile: multi-site implications and profile of existing staff i.e. age, capability;
- establishment trends: future vacancies and impact;
- enrolment and industry trends: enrolment and Actual Student Hours (ASH) trends prior three years;
- head teacher positions: weighted hours;
- funding: budget implications and proposal to fund; and
- non-teaching positions: a business case outlining how the position supports teaching and learning or educational delivery.

The Committee comprises key stakeholders including: Associate Director, Manager Strategic Planning, Regional HR Manager, Regional Finance Manager, Director Workforce Development, Campus Director and Faculty Director.

The effect of an increasingly sessional/casual workforce has seen more emphasis on succession planning, a reduced focus on employment status and increased teamwork. Casual staff are motivated to get the job done, and get the job done well, so they can market themselves better for permanent job opportunities.

Regional/Rural TAFE provider

Support staff generally operate as “core” staff as do lecturing staff in programs that have been ongoing for more than 5 years and are expected to continue for the foreseeable future. So while there is some “core-periphery” work practices in the workplace this is the nature of the industry. From a delivery perspective demand for training will vary greatly from year to year dependent on economic cycles, age demographics, social issues, emerging industries, government policy, industry demand, regional demand etc.

To have an organisational structure that is not able to move with these fluctuations is not good management/business and is exacerbated in the Public Sector where establishing a permanent workforce includes a far greater range of obligations than with private sector employers. It is not reasonable to expect any business to exceed labour capacity over a given period (five years) especially where other planning processes clearly indicate the necessary requirements.

It is important to note that casual staff numbers are consistently high in public RTO's mainly as a means of meeting after hours, short term and specialist demand.

Coupled with this is an industrial agreement that prescribes a percentage of Lecturing staff that must be permanent, and a funding model that is formulated around flexible employment arrangements. The need for a workforce that is very adaptable or a workforce that is less rigid in its approach to permanent appointments is therefore imperative to have both an efficient and effective workforce and business.

Regulation of the VET sector

Might registration of VET practitioners and/or other professionals have benefits for their professional standing and practice? Would these benefits outweigh potential costs from higher barriers to entry into the VET workforce?

There is no consistent view on the benefits of registration for VET practitioners and other professionals. It appears there is little connection between VET professional registration and peoples' perception of teaching as being a worthwhile career.

Many VET Practitioners are in fact already members of professional, licensing, or registration bodies as a function of maintaining their vocational competence. As many TAFE practitioners come from industry (and/or still work in these industries) they are already registered with industry specific professional bodies such as accountancy (CPA), nursing (Nurses Registration Board) connections like these are more likely to enhance their professional standing with TAFE industry clients. In addition the AQTF provides mechanisms to ensure the maintenance of professional

standards. These things need to be acknowledged before considering any further forms of registration.

A self-regulating professional association designed to promote 'professional practice' may be a better focus for raising the professional status of those who work in the VET sector. A professional association of this nature that embraced a broader category of VET professional would more appropriately reflect the dynamism and the interrelationship between the different roles.

With the trend towards the creation of one tertiary education sector it may also be timely to broaden this discussion to include 'registration' for tertiary education practitioners (and professionals) rather than only the VET sector?

Regional/Rural TAFE provider

This Provider, as a large RTO maintains a stringent recruitment process for practitioner's, subscribes and meets RTO registration requirements, including AQTF Essential Conditions and standards for Registration, and voluntarily implements ISO 9001 business principles for quality business outcomes. Part of the quality agenda is a growing interest in professional standards. Central to registration is the welfare, care and education of children and young people, recognition and enhancement of teacher professionalism, and the advancement of teacher knowledge and practice.

Registration can provide a strong qualifications framework that is controlled by the profession. They can ensure quality induction programs for people entering the profession, and provide a gate keeping and professional learning function that strengthens professionalism – and quality.

Increasing the status and professionalism of VET enhances it as an employment option and better ensures quality outcomes, but it also increases costs to governments and consumers. Employing professionals is expensive. Professional standards provide a means to document and benchmark best practice. They make clear statements about standards to the community. They enable the profession to better prepare practitioners and monitor and evaluate practice.

Professional standards are developed to improve, analyse and evaluate practice; plan for professional development; provide a clear public statement about ethics and practice; and develop, monitor and evaluate pre-employment preparation courses leading to relevant awards.

There is a clear need to increase resourcing for investment in internal workforce development. TAFE does well with available resourcing, but the need is growing and the pace of that growth is accelerating.

The benefits of registration may be aimed at restricting unqualified or poor VET practitioners, but with an ageing workforce we face challenges attracting suitable staff and would need to carefully consider the benefits before introducing any potential barriers.

Metropolitan TAFE provider

There is capacity in Victoria to expand the role of an organisation such as the TAFE Development Centre to take on all or some of the functions of the professional body.

Encouragement of life-long learning, industry engagement and ensuring current development of both professional and vocational skills, are worth supporting and may provide as much if not more benefit than implementation of a professional body.

Supporting Data

- A future framework for TAFE teacher qualifications, professional development and registration: A discussion paper by the Australian Education Union (TAFE Division) <http://www.aeufederal.org.au/Tafe/frame.pdf>
- Workforce Development For Service Industries VET Practitioners, prepared for Services Skills
http://www.serviceskills.com.au/dmdocuments/projects/new%20deal/ssa_wfd_vet_practitioners_short_report_d4.pdf
- 'Australian Workforce Futures: A National Workforce Development Strategy'
<http://www.skillsaustralia.gov.au/publications.shtml#workforce-futures>

Section 7 VET workforce planning

Does your provider have a coordinated and overarching approach to work force development? What types of workforce planning activities are undertaken by your provider?

There is no systemic or system wide approach to workforce development in TAFE but all TAFE providers have workforce development plans in place and examples of good practice can be identified across the sector. As public providers of VET, TAFE must be responsive to government policy decisions (state and commonwealth). In the current climate governments are increasingly making government funding subject to contestability. Such policy initiatives are demanding TAFE providers re-think approaches to workforce development. As an example a Regional TAFE provider in Western Australia noted reassessing its core purposes, strategic intent and inherent workforce development requirements. Some of the current workforce strategies found across the TAFE sector include:

- recruiting industry experts and providing them the opportunity to gain their teaching qualifications;
- balancing the numbers of casual/sessional staff with the fixed term and continuing positions;
- offering a range of workforce management initiatives including opportunities for teachers to take extended leave without pay and offering voluntary redundancy packages to reduce staff in areas where there is reduced demand;

- developing industry partnerships locally, nationally and internationally to expand professional opportunities for staff;
- succession planning across organisations;
- setting KPIs for teaching, management and non-teaching staff to obtain qualifications, undertake industry release, or increase specialist skills;
- developing workforce capability frameworks on an organisation wide basis
- specific programs to develop leadership capability including mentoring and coaching of staff;
- performance management models focused on teachers' professional currency;
- performance Planning and Review process;
- employer of choice and branding strategies (attraction and retention);
- professional development, flexibility and work-life balance; and
- health and wellbeing strategies to increase workforce participation and retention.

In Victoria there has been a system response to the issue of workforce planning with the creation of the TAFE Development Centre (TDC) in 2002. TDC has concentrated the design and delivery of its professional learning programs on the strategic interests of TAFE providers, and on the emerging practice priorities of VET professionals. The TDC provides a range of programs and activities at the individual practitioner level as well as support to Providers and to the sector more generally.

For individuals, TDC provides targeted professional development via the Professional Learning Series – a series of 10 annual events with programs for Educators, Leaders and Specialist staff. Teaching Fellowships as well as Scholarships to non-teaching staff are provided to staff at all 18 Victorian TAFE providers.

To support provider activity the TDC provides grant money on an annual basis to develop strategic projects across individual Providers, aligned with state directions and initiatives. In the past 12 months projects have included:

- Industry Skills Scheme;
- TAFE Teaching Fellowships;
- Specialist Scholarships (available to non teaching staff);
- TAFE Leadership Scheme;
- Teaching and Learning Excellence program;
- Capability Building in the TAFE Teaching Workforce; and
- TAFE Workforce Capability and Innovation Program.

Some specific examples of the Workforce Capability and Innovation Program include:

- Undertaking research and development strategies at the departmental level with a large metropolitan TAFE to ensure the Provider's existing and future workforce and culture is able to meet the needs of its 2020 vision. A key aim of the project being to reduce the average age of the Provider's workforce

and increase the flexibility and responsiveness of the departments in meeting the customer requirements.

- A project with a regional TAFE to build the Provider's capacity for full implementation of the Victorian Skills Reform in 2011. To do this the Provider is introducing a customer engagement philosophy based on market driven principles to create a 'we can do it' culture within the Provider. All customer enquiries will be addressed with the understanding that staff will be able to offer each customer a satisfactory training solution.
- The Values Project with a large metropolitan TAFE is to define the Providers' values through employee consultation to ensure that the values are understood, supported and reflected consistently in employee behaviour. More specifically, the project enables the Provider to meet its strategic objectives through employee behaviour that supports and consistently delivers the Provider brand promise. The project will commence the building of Provider values into workforce planning and management decisions. Benefits will include enhanced staff engagement and alignment to strategic plan, staff retention and improved business outcomes.

The TDC has also undertaken state wide programs for workforce development such as:

- the RPL/Skills Stores professional development;
- *Industry Experts as Teachers* project;
- Employability Skills Program;
- Coaching and Mentoring program delivered to all 18 Victorian Providers; and
- Green Skills – Education for Sustainability.

Metropolitan TAFE provider

The Provider has a comprehensive Workforce Plan that includes organisation wide strategies. Workforce Capability is one of six five year plans that support our Strategic Plan. The Workforce Capability Plan addresses four key areas; Workforce Management; Organisational Development; Workforce Health & Well-being and Professional Practice. The plan addresses a range of activities including:

- Workforce Planning (Organisation and Department specific);
- Recruitment & Selection;
- Succession Planning;
- Professional Development;
- Communication;
- Industrial Relations;
- Reporting;
- Leadership;
- Performance Development and Review; and
- Change Management.

Regional/Rural TAFE provider

We could improve in this area however we do undertake workforce planning & development activities to ensure the ongoing development and up skilling of our staff, to address some succession planning strategies, and to assess opportunities for partnerships and alliances that support our core business needs. We have a particular emphasis on the development of our identified “future leaders” and are undertaking activities throughout our trade areas in particular to address issues around our ageing workforce in these areas.

We are also committed to upgrading the business acumen of our entire senior and middle managers and identifying future requirements. Further, we have commenced some workforce planning strategies in relation to up skilling staff in preparation for increased delivery in higher level qualifications. We have also addressed other issues related to increased administrative and reporting requirements related to Victoria’s Skills Reform issues.

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August, 2010



Attachment A

MEMBERS QUESTIONNAIRE/SURVEY

VTA Submission to the Productivity Commission's Education and Training Workforce Study

The Productivity Commission has been asked by the Australian Government to undertake a study of the Education and Training Workforce. **The focus of the initial study is on the VET workforce.** In relation to the VET workforce, the Commission is asked to consider both the VET workforce as a whole, including trainers and assessors in enterprises, adult community education and community organisations, and **the TAFE workforce as a subset**, and provide advice on:

1. Factors affecting the current and future demand for the VET workforce, and the required mix of skills and knowledge
2. The current and future supply of the VET workforce
3. The structure of the workforce and its consequent efficiency and effectiveness

In addition, the Commission is asked to consider:

- whether current sectoral and jurisdictional boundaries between the workforces limit innovation and flexibility in meeting the demand for education and training; and
- factors that impact on building Indigenous workforce capability.

To assist in the preparation of submissions, the Commission has released an [Issues Paper](#) that identifies a range of matters about which information and comment are being sought. **The VTA intends to make a submission to the Commission by 30 July**, and is working collaboratively with the TAFE Directors Australia (TDA) and the Victorian TAFE Development Centre (TDC). **The VTA is seeking member input** through responses to the specific questions below drawn from the Issues Paper.

Privacy: The information from this survey will be used to assist in developing the submission. All of the information gathered in this survey is confidential and will not be used for any purposes other than the one stated above.

Advice to respondents:

The definition of the VET workforce used by the Productivity Commission is:

- **VET practitioners** are involved in a range of direct activities, such as delivery, development and review and assessment of courses or

modules. This group of VET workers, for example, includes teachers, trainers and assessors.

➤ **VET professionals** include VET practitioners, but also 'other VET professionals' who provide leadership, management and support for teaching, training and assessment activities. This group of VET workers includes, for example, industry liaison managers.

➤ **General staff** are employed in generic roles found also in the rest of the economy, such as accountants, librarians, administrators and maintenance staff. (p 8 *Issues Paper*)

- The Commission is seeking evidence based responses therefore where possible we would ask you to provide evidence, such as reference to relevant data and documentation to support your views.
- Where exact information is not known, please provide careful estimates and/or refer to where information can be found.
- Please use as much space as is necessary for your responses.

Response should be received by pjonas@vta.edu.vic.au by COB Friday 2nd July 2010

Survey Respondent Information

1. **Type of Institution?**

Stand alone TAFE

Dual Sector Institution

Other (please specify)

2. **Where is your Institution located?**

Metropolitan

Regional

Rural

Other (please specify)

3. **What is your job title within your organisation?**

4 What is your primary VET workforce category?

VET Practitioner

VET Professional

General Staff

We are seeking your response to the following specific questions only:

Issues Paper Section 4: Demand influences on the VET sector

“Demand for the VET workforce derives from the demand for VET from industry and individuals. Examination of the key factors influencing the demand for VET, including demographic change and economic and sector-wide influences, can therefore provide insights into the potential characteristics of workforce demand.”

Sector-specific influences

- 1. What impacts do you anticipate that the use of technology in your institute will have on:***
 - teaching delivery and methods over the next five to ten years?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

- demand for training, particularly from regional/remote areas and overseas?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

- *demand for the VET workforce, both in terms of numbers, and of knowledge and skills requirements?*

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

- 3. *What implications might a trend towards higher level qualifications have for demand for VET, and the VET workforce?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

4. *What implications might other shifts in delivery, in particular towards more RPL and RCC, have for the VET workforce?*

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

5. *What have been the impacts on your institution and its workforce of the demand from international students?*

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

Issues Paper Section 5: Supply of the VET workforce

Supply, in terms of both capacity and capability, depends on the sector's ability to attract, recruit, develop and retain sufficient workers with

appropriate skills and qualifications, and on changes in the way VET services are delivered.

Maintaining workforce capacity

- 6. *What do you think are the key factors influencing an individual's decision to work in the VET sector? Do these vary for different types of potential VET workers? Does your institute have difficulty attracting and retaining suitable staff in key training areas?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

- 7. *What are the key pathways into and out of the VET workforce at your institute? Do these vary for different groups in the workforce, for example, job role or area of discipline?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

Enhancing workforce capacity

- 8. *If you had to trade off between technical skills and teaching skills, which skills are more important?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

9. Are administrative and technical support roles in your institute changing? If so, are people readily available to fulfil these changing roles?

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

Issues Paper Section 6: Institutional arrangements

Employment and work practices

In the context of the structure of the workforce and its consequent efficiency and effectiveness, the Commission has also been asked to consider 'the implications of emerging workplace and employment practices, including increasing casual and part-time employment, the "core/periphery" model and blurring of teaching and non-teaching roles'.

Initial consultations for this study suggest that VET employment is characterised by relatively high rates of part-time and casual employment. They also suggest that the use of contractors is on the rise in TAFE institutes, and that this form of employment arrangement is relatively common among private providers.

11. Is the core-periphery model evident in the work practices of your institute? If so, what implications does it have for the efficiency and effectiveness of their workforces?

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

Regulation of the VET sector

Over the past decade, state and territory governments have introduced registration systems for school teachers in the belief that, through registration, teachers: ... gain public acknowledgment of teaching as a full profession, affirmed and enhanced status, representation, a unified voice across sectoral boundaries, and the authority to set and maintain professional standards. (Government of Tasmania 2000, p. 5) On this basis, registration of VET teachers might work to enhance the standing and appeal of the profession. However, in initial consultations, it has been suggested that compulsory registration of VET teachers might create an undesirable barrier to entry into the workforce.

- 12. *Might registration of VET practitioners and/or other professionals have benefits for their professional standing and practice? Would these benefits outweigh potential costs from higher barriers to entry into the VET workforce?***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

Issues Paper Section 7: VET workforce planning

- 13. *Does your institute have a coordinated and overarching approach to work force development. What types of workforce planning activities are undertaken by your institute***

- 14. *Does your institute have a coordinated and overarching approach to work force development. What types of workforce planning activities are undertaken by your institute.***

Comment/View

Evidence to support your view (reference to relevant data and documentation including where possible URL's)

Attachment B

COMPARISON OF TAFE LECTURER/TEACHER ARRANGEMENTS – 1 MAY 2010

(State and Territory Equivalents)

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
Employer	TAFE Queensland, Department of Education and Training.	Institute Employees ◆ <i>Institutes employ under Education and Training Reform Act 2006.</i>	NSW Technical & Further Education Commission.	Department of Further Education, Employment, Science & Technology	WA TAFE Colleges are statutory authorities that employ under VET Act 1997.	<i>Canberra Institute of Technology.</i>	Statutory Authority.	<i>Northern Territory University.</i>
Lecturer/ Teacher Incremental Salary Steps and progression details. (\$ Annual salary)	1. 55802 2. 58398 3. 60992 4. 63629 5. 66322 6. 68996 7. 71696 ◆ <i>Step 4- qualificatio</i>	T1.1 46,542 T1.2 50,005 T2.1 54,252 T2.2 57,610 T3.1 58,813 T3.2 63,215 T4.1 64,884 T4.2 69,042 T5 72,275 ◆ <i>Qualification</i>	10. 68,853 11. 71,671 12. 74,496 13. 81,656 ◆ <i>Annual progression.</i> ◆ <i>No Barriers Salary effective first</i>	1. 53266 2. 58763 3. 62886 4. 67010 5. 73473 6. 76361	1. 57728 2. 60199 3. 62776 4. 65162 5. 67638 6. 70208 7. 72876 8. 75645 9. 78521	1. 55719 2. 58338 3. 60956 4. 63708 5. 66587 6. 69206 7. 71956 8. 74969 ◆ <i>Step 6-</i>	1 48577 2 52031 3 56940 4 60032 5 62961 6 66202 7 69569 8 72801 9 75323	1. 42226 2. 45390 3. 48917 4. 57975 5. 59733 6. 62373 7. 65187 8. 67565 9. 70644 10.74657

Issue	Queensland	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
	<i>n barrier.</i>	<i>barriers to progress to T1.2 (i.e to 2nd step) and to T3.1 (i.e. to 5th step) ◆ Annual progression based on perf. review.</i>	<i>pay period on or after 1 January 2010</i>		<i>◆ Step 5 - qualification barrier.</i>	<i>qualification barrier.</i>	<i>◆ Soft barrier to Level 9 – requires degree with ed units and/or 3 years PD ◆ Annual progression.</i>	<i>◆ Category II employees ◆ Three qualification barriers at Steps 3, 5, & 8</i>
Advanced Skill Lecturer/ Teacher Levels (\$ Annual salary)	1. 73481 2. 75286 3. 77070 <i>*Personal classification aft. 1yr step 9 + agree to perform additional duties</i>	<i>◆ No new appointments to this classification. ◆ Employees at this class prior to the MBA translated to T5.</i>	N/A	7. 83595 <i>◆ Promotional Classification</i>	ASL1 1. 81504 ASL2 1. 84601 ◆ Merit Criteria	1. 77914 <i>◆ Uncapped Personal Classification</i> ◆ Promotional Senior Teaching Post 1. 80207	N/A	1. 78720 2. 81573 3. 86151 <i>◆ Category III employees ◆ Promotional – merit based.</i>

Issue	Queensland	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
					Positions			
Principal (Head) Lecturer/ Teacher Levels. (\$ Annual salary)	1. 78865 2. 80666 3. 82450 <i>*Principal teacher 1 (Grandfathered classification)</i>	♦ N/A	1. 89,752 2. 97,517* <i>♦ Promotional ♦ Progression or regression between Bands 1 and 2 via number of supervising hours achieved.</i>	8. 88333 <i>♦ Promotional Classification</i>	PL. 87816 <i>♦ Promotional ♦ There are a minimum of 52 Principal Lecturer positions across the colleges.</i>	♦ N/A	Band 2- head of department or team leader. <i>♦ Progression to L2 after 7000 supervised contact hours is reached.</i> 1. 85035 2. 90466 3. 95169 4. 102245 5. 108538 6. 112516 7. 116207 8. 120663 Band 3 – Principal classifications	1. 89722 2. 93108 3. 97467 <i>♦ Category IV Employees ♦ Promotional – merit based</i>

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
Relevant Awards & Enterprise Agreements	<ul style="list-style-type: none"> ◆ TAFE Teachers Award-State ◆ Senior College Teachers Award-State ◆ Department of Education, Training and the Arts, TAFE Educational Employees Certified Agreement 2009 <p style="text-align: right;">Agreement expires 31 July 2012</p>	<ul style="list-style-type: none"> ◆ Educational Services (Post Secondary Education) Award 2010 (Federal Modern Award) ◆ Victorian TAFE Teaching Staff Multi-Business Agreement 2009 (Federal) (includes former Award as a Schedule) <p style="text-align: right;">Agreement expires 30 Sept 2012</p>	<ul style="list-style-type: none"> ◆ Crown Employees (Teachers in TAFE & Related Employees), Bradfield College and TAFE Children's Centres) Salaries and Conditions Award 2009 (State). <p style="text-align: right;">Agreement expires 31 Dec 2011</p>	<ul style="list-style-type: none"> ◆ TAFE (Educational Staff) Interim Award.(State Parent Award) <p style="text-align: right;">Award nominal expiry 30 June 2012</p>	<ul style="list-style-type: none"> ◆ Teachers (Public Sector Technical and Further Education) Award 1993 (State). ◆ Community Colleges Award 1990 (State). Western Australian TAFE Lecturers' General Agreement 2008. (State) <p style="text-align: right;">Enterprise Agreement expires 4 Sept 2011.</p>	<ul style="list-style-type: none"> ◆ ACT Technical and Further Education Teachers' Salaries & Conditions Award 1999 (Federal) ◆ Canberra Institute of Technology Union Collective Agreement for Teaching Staff 2006-2009 <p style="text-align: right;">Agreement expired 31 March 2009</p>	<ul style="list-style-type: none"> ◆ PY10 Teaching Staff Agreement 2008 (State) <p style="text-align: right;">Agreement expires 20 October 2011</p>	<ul style="list-style-type: none"> ◆ Charles Darwin University Union Collective Agreement 2009 (Federal). <p style="text-align: right;">Enterprise Agreement expired 31 Dec 2009</p>

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
Ordinary Span of Hours (a.m. - p.m.)	<p>◆ 8.00am – 9.00pm Mon – Fri.</p> <p>◆ 8.00 – 6.00 Sat. (by mutual agreement)</p>	<p>◆ 8.00 – 6.00 Mon –Fri.</p>	<p>◆ 6.00 – 10.00 Mon – Sat.</p> <p>◆ <i>Duty any 4 out of 6 days.</i></p>	<p>◆ 7.00 – 6.00 Mon - Fri</p>	<p>◆ 7.30am – 10.00pm Mon – Fri</p> <p>7.30am – 12.00 noon Saturday</p>	<p>◆ 8.00 – 10.00 Mon-Sun.</p>	<p>◆ 7.00 – 7.00 Mon – Fri. (Skills Institute)</p> <p>7.45 – 5.00 Mon – Fri (Polytechnic & Academy).</p>	<p>◆ 7.30 – 10.00 Mon – Sun.</p> <p>◆ <i>Duty any 5 out of 7 days.</i></p>
Ordinary hours of work and attendance per week	<p>◆ 36.25 inclusive of 4.25 hours of un-scheduled duties may be worked off campus.</p>	<p>◆ Minimum of 38 Required to attend 30 in workplace: can attend more by agreement.</p>	<p>◆ 35 now required under the award, however, this will be flexibly implemented so that an average of 30 hours per week of attendance is required. The additional five hours a week can be performed other than at the teacher's</p>	<p>◆ 35</p>	<p>◆ 37.5</p> <p>◆ <i>12 hours are un-scheduled duties, 7.5 of which can be worked off campus.</i></p>	<p>◆ 36.75 Required to attend 30 in workplace</p>	<p>◆ 35</p>	<p>◆ 36.45</p>

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
			usual place of work subject to TAFE business needs.					
Monday – Friday Evening Penalties	<ul style="list-style-type: none"> ◆ \$24.61 per hour in addition to ordinary hourly rate of pay if part of agreed programmed hours between 6pm – 9pm; otherwise 50% loading on hours 	<ul style="list-style-type: none"> ◆ 25% loading for ordinary hrs worked outside ordinary span until 10pm ◆ 75% loading paid for ordinary hrs worked outside ordinary span after 10pm ◆ Some variations across Institutes see Appendices of MBA. 	<ul style="list-style-type: none"> ◆ 25% time credit loading between 6.30-10pm Monday to Friday and 6.00am-10pm on Saturday, double-time after. ◆ Teaching time reduced by 1 hour for each 4 hours taught after 6.30pm. 	<ul style="list-style-type: none"> ◆ 50% loading from 6-10pm and 100% after. ◆ TOIL from DOTT. 	<ul style="list-style-type: none"> ◆ 50% penalty loading between 8.00 - 10 pm Mon - Fri ◆ Overtime after 10.00 pm. 	<ul style="list-style-type: none"> ◆ 25% loading from 5.30 – 10 p.m. and 50% after. ◆ Payment or TOIL off DOTT. 	<ul style="list-style-type: none"> ◆ Teachers can work up to 2 hrs after ordinary hours with no penalty provided within 35 hour week (Polytechnic & Skills Institute). Outside of this is overtime – 1.5 first 3 hrs then x2 thereafter. Any hour of teaching after 5pm counts as 1.5 hours of 	None

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
							instructional load (Academy).	
Weekend Penalties	<ul style="list-style-type: none"> ◆ Saturday 50% ◆ Sunday 100% 	<ul style="list-style-type: none"> ◆ Saturday 25% loading until 10pm and 75% loading after 10pm. ◆ Sunday 50% loading 	<ul style="list-style-type: none"> ◆ Sat. 25% ◆ Sun. 100% ◆ <i>Teaching time reduced by 1 hour for each 4 hours.</i> 	<ul style="list-style-type: none"> ◆ 100% ◆ TOIL off DOTT. 	<ul style="list-style-type: none"> ◆ Saturday 7.30am – 12.00 noon 50% penalty ◆ Sunday - Overtime 	<ul style="list-style-type: none"> ◆ Saturday -50% ◆ Sunday 75% ◆ <i>TOIL off DOTT by agreement</i> 	<ul style="list-style-type: none"> ◆ 100% (x2) ◆ Payment 	<ul style="list-style-type: none"> ◆ None
Overtime	<ul style="list-style-type: none"> ◆ Once contact hours exceed 21 hours p.w. or for work in excess of 32 hours programmed duties, teacher has option of claiming casual 	<ul style="list-style-type: none"> ◆ No overtime. Only payment for Excess Teaching Duties ◆ No TOIL option. ◆ For teaching required in excess of roster or 800 hrs per annum 	<ul style="list-style-type: none"> ◆ Refer to Award formula in clause 25. OT/excess teaching hours no longer linked to the part time casual hourly rate, apply formula in award which 	<ul style="list-style-type: none"> ◆ No award prescribed entitlement. ◆ TOIL by agreement off DOTT. 	<ul style="list-style-type: none"> ◆ 50% if lecturing more than 21 hours per week, or Sat. afternoon. ◆ 50% Sat afternoon and 100% Sundays ◆ 150% on 	<ul style="list-style-type: none"> ◆ 50% loading Mon-Fri ◆ Sat 50% first 2 hrs 100% after ◆ Sun 100%. ◆ Payment or TOIL off DOTT applies if 	<ul style="list-style-type: none"> ◆ 50% 1st 3 hours, 100% thereafter Mon – Fri ◆ Sat – Sun 100%. Pub Holidays 150% ◆ TOIL 	<ul style="list-style-type: none"> ◆ 50% only when agreed teaching hrs exceeded or other duties outside ordinary hours.

Issue	Queensland	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
	rates or utilising time off in lieu provisions.	<p>◆ Excess teaching done within the ordinary span of hours (8am-6pm M-F) receives 50% of the OHR as additional payment.</p> <p>◆ Excess teaching done outside the ordinary span of hours (8am-6pm M-F) receives 150% of the OHR for first two hours and 200% of OHR thereafter.</p>	<p>references the maximum TAFE Teacher salary.</p> <p>Before teachers can access payment for excess teaching they must perform “direct teaching duties of at least 720 hours.”</p>		<p>Public Holidays</p> <p>◆ Payment or TOIL by agreement.</p> <p>◆ Programmed lecturing attracts 34 mins at 50% loading for each hour</p>	exceed 24 hrs contact or 30 hrs attendance	available – time for time only.	<p>◆ <i>Payment or TOIL by agreement.</i></p>
Capacity to appoint new lecturer or teacher above entry	Yes, based on qualifications, experience	MBA sets minimum requirements		Yes. Capacity for delegate to appoint up to level 6,			Yes, based on qualifications, experience or market forces	

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
level?	<p>or market forces at employer discretion, the Institute Director can appoint up to step 4. Pay point is mandated for those with an “approved teaching qualification” (3yr teaching degree or equiv.) +teaching experience + higher voc.qls</p>			top of incremental range.			<p>at employer discretion. Note however the award provides minimum placement for 4 year trained and 5 year trained, both of which are above the entry level.</p>	

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
Teaching weeks in year (max.)	◆ 39	◆ 42 (Can attend more by agreement)	◆ 36 ◆ <i>Plus 5 non teaching weeks.</i>	◆ 40	◆ 40 or 42, under averaging	◆ 42	◆ 41	◆ 36-46
Annual Effective Teaching Load (Max contact hours per year)	◆ 819-975	◆ 800 ◆ Less curriculum time allowance of up to 80 hrs pa depending on courses taught. ◆ Variations in some Institutes per Appendices of MBA.	◆ 720	720-960	840	◆ 720 (includes PD)	◆ 760 (Polytechnic & Skills Institute). 40 hrs per fortnight (Academy)	◆ 800
Weekly Effective Teaching Time (Hours per week)	◆ 21 ◆ <i>Negotiable between 21 to 25 hours per week.</i>	◆ 21 ◆ <i>Can be reasonably averaged over a semester by agreement.</i>	◆ 20 • <i>Teaching hours capped at 30 hours a week. Teacher may enter written</i>	◆ 18-24 ◆ <i>Annualised 720-960</i>	◆ 21 ◆ <i>Lecturing hours can be averaged over an agreed period to a max. of 420 hours over</i>	◆ 20 ◆ <i>By agreement up to 24 provided averaged over averaging period.</i>	◆ 19 (Polytechnic & Skills Institute) 20 (Academy)	◆ Up to 24 hours per week by agreement or with 10 days notice

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
			<p><i>agreement to deliver more than 30 hours of teaching a week.</i></p> <ul style="list-style-type: none"> • <i>All hours over 20 subject to unreasonable hours test set out at clause 16.5 of award variation.</i> 		21 weeks.			
Duties other than Teaching (DOTT) (hours per week)	<p>◆ 11</p> <p>◆ <i>Varies depending on weekly contact hours. Teachers may be required to</i></p>	<p>◆ 17</p> <p>◆ <i>5 hours of other scheduled duties (can be reasonably averaged over a semester by agreement).</i></p>	<p>◆ 15 hours of duties related to teaching</p> <p>5 of these hours may be performed "off-site" subject to TAFE business</p>	<p>◆ 11-17</p> <p>◆ <i>Varies depending on weekly contact hours.</i></p>	<p>◆ 16.5</p> <p>◆ 12 for activities related to delivery (7.5 hours may be spent off campus)</p> <p>◆ Up to 4.5</p>	<p>◆ 10</p>	<p>◆ 16 (Polytechnic & Skills Institute)</p> <p>15 (Academy)</p>	<p>◆ 11.75 - 16.75</p>

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
	<i>be in attendance or engaged in college related work for max. of 32 hours.</i>	<i>12 non-scheduled.</i>	needs.		for directed professional duties			
Annual Leave (days per year)	◆ 20 ◆ 25 (north/west region ◆ Max. accum. Applies	◆ 20	◆ 20	◆ 20	◆ 20	◆ 20	◆ 20 days compulsory leave	◆ 30
Annual Leave Loading (%)	17.5% for 20 days	17.5% Paid in last pay day each Aug & pro rata on termination.	17.5% on 20 days paid to all officers and temporary employees.	17.5% perm. & temporary officers max.	No	17.5% Rolled into salary for Teacher bands 2-4.	Leave Loading rolled into salary.	
Sick Leave (not inclusive of Carers)	◆ 72.5	◆ 114 (is inclusive of Carer's leave)	◆ 90	◆ 70	◆ Personal Leave cumulative	◆ 90	◆ 140 hours on appointment	◆ 110.25 for first 3 years then 147

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
leave) (Hours per year)					97.5 hrs cumulative, 15 hrs non cumulative		and 70 hours each year after.	after.
Long Service Leave after 10 years continuous service (weeks)	◆ 13 Available pro rata after 7 years continuous service	◆ 13 (pro rata after 7 years i.e. 9.1 weeks)	◆ 8.8 <i>Available pro rata after 7 years</i> <i>*Full Bench extended leave reform at 30.6.3 of award variation will not be implemented.</i>	◆ 13 <i>Available pro rata after 7 years</i>	◆ 13 <i>Available pro rata after 7 years</i>	◆ 13	◆ 13 weeks (65 working days)	◆ 13
Authorised Non-attendance days (Per year)	◆ 25	◆ Up to 27 ◆ <i>Some Institutes require outputs per annual work plans.</i>	◆ 35	◆ L 1 – 19 ◆ L 2 - 23 ◆ L 3-8 - 29 ◆ <i>Must be</i>	◆ 20 ◆ <i>Must be taken in the academic year in which they</i>	◆ 30 ◆ <i>20 non-attendance plus 10 days annual</i>	◆ 35 days	◆ Up to 30 ◆ <i>When not required to do special duties.</i>

Issue	Queensland	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
				<i>taken in the academic year in which they accrue. Able to neg. for use for Workforce Development</i>	<i>accrue.</i>	<i>closedown.</i>		
Travel time	<p>◆ Employee's choice of either TOIL or payment of \$25 per hour (for travel outside 8am to 6pm)</p> <p>Travel inside 8am to 6pm</p>	<p>◆ Part of Scheduled Duties.</p> <p>◆ 2 Institutes treat as Non-Scheduled duties, see Appendices of MBA.</p>	<p>◆ Payment at ordinary rate of pay as per formula in Award.</p>	<p>◆ TOIL off Teaching and DOTT time equally.</p>	<p>◆ Overtime, or TOIL, for excess traveling time (i.e. time worked above normal weekly hours – otherwise taken from scheduled duties time, including</p>	<p>◆ TOIL off DOTT</p>	<p>◆ nil –part of DOTT</p>	<p>◆ No formal arrangement</p> <p>◆ TOIL off DOTT by agreement.</p>

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
	recognized as ordinary working hours				lecturing).			
Country Service Incentive/ Attraction Allowance	◆ Institutes in specified remote areas have available certain flexibilities under Govt. Remote Areas Incentive Scheme.	◆ None	◆ None	◆ Locality Allowance only	◆ Locality Allowance, Country Incentives and Remote Allowance	◆ None	◆ None	◆ Remote Locality Incentive Policy
Redundancy Provisions	◆ State Govt. employment security policy.	◆ Targeted Separation Package as per State Government	◆ State Gov. non-retrenchment policy.	◆ State Gov. non-retrenchment policy.	◆ No involuntary severance policy. 3 weeks pay	◆ CA. 2 weeks for every yr of service – min 26,	◆ None in Award or agreement.	◆ TSP as per Clause C4 Of Schedule C of EA.

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
	Whole of state government retrenchment directive applies.	policy.			for each year of service up to 52 weeks	max 48. Involuntary Redundancy available, strict provisions.		
Professional Development (Hours per year & any guaranteed funding per year)	<ul style="list-style-type: none"> ◆ 64 ◆ 2.5% of salary funding 	<ul style="list-style-type: none"> ◆ 30 off Scheduled Duties ◆ <i>Minor variation in some Institutes, see Appendices of MBA.</i> 	<ul style="list-style-type: none"> ◆ Reduced to 20 hours per annum. Have preserved arrangements for new teachers. ◆ <i>No longer forms a reduction in direct teaching time, now to be performed in duties related to teaching time.</i> 	<ul style="list-style-type: none"> ◆ No formal entitlement ◆ 0.5% of salary funding 	<ul style="list-style-type: none"> ◆ Lecturers can accrue up to 37.5 hours of time worked on PD towards subsequent time-off. 	<ul style="list-style-type: none"> ◆ 36 ◆ 1% of salary funding 	<ul style="list-style-type: none"> ◆ 100 nominal hours per annum for development activities inclusive of professional development 	<ul style="list-style-type: none"> ◆ Eligible to apply for 6 months after 3 years.

Issue	Queensland	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
Use of Temporary Contract Lecturers or Teachers Conversions	<p>◆ S4.3 of the TAFE Teachers Award provides for use of fixed term/ Temporary employment.</p> <p>New State Govt. Temporary Employment directive eligibility after 3 years.</p>	<p>◆ There are specified reasons to normally use fixed term contracts i.e. funding not regarded as ongoing or replacing staff on leave.</p> <p>◆ Fixed term contract staff who have been employed more than 2 years on at least 2 continuous contracts, and where the work is continuing, can apply for conversion to ongoing. Application will</p>	<p>◆ Limited use of temporary worker fixed term contracts. As negotiated with the NSW Teachers Federation.</p> <p>2007 TAFE Staffing Agreement TAFENSW, expired on 31 December 2009, no replacement at this time.</p>	<p>◆ Fixed term contracts up to 5 year then entitlement to apply for permanency .</p>	<p>◆ There is no limit on genuine fixed term (i.e. specific project, covering one-off periods of relief etc).</p>	<p>◆ Contracts can be rolled over to a maximum of 5 years. Streamlined appointment available after 2 yrs.</p>	<p>◆ fixed term employment for up to 2 years</p> <p>Sessional teachers separate category no limit on length of employment but limited to 300 hours per annum or 20 per week</p>	<p>◆ Fixed term contracts with conversion to permanency possible by agreement if position deemed on going</p>

Issue	Queens-land	Victoria	NSW	South Australia	Western Australia	ACT	Tasmania	Northern Territory
		not be unreasonably refused.						

****This information is current, but some states may be in the process of negotiating an award variation and/or a new enterprise/certified agreement. At all times please check with individual state contacts for further clarification.***