Using VETCAT™ and CURCAT™ to reconceptualise and re-vitalise VET work and workers

Anne Dening, TAFE SA Regional
&
David Kemp, TAFE NSW – New England Institute
Apologies: John Mitchell (UK) and John Ward (NT)
Introducing the speakers

Anne Dening
- Oversaw the use of CURCAT and VETCAT in June 2010
- Anne will talk today mostly about her initiatives in response to the VETCAT data

David Kemp
- Oversaw the use of CURCAT in Nov 2010 and VETCAT in March 2011
- David will talk today about his initiatives in response to the CURCAT data
Introducing VETCAT and CURCAT

VETCAT
- Measurement tool for training and assessment skills in VET

CURCAT
- Measurement tool for industry currency
Introducing VETCAT and CURCAT

VETCAT and CURCAT provide quantitative data at 3 different levels of the organisation:

- Institution
- Faculty
- Individual
Research undertaken by the Institutes in two phases

1. **Quantitative research** of practitioners’ capabilities undertaken by the two Institutes using VETCAT and CURCAT

2. **Qualitative research** (action learning) undertaken by the two Institutes, in designing, implementing, reviewing and modifying strategies in response to the survey data

- This presentation focuses on the qualitative research
Measures VET practitioner skill levels in across nine VET skill sets:

- Foundation learning facilitation
- Foundation assessment
- Organisational and student management
- Learning Styles
- Learning Theories
- Commercial Skills
- Advanced facilitation and assessment skills
- Generic skills
- Research and evaluation skills
VETCAT analyses practitioners' skill levels

- Foundation VET Practitioner: Novice - 11%
- Foundation VET Practitioner: Established - 43%
- VET Commercial Specialist - 20%
- VET Learning and Assessment Specialist - 16.8%
- Advanced VET Practitioner - 3.2%

*dummy data*
TAFE SA Regional initiatives
TAFE SA Regional: staff responses
… we got such buy-in from our staff. That told me something really important too: that not only was my role ready to move on to reconceptualising teaching but they were as well.
CURCAT at New England Institute

- David Kemp – Manager, Workforce Planning and Development
CURCAT

Provides three distinct measures:

- **Currency**
  - Practitioner’s perception of their industry currency

- **Opportunity**
  - Practitioner's perception of opportunities to improve their industry currency

- **Demand**
  - Demand for opportunities to improve industry currency
CURCAT pathways and strategies
CURCAT identifies 2 pathways and the dual option

Dual Preference

Engagement and Practice

8% 37% 55%

Research and Training
New England Institute: workforce development initiatives
New England Institute: staff responses
New England Institute: findings about revitalising VET work and workers

- …we’ve given VET practitioners a platform to have a say … I think CURCAT™ has allowed them the opportunity to say ‘This is what I’m doing, this is what’s happening, this is how I do it’.
Overall finding about revitalising VET work and workers

…the more you involve teachers and allow them to influence, the more teachers will mobilise because they are a professional part of the organisation