

# MURRINDINDI TRAINING NEEDS ANALYSIS



CONSULTANT BRIEF  
October 2012



An Australian Government Initiative



**Murrindindi Training Needs Analysis (MRTNA)**  
**CONSULTANT BRIEF**  
**September 2012**

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**INTRODUCTION**

The Department of Planning and Community Development has developed the *Advancing Country Towns* (ACT) program to create new opportunity and improve quality of life for local people living in communities experiencing complex disadvantage. The program will work on improving links between local, regional and rural services in nine locations across the state.

Twelve years of drought, followed by devastating bushfires in 2009 have resulted in changes to the number and average age of people living in the Murrindindi and their occupations and spending. Tourism, the local economy and the psycho-social and physical wellbeing of the communities have also been severely affected. Serving the needs of an ageing population, changes to the provision of services and to legislation relating to staff qualifications will drive increased demand for tertiary study and training in the area.

***Advancing Country Towns*** works to bring local knowledge and government resources together to develop solutions to the challenges of changing populations, industries and environments. The four year program (2011-2015) will focus on achieving better economic outcomes and ensure local people are able to take advantage of education, skills and training opportunities.

The priorities of the (Eildon-Thornton-Alexandra) Advancing Country Towns project are:

- Economic development
- Employment, skills and training
- Integrated services

The Advancing Country Towns Investment Logic Mapping process, undertaken as part of the development of the ACT Project Plan, identified 'Improved local career pathways and access to skilled and/or professional jobs' as a key benefit to be delivered by the project. Strategic Interventions for this benefit include:

- Improve the provision of integrated pathways between education, training and employment
- Improve local delivery of training by ensuring the future viability of the Murrindindi Training Institute
- Improve the use of information communication technology to help overcome distance and lack of local resources in gaining access to education, training and development

Key performance indicators for this benefit include:

- Increase in skilled and/or professional pathways for young people
- Closure in the gaps between the needs of industry and skills available locally
- Improved access to training opportunities based in the area

**Statement of Purpose**

Through a Skills and Training Steering Committee the ACT program is undertaking a Training Needs Analysis of the Murrindindi Shire to inform the planning for and implementation of the Strategic Interventions. One reason is to revise and update the 2005 Murrindindi Training Needs Analysis to account for the above mentioned, socio-economic changes in Murrindindi. The existing document provided important data for development of training and tertiary education pathways, but given the time that has elapsed since 2005 and particularly, given the significant changes wrought by the 2009 bushfires, a revised analysis is a vital investment in strategic planning. The 2012 Analysis will be a key tool for the work of the Skills and Training Steering Committee.

## PROJECT OBJECTIVES

1. Identify high priority training needs for key enterprises/industries in Murrindindi Shire
2. Assess the current levels and patterns of demand and supply of education and training
3. Identify and recommend optimizations of pathways from local, employment-based training to tertiary study
4. Establish possible priorities for government-funded training at the local level; and
5. Identify links with regional and sub-regional strategies for education and training

## PROJECT SCOPE

1. Detailed project methodology including consultation plan and target sample sizes by industry sector and business by number of employees.
2. Consolidation of research and existing information available, demonstrating a thorough understanding of existing networks and their role eg. Murrindindi Training Needs Analysis 2005 & Local Business and Tourism Associations.
3. In-depth consultation of local businesses, other employers and organisations that work with disadvantaged populations, as well as education and training and providers  
*Re Object 1: Identify training needs*
4. Analysis of local skill requirements and training needs for Murrindindi employers and trends over the next five years
5. Identification of critical skills determined by size of demand as well as by their impact on the community e.g. Murrindindi Training Institute Manager  
*Re Object 2: Assess supply & demand of education & training*
6. Identification of current education and training provision and location
7. Assessment of current and future gaps between skill requirements and provision of education and training as well as enablers and barriers for businesses in Murrindindi accessing skills and training
8. Interpretation and commentary as to opportunities available for consolidation of training and introduction of new training to meet the gaps identified.
9. Differentiation of the skill requirements of business at a vocational education and training level to determine which courses are able to be delivered by Learn Local centres
10. Identification of specific challenges regarding the inclusion of disadvantaged population, eg. with special needs, long-term unemployed, those intending to re-train or re-enter the workforce.
11. Identification of key interventions and recommendations to close existing and forecast gaps
12. Capturing of relevant and local data to support the strategic, business and curriculum planning of all of training providers delivering in Murrindindi.  
*Re Object 3: Identification & recommendations for optimization of pathways to tertiary study*
13. Assessment of existing pathways from local employment to tertiary study and their effectiveness
14. Analysis of key elements for success of pathways
15. Recommendations on measures to strengthen currently successful pathways and creating new ones  
*Re Object 4: Establish funding priorities*
16. Identification and ranking of priorities for government funded training at the local level providing rationale based on the five-year trends
17. Identification of possible sources and agencies for government funding opportunities, including those currently not accessed  
*Re Object 5: Links with regional/subregional strategies*
18. Assessment of current regional and sub-regional education and training strategies, identifying current and potential links
19. Recommendation of communication and implementation strategies to strengthen or establish these links

## PROJECT OUTPUTS

- 1) The Final Report is to include the following sections with content as per the project aims and objectives:
  - a) Analysis of local skill requirements and training needs, including but not limited to critical skills and those required by key businesses as well as small employers in key industries,
  - b) Identified enablers and barriers for business,
  - c) Causes for trends and change drivers,
  - d) An action plan to close education and training gaps including recommendations for delivery of courses eg. best times, places for particular courses or industry sectors
  - e) Identification of the pre-accredited and accredited training opportunities for the Learn Local partners including estimates of likely annual student places over the next five years based on industry projections.
  - f) Identification of the accredited training opportunities for other training providers such as Learn Local, RTO's, TAFE's and Higher Education providers including estimates of likely annual student places over the next five years based on industry projections.
  - g) Recommended communications strategies between training providers, potential students and business,
  - h) Recommendations for Learn Local partners in development of their strategic, business, partnerships and curriculum plans.
  - i) Recommendations for strategies and approaches to improve the inclusion of disadvantaged population groups
  - j) Recommendations for partnership opportunities and pathways between/through Schools, Learn Local providers, RTO's and higher education providers.
  - k) Gap analysis for Learn Local, RTO's, TAFE's or Higher Education providers.
  
- 2) Industry research methodologies and data collected should be documented as an appendix in the Final Report and include the following information:
  - a) The data collected should include but not be limited to a skills demand audit cross referenced with training needs analysis for business by 1) size and 2) by industry sector 3) location
  - b) Cross references of this data with the audit of training already offered to ascertain the gaps
    - a. Categorisation of training type identified in the gap analysis eg. Pre-accredited, accredited, diploma or degree.
    - b. Data sources and references

## PROJECT PARTNERS

<b>Lead Organisation</b>	<b>Contact person</b>
Central Ranges LLEN Inc.	Boyd Maplestone
<b>Partners</b>	
Alexandra Hospital	Heather Byrne
CVGT	Greg & Carmen Fifield
Murrindindi Shire	Bob Elkington & Anne Leadbeater
Outdoor Education Group	Silke Koerner/Michael Galllott
CEACA	Rowena Naufal
Murrindindi Training Institute	Margaret Rae
Alexandra Secondary College	Vicki Draper

## TIMELINE

**Completion date is 31<sup>st</sup> of January 2013.**

## RESPONSE TO BRIEF

The consultants should provide the following:

1. Outline of approach and methodology to achieve each of the project requirements as outlined in this brief;
2. Resources to be allocated to the project, including any sub contracted consultants;
3. An outline of your organisations relevant experience, reference contact details and nominated project team;
4. Fix fee proposal for the project.
5. Evidence of current business registration
6. Evidence of professional indemnity insurance and public liability

**The successful consultant accepts professional indemnity requirements.**

**Questions and ongoing contract management should be addressed to:**

Boyd Maplestone  
Chief Executive Officer  
Central Ranges Local Learning & Employment Network  
Suite 3, 1 Powlett Street  
KILMORE VIC 3764  
0357811014  
0408541310  
boyd@centralrangesllen.org.au

## APPLICATION TIMELINE

- Thursday 25<sup>th</sup> October 2012 - Application response to brief
- Friday 26<sup>th</sup> October 2012 - Notification for interview or unsuccessful application
- Monday 29<sup>th</sup> October 2012 - Interviews for shortlisted applicants **(all applicants prepared to be available for interview in Alexandra on this day)**
- Tuesday 30<sup>th</sup> October - Notification of successful and unsuccessful applications

Submissions are due by **5pm on Thursday 25<sup>th</sup> October, 2012** and should be forwarded to Boyd Maplestone of the Central Ranges LLEN by post or email to the above address and reference the '**Murrindindi TNA Project Submission**'. Late submissions will not be accepted.

## COST ESTIMATE

In responding to the brief estimates should include an itemised list of all costs required to deliver the project.

## SELECTION CRITERIA

The following criteria will be used in the evaluation of submissions:

1. Appreciation of the key elements of the brief;
2. An appropriate approach to time frame and to diversity of stakeholders involved in consultation
3. Demonstrated experience in projects of this calibre and in the education & training sector
4. Proposed fee.
5. Ability to meet the project time frame and availability for interview on October 29<sup>th</sup>, 2012

**Final payment will only be available on acceptance of final report**

<b>Milestone</b>	<b>Payment</b>	<b>Date</b>
Agreement of contract and Production of detailed project methodology	25%	Early November
Progress report #1 – Production of interim report detailing data collected.	15%	Late November
Progress report #2 – Production of interim report detailing data interpretation and identifying training opportunities.	10%	Late December
Final Draft report - report on all outputs	20%	January 14th
Final Report	30%	January 31st

### **COMMUNICATION WITH CONSULTANT**

It is anticipated that the successful consultant will meet with the project management team at the beginning of the project, and at the completion of progress report #1 and progress report #2 of the project. Communication via phone or email at fortnightly intervals with the project manager (to be determined at the first meeting) may be required.

### **REFERENCE MATERIAL**

1. Murrindindi Training Needs Analysis 2005
2. Shire business database (confidential) will be supplied/business network contacts
3. Funding application with RDA and DPCD
4. Murrindindi skills shortage research
5. Central Ranges Local Learning & Employment Network – Environmental Scan
6. DEECD Higher Education & Skills – VET delivery data in Murrindindi
7. Hume Workforce Development Plan (DEECD HESG)
8. Hume Regional Education, Skills and Jobs Plan (DEEWR)

### **INDEMNITY**

The Consultant will perform all work under the consultancy at their own risk and shall indemnify and hold harmless Murrindindi Shire, Kyneton Community and Learning Centre Inc and all project partners against all liabilities, losses, damages, costs and expenses arising out of or in connection with the services provided by the consultant and any act or omissions by the Consultant of his/her officers, employees or agents.

The Consultant must hold professional indemnity insurance to the value of \$5,000,000 and maintain the insurance for a period of 2 years following the commencement of the Analysis.

### **ATTACHMENT A**

#### **Glossary of terms:**

MTNA	Murrindindi Training Needs Analysis
MTI	Murrindindi Training Institute
VET	Vocational Education and Training
RTO	Registered training Organisation
TAFE	Technical and Further Education
CRLEN	Central Ranges Local Learning and Employment Network
MSC	Murrindindi Shire Council
Learn Local	Formerly Adult Community and Further Education
DPCD	Department of Planning and Community Development
DEECD	Department of Education and Early Childhood Development
HESG	Higher Education and Skills group (sub department of DEECD)
RDA	Regional Development Australia
DEEWR	Department of Education, Employment and Workplace Relations