



**Submission by APRA to Senate Committee on Finance and Public
Administration's inquiry into Australian Public Service recruitment
and training**

The Committee should note that APRA's staff do not come within the APS.

Trends in expenditure on training and development over recent years.

- For the financial year 1999-00, \$853,000 (2.8% of annual remuneration budget) was expended with an average per head of \$2,101
- For the financial year 2000-01, \$1,000,600 (3.3% of annual remuneration budget) as expended with an average per head of \$2,553
- For the financial year 2001-02, \$1,238,000 has been budgeted (3.7% of annual remuneration budget). As at 30 May 2002, \$1,037,000 has been expended.

APRA has increased its budget and expenditure each year since its formation. It is anticipated that this trend will continue until the benchmark of 4% of annual remuneration budget has been achieved, whereupon the budget will be capped at that level.

Methods used to identify training needs in APRA

The mechanism for identifying learning needs of staff is the Performance and Development planning process. Staff indicate their learning and development needs associated with the achievement of the performance measures in their performance plan. Each year, by August 1, all staff learning needs are summarised by Human Resources to provide an APRA wide overview. This provides an input into the identification of new training courses and prioritisation of the scheduling of current training sessions.

Methods used to evaluate training and development provided in APRA

All internal and external training courses are evaluated by participants using a standard evaluation template. Programs of longer duration such as the graduate program, the Women in Law Enforcement Strategy program etc are evaluated by additional means such as surveys and focus group discussion.

The extent of accredited/articulated training offered in APRA

Accreditation of the course is a key criterion in selecting and offering courses to staff. This includes courses accredited according to the Australian Qualifications Framework and by relevant professional associations.

Learning and development priorities for 2002

First five years working group

A 'First Five Years' working group will be established to define the capabilities and training courses required to build skills for the first five years of employment. Human Resources will constitute the group, with representation from each division to consider how best to grow our new recruits into professional regulators.

Structured technical training

Priorities for training design and delivery in 2002 will involve a focus on:

- Structuring training modules on a curriculum model, which provides for courses and modules appropriate for the first five years of employment in APRA from induction through to advanced;
- Attention to intermediate and advanced levels of training on management and prudential supervision capabilities, and
- Appropriate consultation with line staff and managers will take place to ensure that training required at these levels is clearly identified and scoped.

APRA training quality standards

Quality standards associated with the Australian Qualifications Training Framework (AQTF) established by the Australian National Training Authority will be implemented progressively throughout 2002 for internal APRA courses. At the very least, implementation of these standards will involve incorporating competency assessment into course design and evaluation, and accreditation of APRA trainers to Certificate 2 level in Workplace Training and Assessment.

Certification of APRA's internal training program

Having upgraded the design and delivery of APRA's internal technical training program, all training modules associated with prudential supervision will be aligned with the AQTF. Compliance with this framework facilitates the recognition of learning acquired through company based training programs (as opposed to courses offered by educational institutions) in award programs such as diploma, degree and post graduate qualifications. Throughout 2002, APRA will approach a number of educational institutions to establish a partnership which will provide for certification at the post graduate level for APRA staff, and result in a formal qualification.

Masters of Regulatory Economics

Support for a Masters of Regulatory Economics may not only provide the academic training necessary for a professional regulator, but may assist in retaining staff within APRA. Research will be undertaken by Human Resources to see if such a degree exists (domestically and internationally) and commence discussion with providers.

Mentoring

During 2000 and 2001, APRA participated in the Women in Law Enforcement Strategy (WILES) project, designed to implement a mentoring program which met the needs of the law enforcement agencies. This program will continue during 2002, and staff will be invited to lodge expressions of interest as either mentors or mentorees. Mentoring has also been incorporated into the 2002 Graduate Development program.

Management and leadership development

A customised Leadership Development program has been designed for team leaders and managers and is provided by Mt Eliza Business School. This program will be conducted twice per year. During 2002 a more advanced program will be identified and customised for more experienced and senior managers, leading to a formal post-graduate management qualification.

Also during 2002, management capabilities will be identified. These capabilities will form the basis of a skills audit and development planning for all managers.

Tacit knowledge strategies

Learning strategies for the exchange of tacit knowledge will be established. A number of discussion groups have been established within the divisions to identify and discuss topics pertinent to that division's work plans and information requirements. These discussion groups will be extended, focused and formalised so that staff can benefit from 'lessons learnt' narratives of more experienced analysts.