ENGAGING EMPLOYERS WITH THE UNIVERSITY: SKILLS NEEDED AND CHANGES EXPECTED BY INDUSTRIES

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ABSTRACT

The University of Western Sydney is strongly committed to working in partnership with the employers of its graduates in order to ensure that the academic programs offered and the quality of graduates produced meet the changing needs of industries and professions. Such engagement helps the University involve students in real-world learning experiences and build on competitive advantage through developing sustainable links with industries, and thus attracting students with relevant programs and an expected increase in employability.

This paper examines quantitative and qualitative data gathered through the 2007 UWS Employers Survey from 146 professional groups with whom the University has worked over the past five years. The analysis of the data identifies capabilities and skills employers see as most important in recent university graduates, the extent to which graduates meet employers' demands and the key trends in various professions which university courses must take into account to remain relevant.

The conference presentation will also include a demonstration of the UWS interactive Online Community Engagement Portfolio which allows both students and employers to search UWS engagement activities through a range of categories in order to explore potential partnerships.

INTRODUCTION

A review of recent literature suggests rapidly growing interest amongst Australian universities in becoming engaged with employers and industry bodies (e.g., Etzkowitz 2002; Garlick 2000; Gunasekara, 2004; Holland 2001). This engagement is very important for universities in order to review and address graduate skills needed in professional practice (Australian Chamber of Commerce and Industry [ACCI], 2007; Australian Council for Educational Research [ACER], 2002; Australian Industry Group (2006); Commonwealth Department of Education Science and Training [DEST], 2007; Graduate Careers Australia [GCA], 2007); involve staff and students in real-world learning experiences (Ostrander, 2004; Ralston, 2006); and better manage competition through attracting students by the relevance of programs and an expected increase in employability (Nugent, Delaforce, & Harding, 2006; Ralston, 2006).

One of the key ideas of the current labor government in Australia is releasing latent value in national human capital by enhancing business – school connections, specifically by "creating a coordinated partnership program between Australia's top 100 companies and schools. This program could also include universities and vocational education and training institutions" (Australia 2020 Summit, 2008, p. 8).

The latest nationwide studies of capabilities and skills employers see as most important in university graduates (DEST, 2007; GCA, 2007) show that recruiters are generally satisfied with job-specific skills of graduates, but place greater importance on their interpersonal skills, industry-related experience and ability to promptly apply the knowledge gained at university in the real work settings.

Though informative, the above findings may differ from university graduate capabilities and skills relevant to specific regional industry needs. This assumption appears valid in view of increasing pressure from government, businesses and communities for universities to align their core functions with regional economic and social innovations, particularly in supporting the renewal of regional skills bases (Barraket 2001; Gunasekara, 2004).

The University of Western Sydney (UWS) is known to perform a developmental role in workforce formation of the Greater Western Sydney (GWS) region, characterised by a high level of cultural diversity and much lower participation rates in higher education than other parts of Sydney. Some 52% of UWS students are first in their family at university but have comparable employment rates to other students. This role is evident in UWS contribution to post secondary participation of GWS residents (UWS AUQA Performance Portfolio, 2006) and in the adaptation of a number of education programs to align with GWS needs, for example, in health and education (Gunasekara, 2004), and in information technologies to support innovation in small to medium enterprises (New South Wales Department of State and Regional Development [NSW DSRD], 2005).

Therefore, the aims of this paper were to identify (a) what capabilities and skills GWS employers perceive as most important in university graduates; (b) how effectively, in their opinion, recent graduates meet the demands of local industries; and (c) what major challenges facing industries universities should address to keep their curriculums relevant. We believe that the paper's findings can be extrapolated to and be valuable for other post secondary institutions, particularly those located in the metropolitan New South Wales.

METHOD

Participants and Procedure

The participant pool comprised 146 representatives of professional groups and employers having strong links with UWS. The potential participant details were collected from various data sources, such as the UWS 2006 Australian Graduate Survey data, the UWS Careers and Employment database, and employer contacts from all UWS schools.

Most of the respondent organisations had formal graduate recruitment programs and 63% of respondents reported between 1-20 UWS graduates employed by their organisations over the last five years. The research sample was representative of the University's profile in terms of the fields of study offered. The most common professional areas covered were: Accounting and Finance, Engineering, Management and Commerce, Computing and Information Technology, Information Systems, Human Resources Management, Civil Engineering, Teacher Education, Law, Economics, Nursing, and Journalism. Respondents were from a wide range of organisations including: private companies (32.2%), state government agencies (26.0%), public companies (12.3%), local government bodies (9.6%), not-for-profit organisations (8.9%), federal government agencies (5.5%) and other groups (5.5%). Initially, the contact person for the recruitment in each organisation was telephoned to extend a verbal invitation to participate. Once agreed, an email invitation with the link to the online survey was sent.

Instrument

The Employer Survey instrument was developed at the University of Technology, Sydney (Scott, 2004). Survey participants rate the importance of a set of 44 items, which identify a range of recent graduate abilities and skills found in earlier studies of graduates to be associated with their successful performance in a wide range of professions (Vescio, 2005). Then they rate the extent to which they believe recent graduates demonstrate these abilities and skills. They use a five-point Likert-style scale (1 – low to 5 – high). The items cover such areas as:

- personal abilities of graduates;
- interpersonal abilities;
- intellectual abilities; and
- job-specific and generic skills and knowledge.

Respondents are also asked to provide comments on:

- their ratings of the above items;
- any important abilities which might not be covered by the survey; and
- changes expected in their industries during the coming years which universities should address in order to keep their curriculums relevant and up-to-date.

RESULTS

Graduate Abilities and Skills

Varying levels of importance were placed by employers on different graduate abilities and skills. It was found that mean differences between them of .40 or more were likely to be statistically significant at $p <$ .05. Thus, the 10 survey items with the highest mean scores on importance appeared significantly different from the 10 items with the lowest scores, while there was less differentiation between the other 24 items. The 10 most important items are listed below in rank order. The capability scale each item belongs to is indicated in brackets:

- Being able to communicate effectively (generic skills and knowledge);
- Being flexible and adaptable (personal);
- A commitment to ethical practice (personal);
- Being willing to face and learn from errors and listen openly to feedback (personal);
- Being able to organise work and manage time effectively (generic skills and knowledge);
- Wanting to produce as good a job as possible (personal);
- The ability to empathise with and work productively with people from a wide range of backgrounds (interpersonal);
- A willingness to listen to different points of view before coming to a decision (interpersonal);
- Being able to develop and contribute positively to team-based projects (interpersonal);
- Being able to set and justify priorities (intellectual).

Of these 10 high importance capabilities, six were ranked relatively low on the extent to which, in employers' view, recent graduates possess them (difference between mean ratings on importance and extent > 1.0). These items were:

- Being able to communicate effectively;
- Being able to organise work and manage time effectively;
- Being willing to face and learn from errors and listen openly to feedback;
- Being able to set and justify priorities;
- Being flexible and adaptable; and
- A willingness to listen to different points of view before coming to a decision.

Table 1 in the Appendix present the quantitative results of the survey sorted by importance.

Key Trends and Changes Expected by Employers

The survey invited employers to identify the key trends and changes they see as unfolding in their professional areas over the next five years, and the future graduate capabilities these imply. The most recurring themes in participant responses were:

- Anticipated shortage of skills across many industries such as engineering, accounting, IT, transport and health, particularly in regional locations; and
- Increasing need for university courses to have experiential learning components to better prepare graduates for employment.

The graduate capabilities that will be most needed in this unfolding context according to these employers were:

- Communication, interpersonal and networking skills;
- Management skills, including case and personnel management;
- Analytical skills; and
- Strong industry knowledge.

Table 2 in the Appendix provides a summary of participant comments by each profession.

DISCUSSION

Summary of Findings

It is evident in both the quantitative and qualitative results that the graduate abilities and skills emphasised by the survey participants can be categorised into three groups. They are: a) interpersonal, communication and networking skills, including customer service skills, flexibility, adaptability, empathy for co-workers from diverse backgrounds, compliance with high ethical standards, openness to dialogue and team-work skills; b) organisational and management skills; and c) industry knowledge and experience. All these outcomes align well with the results of the recent nationwide studies mentioned above (DEST, 2007; GCA, 2007). The results also show that a number of highly important graduate capabilities are ranked relatively low on the extent to which graduates possess them, and that employers are concerned about the current and anticipated shortage of skills across many professions.

UWS Actions to Address Major Issues Identified

In order to address the shortage of skills reported and anticipated by many GWS industry representatives the University continues to align its education programs with regional needs. For example, the UWS School of Medicine was set up in 2007 to address the critical shortage of medical practitioners in Sydney's west. The first intake was 100 students two-thirds of whom live in GWS. Other recent career trends are towards science, education, welfare, and the crime-solving professions helping to address shortage of skilled workers in these fields. The child care profession is set to receive a much-needed boost, with UWS making 344 offers to prospective early childhood students – an increase of over 100 offers from last year. Demand for psychology and social work remains strong, and the University is making increased offers in both the Bachelor of Sport Studies and Bachelor of Health Science (Personal Development, Health and

Physical Education) programs this year. The University is also making hundreds of offers across its science and technology programs, such as forensic science, nanotechnology, computing and traditional sciences.

Regarding the graduate skills employers are concerned about, such as interpersonal and communication skills, organisational and management skills, as well as industry knowledge, the relevant literature provides evidence that experiential learning can be the real and lasting way to meet the employer demands for job ready graduates (Boud & Solomon, 2001; Hare, 2008; Kolb & Kolb, 2005; Kurtz, Silverman, & Draper, 2005; Santella & Emery, 2007; Vickers, Harris, & McCarthy, 2004).

For example, Santella and Emery (2007) report that out-of-classroom learning adds desirable business qualities and skills, such as the ability to work well in teams (interpersonal skills), motivation, integrity, and communication and organisation skills. As stated in the UWS Making the Difference Strategy for 2007-2009, one of the main University strategic imperatives is to involve community and industry in academic programs. Accordingly, UWS is gradually increasing the availability of experiential learning offerings for students in all programs and forms, such as:

- Internships;
- Practical placements;
- Academic Service Learning;
- Clinical placements;
- Co-op education;
- Work integrated learning;
- International co-op placements and others.

An analyses undertaken by the UWS Office of Planning and Quality in 2006 estimated that roughly 29% of the units taught at the University involved students in some form of experiential learning. Currently, the University's goal is to create opportunities and encourage 100% of students to have at least one substantial experiential learning component spread across their course. One important step toward achieving this goal is the development of the UWS interactive Online Community Engagement Portfolio which allows both UWS students and employers to search UWS engagement activities through a range of categories in order to explore potential partnerships.

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Appendix

Table 1: Graduate Capabilities Ranked by Employers on Importance and the Extent to which Graduates Possess Them (sorted by importance)

Imp M	Category	Rank	Graduate Capabilities	Ext M	Rank
4.68	Skills & K	1	Being able to communicate effectively	3.38	10
4.64	Personal	2	Being flexible and adaptable	3.52	5
4.60	Personal	3	A commitment to ethical practice	3.75	1
4.58	Personal	4	Being willing to face and learn from errors and listen openly to feedback	3.38	9
4.54	Skills & K	5	Being able to organise work and manage time effectively	3.28	13
4.54	Personal	6	Wanting to produce as good a job as possible	3.63	3
4.46	Interpers	7	The ability to empathise with and work productively with people from a wide range of backgrounds	3.48	7
4.40	Interpers	8	A willingness to listen to different points of view before coming to a decision	3.37	11
4.40	Interpers	9	Being able to develop and contribute positively to team-based projects	3.50	6
4.31	Intellect	10	Being able to set and justify priorities	3.14	23
4.29	Interpers	11	Being able to develop and use networks of colleagues to help solve key workplace problems	3.28	15
4.27	Personal	12	Being able to remain calm under pressure or when things go wrong	3.01	27
4.27	Personal	13	Being willing to take responsibility for projects, including how they turn out	3.32	12
4.24	Personal	14	A willingness to persevere when things are not working out as anticipated	3.23	18
4.23	Personal	15	A commitment to sustainable practice	3.42	8
4.19	Personal	16	Understanding personal strengths & limitations	3.16	21
4.18	Personal	17	Having a sense of humour and being able to keep work in perspective	3.54	4
4.16	Personal	18	A willingness to pitch in and undertake menial tasks when needed	3.28	14
4.12	Interpers	19	Understanding how the different groups that make up the organisation operate and how much influence they have in different situations	2.96	33
4.11	Skills & K	20	Being able to use IT effectively to communicate & perform key work functions	3.66	2
4.10	Intellect	21	Being able to readjust a plan of action in the light of what happens as it is implemented	3.05	24
4.09	Personal	22	Having the ability to defer judgment and not to jump in too quickly to resolve a problem	3.00	28
4.07	Intellect	23	Being an independent thinker	3.17	20
4.06	Intellect	24	Being able to identify from a mass of detail the core issue in any situation	2.92	35
4.05	Interpers	25	Being able to work with senior staff without being intimidated	3.27	16
4.03	Skills & K	26	Being able to manage ongoing professional learning and development	3.23	17
3.99	Intellect	27	An ability to trace out and assess the consequences of alternative courses of action and, from this, pick the one most suitable	2.98	31
3.99	Intellect	28	Being able to see how apparently unconnected activities are linked and make up an overall picture	2.92	37
3.99	Intellect	29	Being creative and enterprising	3.21	19
3.96	Interpers	30	Being able to give constructive feedback to work colleagues and others without engaging in personal blame	2.97	32
3.96	Intellect	31	Being able to diagnose what is really causing a problem and then to test this out in action	2.95	34
3.92	Intellect	32	The ability to use previous experience to figure out what is going on when a current situation takes an unexpected turn	2.92	36
3.90	Intellect	33	Knowing that there is never a fixed set of steps for solving workplace problems or carrying out a project	3.15	22
3.88	Skills & K	34	Having a high level of current technical expertise relevant to current work requirements	3.04	25
3.87	Intellect	35	An ability to recognise patterns in a complex situation	3.02	26
3.85	Skills & K	36	Understanding how organisations operate	2.83	40
3.80	Skills & K	37	Understanding the role of risk management and litigation in current professional work	2.72	44
3.74	Skills & K	38	An ability to help others learn in the workplace	2.98	30
3.73	Skills & K	39	Knowing how to manage projects into successful implementation	2.89	38
3.69	Interpers	40	Being able to motivate others to achieve great things	2.80	41
3.66	Personal	41	Having an ability to make a hard decision	2.87	39
3.61	Personal	42	Being confident to take calculated risks and take on new projects	2.99	29
3.46	Skills & K	43	An ability to chair and participate constructively in meetings	2.77	43
3.22	Interpers	44	Having an international perspective	2.79	42

Table 2: Trends and Changes Expected by Employers in Their Industries and Consequent Graduate Skills Needed

() represents number of respondents

Profession	Trends and Changes in the Industry	Most important attributes, abilities, skills and knowledge needed by graduates
Accounting Finance *(35)*	Changes in taxation law and superannuation, technology changes, the graduate market is becoming increasingly competitive. Graduates have poor communication, team building and networking skills. We have to struggle in coming years to fill jobs and to train ourselves, graduate shortage in the area.	Good interpersonal skills, communications skills, team player and customer service focused. Able to apply their knowledge in a practical situation to reduce on the job training. An increased emphasis on the practical side of accounting would be very beneficial for the employers. Business knowledge, soft skills and negotiation skills. Legislation and standards realise the importance of ongoing professional development, business planning, business ethics and strategic view of the organisation. Corporate governance and risk management.
Adult Education *(3)*	Use of technology in learning. Large numbers of teachers are near retirement. Challenge to recruit and retain good quality teachers.	Flexibility, dedication, cultural diversity, social services training and business management training.
Agriculture Horticulture *(2)*	Attracting high quality graduates in regional areas, Draught and climate changes had a significant impact on the Agriculture industry	Working together with the community, communication skills, knowledge of issues around climate change and its impact on organisations
Applied Biological Science *(5)*		Research skills, medical informatics/statistics, personnel management skills, maths data analysis, communication skills, analytical and problem solving skills and interpersonal skill.
Banking *(5)*	Lack of preparation based on workplace needs, need for graduates with practical exposure. Graduate lack interest in the industry, graduate retention.	Teamwork, communication, customer focus, drive for innovation, analytical skills, entrepreneurial skills.
Engineering *(43)*	Rural/regional employers are struggling to recruit and retain qualified engineers, shortage of qualified engineers, industry demand for certain discipline: geology, geotechnical engineering, metallurgy and mining engineering. Environmental issues- greener environment, forced to recruit graduates from offshore.	Ability to manage staff, communication, industry awareness, willingness to be flexible with working location, understanding of the companies history and vision, leadership skills, environmental sustainability, risk analysis, health & safety, recycling, community involvement and quality assurance, team work, adapt to change, writing reports, presentation skills, project managing and costing.
Communication Design *(11)*	High specialisation required in certain areas, shortage of excellent media professionals.	Communication skills, flexibility to handle multiple requirements, international development in communications, public relations, strategic thinking, and web based technical skills.
Construction *(6)*	Shortage of constructions engineers, recruitment and retention of engineers in regional areas, move towards design and construct green buildings.	Written and oral communication skills, leadership skills, manage projects, supervising staff, working as a team, graduates with knowledge and practical skills, risk mitigation, commercial mind, feasibility analysis, and understanding of procurement models.
Early Childhood *(10)*	Lack of graduate preparation based on workplace needs, very short practicum component, university course structure and decisions are made for university purpose and not what childcare industry needs, graduates less prepared for the industry.	Graduate understanding of family demands, behavioural management, use of technology as a tool for learning, parent partnership and linking with the community.
Economics *(13)*	Shortage of talent economic graduates.	Communication and interpersonal skills, teamwork, and analytical skills.

Profession	Trends and Changes in the Industry	Most important attributes, abilities, skills and knowledge needed by graduates
Environmental Science (7)	Shortage of graduates in regional areas. Course should include aspects like: natural resource management legislation, and key standards.	People management, project management, key focus on how to measure & conduct environmental risk analysis how to conduct and manage environmental rehabilitation projects, development of performance indicators, and how to evaluate the success of environmental outcomes.
Fine Arts (6)	Diversity of clients, courses should include practicum component.	Presentation skills, up to date with latest scientific knowledge, contemporary theories in learning, technology, literacy, ability to engagement student.
Fire Technology (2)	Technological advances to deal with emergencies such as fire and planning for such emergencies.	Practical skills, health and safety, community support and engagement
Forensic Science (1)		Practical skills associated with forensic filed investigation
Health Service Management (2)	Aging workforce, lack of professional accountability, workforce under high demand and pressure.	Interpersonal skill, communication and cultural diversity.
Human Resources Management (3)	Lack of professional commitment by graduates.	Ongoing professional development, flexible, communication skills, patience and perseverance to work in a challenging public sector organisation and creativity in suggesting improvement's for change.
Industrial Design (2)	Lot of focus on outsourcing activities.	Manufacturability of the product designed, sales and marketing skills, time management, product user friendliness.
Information Systems (20)	Keeping up to date with technology advances, outsourcing IT industry offshore, trends and its implications to IT industry. Graduates with more work experience through practicums. Challengers of growing a mature organisation in a small market, graduates thorough knowledge of the chosen field. Need graduates who specialise in certain areas like business analyst.	Interpersonal skills, communication skills, team player, customer focused, relationship building skills, on going learning, self starters, manage expectations, understanding of companies values and goals.
International Business International Studies (9)	Competition, use of e-business, policy changes in trade and commerce.	Communications skills in international arena, networking and relationship building, understanding business ethnics, cultural diversity, ability to deal sensitively with clients, flexible to change, research skills, globalisation and policy changes offshore and its impact to the organisation.
Journalism (11)	Course need to focus on practicum components including writing news stories, interviews so that graduates are well prepared for the workforce. Graduates who are multi skilled.	Good writing ability, interview skills, confidence, and passions. Website design and online news, flexibility, creativity, accuracy and professionalism. The ability to write record and edit words, sounds and pictures/video.
Language and Literacy (4)	Graduates with emerging language such as; Dinka, Swahili, Burmese, Karen, Assyrian	Communication skills, ongoing professional development, customer service. Flexible and being able to adjust to change. People skills e.g. dealing with aggressive clients, being able to handle stress and work pressure.
Law (13)	Massive over supply of graduates, legal education needs to take note of the increasing importance of legislation in legal practice and public service. More emphasis on legislative interpretation.	Communications skills, ability to deal sensitively with clients, time management and the operation of private enterprise and awareness of ethical issues.
Mathematics (6)	Need for graduates to have data analysis skills.	Teamwork skills, high achievement drive, genuine interest in the industry in which our company operates, sense of entrepreneurialism, above average analytical skills, interpersonal skills.

Profession	Trends and Changes in the Industry	Most important attributes, abilities, skills and knowledge needed by graduates
Management Commerce (26)	Understanding of change and restructures in organisations. Organisations are going to struggle to get good managers and have to train them internally. Need graduate with strategic view of the global economy and at the firm/organisation level, whole of organisation thinking.	Good interpersonal skills, communication skills, customer relationship management, team player customer service focused, use of technology, business planning, leadership skills and project management.
Medical Science (1)		Medical information and statistics, management skills
Nursing and Midwifery (15)	Area of significant skill shortage. Greater growth in population in Western Sydney areas, more births; older midwives retiring and not enough student midwives currently being educated to replace and grow to meet population demands. Increasing public awareness of patient safety and legal process. Need for midwives and nurses to gain 'credit points' to maintain registration. National registration commencing in 2008 - need for national curriculum base to enable participants to transfer from different States/ universities more readily. Paediatrics focus in Nursing programs.	Ability to assess and manage patients related to the day to day needs of the patient. Ability to follow policy to communicate and consult with experience staff members with reasonable English. Ability to transfer theoretical concepts to the clinical settings, maintaining their own competency, accountability, while providing best practice care. The ability to work in different settings with health professionals from different professions. The ability to move into and out of community to hospital to provide care. Ability to reflect on practice; responsible for own professional development. Ability or knowledge of new technology (eg. electronic medical record, on line x-ray reporting) & impact on the clinical & work environment evidenced based clinical care risk management regarding patient safety.
Music (1)		Keeping up to date in contemporary issues surrounding the community needs. Work within a multi-disciplinary team and having knowledge of how other modalities work.
Occupational Health & Safety (4)	Shortage of OHS professionals in regional areas.	Understanding of OHS laws, environmental and quality issues
Occupational Therapy (3)	Strong research to practice focus. Increasing complexity of need in client groups in child & family work. Worker with the constraints of government funding and bureaucracy is becoming more challenging. Trend towards multiple interventions requires greater interdisciplinary / trans disciplinary teamwork.	Ability to cope with change and complexity. Ability to consult and access a wide range of knowledge in human services disciplines. Commitment to life long learning and professional development. Ability to think creatively and identify creative therapies and interventions that build on family/individual strengths and potential. Commitment to finding pathways through very complex family structures and dysfunction that extends knowledge of how to work with vulnerable children and families.
Property Economics (4)		Teamwork, communication, customer focus, drive for innovation.
Psychology Counseling (10)	Graduates need to be able to demonstrate that they are flexible to change, to be committed to the organisation. Introduction of Medicare rebate for psychologists increasing distinction between different specialist areas of psychology.	Communication skills, ability to deal sensitively with clients. Ability to link theory with practice. Flexibility, dedication, social services training and business management training. Ability to develop networks and relationships with other health professionals, ability to undertake ongoing professional development and seek supervision and mentoring from peers.
Social Science (9)	Social work in health is facing competition from clinical nurse consultants who are moving into the counseling/support and psychosocial assessment areas traditionally done by social work. Social work graduates need to be able to articulate their skills in these areas and to participate in research to confirm the benefits. Welfare to work policies of the Australian Government in a tight labour market, delivery & administration of the Australian access card fraud and compliance control.	Psychosocial assessments, advocacy, group work and counseling skills. A good understanding of the social work role within multidisciplinary teams. Highly developed technical skills -computer technology, good decision making and customer service.

Profession	Trends and Changes in the Industry	Most important attributes, abilities, skills and knowledge needed by graduates
Sports Exercise Management *(2)*		Marketing knowledge of models and methods, time management, financial budgeting experience, public speaking skills and research skills.
Teacher Education *(14)*	Aging workforce, diverse student groups, contemporary theories of learning; matching students' expertise in technology. Catering for an increasingly diverse range of student needs i.e. behaviour, learning difficulties. The way children learn to read and the needs of ESL students are areas where new research is abundant.	Practical experience in a variety of school settings and situations. Problem Based Learning, Presentation skills with the latest scientific knowledge. Understand what is happening in schools. Technological literacy, flexibility, ability to engage students and meeting needs of individual students. Psychology skills and child development, classroom management, mental health, learning difficulties and behavioural issues and lesson planning.
Tourism Hospitality *(3)*	Retention of excellent and talented employees, retention of young graduates in hospitality/ tourism area, graduates who are well equipped with the client demand. Understanding of client diversity and language background.	Community skills, customer relationship management, client diversity
Welfare *(5)*	Increase in working with clients with complex needs in particular dual diagnosis thus increased training/information on mental health and best practice case management. Wages and conditions in our industry (social welfare) and funding. Students need to be very aware of these issues and require further information wages and working conditions both from an industry and national base. Need to increase numbers for social work as we think there will be an increase in demand for social workers in our society, especially those with second languages, and interest in welfare, working with disabilities and families and youth.	Exceptional case management skills. Exceptional community development skills. Knowledge of political systems and how to access. Advocacy skills both individual and systems.