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WORKPLACE EDUCATION AND TRAINING: ARE TAFE TEACHERS PREPARED FOR THEIR EVOLVING ROLES?

LYNETTE FLORENCE WAKEFIELD, B ED, M ED

DOCTOR OF EDUCATION

THIS DISSERTATION IS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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Grateful acknowledgement is also made to Kangan Institute of TAFE (previously Broadmeadows College of TAFE) and Holmesglen Institute of TAFE (previously Holmesglen College of TAFE), for permission to use content from the Revised TAFE Teacher Competence Statements (1993) and to Outer Easter College of TAFE for permission to use content from their Graduate Certificate in Training Consultancy (1994) in the skills audit questionnaire.
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ABBREVIATIONS AND ACRONYMS

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<tbody>
<tr>
<td>ACOTAFE</td>
<td>Australian Committee on Technical and Further Education</td>
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<td>ACTA</td>
<td>Australian Council of Tertiary Awards</td>
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<tr>
<td>ACTRAC</td>
<td>Australian Committee for Training Curriculum</td>
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<td>ACTU</td>
<td>Australian Council of Trade Unions</td>
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<td>AMES</td>
<td>Adult Migrant Education Service</td>
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<td>ANTA</td>
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<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<td>ASF</td>
<td>Australian Standards Framework</td>
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<td>ASLPR</td>
<td>Australian Second Language Proficiency Ratings</td>
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<td>AST</td>
<td>Advanced Skills Teacher</td>
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<td>ASTA</td>
<td>Aerospace Technologies of Australia Pty Ltd</td>
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<tr>
<td>ASTD</td>
<td>American Society for Training and Development</td>
</tr>
<tr>
<td>ASTEC</td>
<td>Australian Science and Technology Council</td>
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<tr>
<td>ATFIC</td>
<td>Assistance to Firms Implementing Change</td>
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<tr>
<td>ATU</td>
<td>Australian Teachers' Union</td>
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<tr>
<td>AusAID</td>
<td>Australian Agency for International Development</td>
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<td>AVC</td>
<td>Australian Vocational Certificate</td>
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<td>AVCTS</td>
<td>Australian Vocational Certificate Training System</td>
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<tr>
<td>AWU</td>
<td>Australian Workers' Union</td>
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<tr>
<td>CABE</td>
<td>Certificate in Adult Basic Education</td>
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<tr>
<td>CAE</td>
<td>College of Advanced Education</td>
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<tr>
<td>CAI</td>
<td>Confederation of Australian Industry</td>
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<tr>
<td>CAL</td>
<td>Computer-Assisted Learning</td>
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<td>CBE</td>
<td>Competency-Based Education</td>
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<tr>
<td>CBET</td>
<td>Competency-Based Education and Training</td>
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CEO  Chief Executive Officer
CGEA  Certificate in General Education for Adults
CML  Computer-Managed Learning
COSTAC  Commonwealth/State Training Advisory Committee
COT  College of TAFE
COTTS  Committee for TAFE and Training Statistics
CRAFT  Commonwealth Rebate for Apprentice Full-time Training
CSB  Competency Standards Body
CTEC  Commonwealth Tertiary Education Commission
CWE  Certificates in Workplace Education
DEET  Department of Employment, Education and Training
DEETYA  Department of Employment, Education, Training and Youth Affairs
DOLAC  Department of Labour Advisory Committee
EEO  Equal Employment Opportunity
EO  Equal Opportunity
EPC  Engineering Production Certificate
ESB  English Speaking Background
ESFC  Employment and Skills Formation Council
ESL  English as a Second Language
ETU  Electrical Trades Union
FEU  Further Education Unit (UK)
FTUV  Federated Teachers' Union of Victoria
ITAB  Industry Training Advisory Body
ITB  Industry Training Board
ITDP  Industry Training and Development Program
MAATS  Modern Australian Apprenticeship and Traineeship System
MINCO  Ministerial Council on Vocational Education and Training
MOVEET  Ministers of Vocational Education, Employment and Training
MTFU  Metal Trades Federation of Unions
NBEET  National Board of Employment, Education and Training
NCS    National Communication Skills modules
NCVQ   National Council for Vocational Qualifications (UK)
NESB   Non-English Speaking Background
NETTFORCE National Employment and Training Taskforce
NFROT  National Framework for the Recognition of Training
NGMS   National Generic Management Skills modules
NOOSR  National Office of Overseas Skills Recognition
NOSFAB National Office Skills Formation Advisory Body
NSDC   National Staff Development Committee
NTB    National Training Board
NTC    National Training Council
NTRA   National Training Reform Agenda
NVQ    National Vocational Qualification
OECD   Organisation for Economic Cooperation and Development
OSTB   Office of the State Training Board
OTFE   Office of Training and Further Education
QDEC   Queensland Distance Education College
QERC   Quality Education Review Committee
RATE   Register of Awards in Tertiary Education
RMIT   Royal Melbourne Institute of Technology
RPL    Recognition of Prior Learning
RSA    Royal Society of Arts (UK)
SCC    Standards and Curriculum Council
SEP    Structural Efficiency Principle
STB    State Training Board
TAFE   Technical and Further Education
TAFE   Training and Further Education (increasingly used from 1994)
TASK   Commonwealth Training and Skills Program
<table>
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<td>TCCAV</td>
<td>TAFE College Councils Association of Victoria Inc</td>
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<td>TEC</td>
<td>Tertiary Education Commission</td>
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<tr>
<td>TRA</td>
<td>Training Reform Agenda</td>
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<tr>
<td>TTS</td>
<td>TAFE Teaching Service</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VEETAC</td>
<td>Vocational Education, Employment and Training Advisory Committee</td>
</tr>
<tr>
<td>VEF</td>
<td>Victorian Education Foundation</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VETAB</td>
<td>Vocational Education and Training Accreditation Board</td>
</tr>
<tr>
<td>VIC</td>
<td>Vehicle Industry Certificate</td>
</tr>
<tr>
<td>WELL</td>
<td>Workplace English Language and Literacy Program</td>
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GLOSSARY

Accreditation describes the process of official recognition of a course by a vocational education and training authority.

Articulation is a term used to describe the linking of different types of formal study, for example between school and TAFE or TAFE and higher education.

Award restructuring is the term used to describe the streamlining of awards and the removal of traditional demarcations in an attempt to restructure and reskill the Australian work force.

Broadbanding refers to the process of grouping several occupational classifications together for the purpose of determining a single wage level.

Broadskilling, a word connected with award restructuring, encourages the expansion of an individual’s skills into new areas at the same level.

CODAP, an acronym for the Comprehensive Occupational Data Analysis Programs, is a questionnaire-based technique used for job analysis.

Competency, as defined by the National Training Board, specifies knowledge and skills and the application of such knowledge and skills to a standard required for employment.

Competency analysis focuses on the identification of the attributes required for job performance and includes knowledge, skills and attitudes.

Competency standards are used to provide consistent benchmarks for performance measurement at the industry, cross-industry or enterprise levels.
Competency-based education and training (CBET), which places emphasis on the learning outcomes, more than the learning process, relates to education and training which is based on criterion-referencing, as opposed to norm-referencing.

Competency-based system is a broad term which describes the implementation of all or any of the following: competency-based education and training, competencies and/or competency standards.

Contributory skilling, a term connected with award restructuring, encourages individuals to gain skills from other industries at the same or different levels.

Credential is the certification awarded in recognition of the attainment of a set of competencies or learning outcomes.

Critical incident technique focuses on the identification of critical job requirements, that is, those requirements which make the difference between effective and ineffective performance.

Cross-industry standards consist of standards which are common to a number of industries.

Cross-skilling, a concept raised through award restructuring, enables workers to travel up a hierarchical career path as well as sideways, thus gaining access to and applying skills from more than one trade.

Curriculum relates to an organised program which contains a structured series of intended learning outcomes, and which outlines the learning process and the learning experience.

DACUM means to Design (or Develop) a Curriculum. DACUM, a group process method, relies on the generation of ideas, which are normally encouraged through a trained facilitator.
**Delphi technique** is a survey technique involving the use of questionnaires, which, being normally conducted by mail, prevents group members from being unduly influenced by others.

**Elements of competency**, in behavioural terms, describe what an individual must be able to demonstrate to be considered competent.

**Enterprise standards** are competencies which are developed at an enterprise level, as opposed to an industry level.

**Evidence guides** are optional guides which, when incorporated into a competency standard, provide a clearer context for assessment, for example, details of evidence to be collected.

**Force field analysis** focuses on the forces which are for or against change, and although this type of analysis is not extensively used in work force research, it is valuable when preparing to implement outcomes from a training needs analysis.

**Industry analysis** is the term used to describe an investigation to determine the boundaries of a particular industry. It is used to identify levels of activity across the industry; to determine potential industry growth and to anticipate the likely levels of employment within the industry.

**Industry standards** are standards which have been nationally endorsed for a particular industry.

**Job analysis** relates to the determination of components which make up a specific job.

**Key competencies** relate to the seven employment-related generic competencies defined by the Mayer Committee (1992) and considered as being essential for effective participation in work, further education and adult life.
Labour market analysis assesses the current and anticipated number of persons employed across a particular occupation, job cluster or job to determine present and future resource needs.

Multiskilling enables individuals to perform a wider range of duties and tasks due to the removal of demarcation lines. Multiskilling includes broadskilling, upskilling and contributory skilling.

Nominal group technique (NGT) is a form of brainstorming which places restrictions on the individuals involved, requiring them to be silent before sharing their ideas with others.

Occupational analysis identifies the current and likely future jobs, duties and tasks within a particular occupation.

Off-the-job training is training which occurs away from an individual’s normal work situation.

On-the-job training is training which occurs at a normal work situation and which is part of the productive work of an individual.

Peak bodies are influential bodies which represent industry or community groups.

Performance criteria, which accompany elements of competency, describe the level of performance required before an individual is considered competent.

Range of variables statements are statements incorporated into competency standards to define the boundaries of the unit of competency, the elements and performance criteria.

Recognition of prior learning (RPL) is a term used to describe the process of determining the competencies held by an individual, whether through formal or informal learning experiences.
Search conference is a conference which requires individuals with experience and knowledge in a particular area to form a number of small groups and, under guidance from a trained facilitator, search for specific information and then report back to the full conference membership.

Skill formation is generally considered to be the process through which competencies are acquired through both formal and informal learning experiences.

Skills analysis is a systematic process which enables the identification of skills or competencies required for a particular job. Usually the duties, tasks, sub-tasks and elements involved in the job are identified.

Skills audit refers to a systematic process which enables the identification of the present stock of skills which an individual or a group of individuals possess, whether or not such skills are actively being used, and the comparison of these with the skills needed, either currently or in the future, to determine the skills gap.

Statement of attainment is a document given to an individual on completion of a training program. The statement lists the competencies demonstrated or the learning outcomes achieved.

Task is a discrete, meaningful unit of work comprising knowledge and skills, which, when applied and demonstrated, will lead to its accomplishment.

Task analysis, which breaks down tasks into sub-tasks, elements and sub-elements, is a component of occupational, job and competency analysis.

Training needs analysis is conducted to identify training requirements following diagnosis of needs, problems or performance deficiencies, where it is perceived that appropriate training will rectify these.
Training program is a term used to describe a sequence of learning experiences which are an approved component of an accredited course.

Unit of competency, as defined by the National Training Board, is a discrete component which exists within a competency standard.

Upskilling, a term connected with award restructuring, encourages the expansion of an individual's skills into new areas at higher levels.

Vocational education and training (VET) is the term used to describe post-compulsory education or training linked to the development of competencies.
WORKPLACE EDUCATION AND TRAINING:
AN OVERVIEW OF THE FOLIO

1 INTRODUCTION

This folio, which encompasses five years of research, is set in a background of economic, labour market, workplace and training reform. In the past, training issues have been seen as distant and removed from broader economic concerns, but at the time my research commenced in early 1991, the need to expand the country's international trading position through productivity improvement, economic rationalism, the restructuring of industry and awards, and through investment in human capital, was starting to come to the fore (ACTU/TDC, 1987; Commonwealth of Australia, 1987; Dawkins, 1988; Commonwealth of Australia, 1989c; Macken, 1989; Deveson, 1990; Bluer and Carmichael, 1991; NTB 1991a and 1991b; Zimmerman, 1991).

In addition to, and closely associated with, changes brought about by Australia's changing economy has been the adoption of a competency paradigm for both the development of national competency standards and for vocational education and training. This movement towards competency-based education and training provision has impacted on the Australian work force in many ways, and, in consequence, on TAFE and the TAFE teacher.

To underpin industry and enterprise competency standards, TAFE institutes and colleges have been drawn on to provide expertise in the development of competency-based curriculum. For example, following the involvement by GOTECH Ltd, Gordon Technical College in the design and development of the national competency standards for the cement industry and for wool scourers and carbonisers, curriculum was designed,
developed, evaluated and accredited to provide the required knowledge and skills to assist in competency achievement.

A further indication of the impact of competency standards on TAFE and on the TAFE teacher are the Workplace Trainer Competency Standards (1992) developed by the Competency Standards Body - Assessors and Workplace Trainers. These were revised in 1993 then endorsed by the National Training Board in 1994, with the result that they are already guiding the knowledge and skill requirements for TAFE teachers (Down, 1996a, 1996b and 1996c).

The purpose of this commentary to the folio is to critically reflect on the National Training Reform Agenda (NTRA) to demonstrate the inter-relationship between the various studies carried out within the EdD, and to explain their relevance to my professional development as someone who, at a local level initially and more recently at national and international levels, has been carried along by the debate.

The overall theme for my studies is that of the emergence of new forms of workplace education and training against a background of economic change. My studies have incorporated:

- the design, development and evaluation of a major curriculum project
- an extensive literature analysis
- critical reflective writing in relation to my own role
- discussion of appropriate research methodology
- a critique of andragogy versus pedagogy
- an investigation into Australia’s adoption of the competency paradigm to underpin workplace and training reform
- the writing and analysis of a comprehensive case study
- structured and unstructured interviews with TAFE teachers, many of whom had made the transition from teaching to workplace education and training
- a survey of TAFE teachers in the form of a skills audit.
Some of this work has been included within the folio, but space restrictions mean that some has been omitted. What is included here are representative samples of my work on the theme of dominating changes in the world of workplace training in the period since 1991.

2 RATIONALE

The framework for the EdD requires both a broad range of inquiry and the detailed investigation and development of case studies of professional practice. Further, the nature and structure of the EdD requires periodic selective shifts in the research focus, in response to changes encountered by those, like myself, who are both action researchers and working as practitioners in the field.

I began the studies reported here soon after I moved from a position as a TAFE teacher to working as a consultant in the, then newly emerging, world of workplace education. Initially I undertook electives to support my professional role as a consultant overseeing the development of what was intended to be a national curriculum. Later, when my work became concerned with the professional development of TAFE teachers who were making the transition from the classroom to the workplace, my research was refocused to this area.

This shift is more complex than it might at first seem, for it involves rethinking the nature of the research and its relation to practice. In the first stage, research and practice could be kept apart and boundaries maintained between them, but as my role became more policy oriented it became more difficult to maintain this separation.

In consequence, the folio includes pieces of research, which, while they are closely related, emerge from my changing role and priorities in response to broad policy developments and local opportunities. Unlike a conventional PhD thesis which is written with the constructed fiction at
least that the author speaks with a constant voice, here there are
significant shifts, not all of which are made explicit. What I have done is to
select pieces which represent the diversity of my professional role and so
document some of the persistent features of change.

Throughout these transitions in my work a central concern has been the
development of the Certificates in Workplace Education. It is around this
curriculum development project that the selected pieces revolve.

2.1 Selections for the folio

Two brochures on the Certificates in Workplace Education are included in
the folio with a paper which I presented at the AUSTAFE Conference in
Canberra, September 1993, also on the Certificates in Workplace
Education (CWE). These have been included to demonstrate the
marketing role which I have assumed as part of my professional role as a
TAFE consultant, which is referred to in Section 4.3 of the dissertation,
Developing, Delivering and Marketing the CWE. The brochure, which
includes a Chinese translation, has been included to help demonstrate the
increasing emphasis on international marketing and provision, in addition
to regional and national marketing and provision by the Gordon Institute
of TAFE, where I work as an education and training consultant. A shift
that I argue has primarily been brought about by the impact of
Government policy informed by the idea of economic rationalism, which,
in consequence, has led to increased competition in the marketplace and
an increasing international perspective.

The Evaluation Project Report on the development of broad-based
generic skills, which focuses on the implementation of the Certificates in
Workplace Education at the Port of Geelong Authority, has been included
in the folio to support and expand on references to the evaluation, which
appear in the dissertation, Section 4.4, Evaluation of the CWE. The
report has historical value in terms of the development, implementation,
acceptance and accreditation of the Certificates in Workplace Education.
Additionally, the evaluation, which focuses on the development of broad-based generic skills for workplace education and training, draws together important contextual issues such as the need for a more innovative and more highly skilled work force; the views of course participants at the Port of Geelong Authority and the achievement of the course objectives, which is also demonstrated by the inclusion of extracts from an external evaluation of the course. The findings from this external evaluation (Literacy on the Waterfront: Separated or Integrated Provision, McGregor, 1992) helped industry, unions, educators and some state authorities to more readily accept the Certificates in Workplace Education as meeting the generic skills needs of both the individual and industry and so provides some basis for generalising from my own, local study.

The Evaluation Project Report included here reveals a number of important findings which serve to reinforce the developments which were occurring as part of the process of waterfront reform. The Report describes the identification of generic skills for the Ports of Victoria which were used later as the basis for forming the framework for the Certificates in Workplace Education, now three nationally accredited and widely accepted courses.

3 A REFLECTIVE COMMENTARY

This reflective commentary takes the form of a professional journey, which demonstrates how the core focus of my studies, namely workplace education and training, has continued to prevail, alongside the developments in my professional role. One of the points I want to make in presenting it this way is that professional development is not often the single step process it may seem to be from the trainer’s perspective, but involves continuous development and reflection.
3.1 A role in waterfront reform

In 1991, my twelfth year of teaching Business Studies at the Gordon Technical College, I made the transition from teaching to consultancy through a three month secondment to the Port of Geelong Authority, where my prime responsibility was to develop a comprehensive training plan for Port workers against a background of impending reform. As I was planning to commence doctoral studies on completion of my master's degree in 1991, I maintained a comprehensive journal, which I later incorporated into the Professional Journal required by the EdD.

At the time of my secondment in March 1991, the Port of Geelong Authority was at the forefront of change and a major player in the implementation of waterfront reform, under the auspices of the Waterfront Industry Reform Authority and in cooperation with the Association of Employers of Waterside Labour and other stevedoring employers. The Commissioner, Chairman and Chief Executive Officer, Peter Morgan, was committed to an investment in human capital, primarily for two specific reasons. Firstly, the Authority required its workers to acquire higher levels of knowledge and skills since it was looking to accommodate future downsizing through the introduction of award restructuring, and, in consequence, broad-, cross-, up- and multiskilling. Secondly, imminent downsizing through voluntary redundancy of the number of staff working at the Authority, and the expectation of future privatisation, led to an identified need to provide training to increase the level of knowledge and skills across the work force, so as to better equip workers for employment outside the Authority.

This raises the dualism inherent in the position, for, on the one hand there was the need to increase the skill levels of the work force to accommodate future downsizing, primarily brought about by the removal of demarcations through award restructuring and enterprise agreements, which were expected to increase productivity. On the other hand there was an emphasis on the needs of the individual, albeit also directly resulting from downsizing through award restructuring. From the start, the training
agenda, as implemented in this site, had strong political overtones. 'Training' would not be seen simply as a service or as offering individuals opportunity. It was about jobs, primarily due to the anticipated privatisation of the Port of Geelong Authority and potential downsizing.

The impending privatisation was also of significance in terms of the commonwealth and state Governments' adoption of policies which furthered the strategy of economic rationalism, for, as Simon Marginson explains:

The typical strategy of economic rationalism is the privatisation and commercialisation of public sector activities. In one stroke this reduces the role of government and opens up new terrain to market activities and private interests. (Marginson, 1993, p 57)

During 1990, immediately prior to my involvement, the Ports of Victoria had conducted a comprehensive Skills Analysis Survey, focusing on both specific and general skills, and part of my work at the Authority was to analyse the survey results to help develop a comprehensive and relevant training plan. I realised that in addition to the statistical data that were provided that I needed to interview a number of employees at the Authority, which I did. The combined results from the Skills Analysis Survey and several interviews led me to design the framework for the generic skills course, the Certificate of Workplace Education (the initial title of the course), which was soon referred to as the CWE.

The Authority encouraged a tripartite decision-making process, and while Gail Rooney, the Human Resources Manager; Peter Morgan, the Commissioner, Chairman and CEO, and members of Senior Management were in support of the design and implementation of the Certificate of Workplace Education, support was also needed from members of the Equal Employment Opportunity (EEO) Committee, and each of the fourteen union delegates. On 9 May 1991 I addressed the union delegates in the Board Room at the Authority. My journal entry reads:
The meeting with the delegates started at 1.30 pm and lasted until around 3.30 pm. On the whole, the delegates were supportive of the implementation of the CWE.

The Chief Union Delegate stressed his concern, and cited the situation of having eight boiler makers, when only two could be employed. He also expressed concern over the fact that the older workers would be the ones to go, when the younger men were trained to take over their jobs. I explained that this was far from the intention of the CWE, and stressed to him the importance of equality of opportunity across the entire work force.

I challenged him on 'holding back' other union members and denying them an opportunity for advancement to higher skills classification levels through the Award Restructuring process. Whilst he did not fully agree with me, at least he did not openly oppose me.

While I understood the reasons for his concerns, I knew that if I accepted his arguments, the implementation of the CWE would not be successful. I was also aware that I needed to raise the opportunities for knowledge and skills acquisition, and, from a union perspective, their link to higher levels of remuneration through the new skills classification structure.

I should add here that I was also an active union member. At the time I was Vice President of the Gordon Branch of the Federated Teachers' Union of Victoria (FTUV) and a TAFE Councillor. Due to this involvement, which, by the time of the meeting I considered all the delegates were aware of, I felt I could challenge them on equal grounds. Though clearly in their minds must have been the question, 'Whose side was I on?'.

The comments made by the Chief Union Delegate indicate the perplexity of the award restructuring process, and the difficulties which some union
members were experiencing in coming to grips with its adoption. While the delegates could not deny that award restructuring had the potential to encourage further education and training across the workplace, coupled with this was an inherent fear that as a consequence of broad-, cross-, up- or multiskilling, younger workers would be retained, but older workers would lose their jobs. For as the Chief Union Delegate argued at the meeting, why have 'eight boiler makers, when only two could be employed'? Despite concerns raised by some delegates, the CWE was, in the main, accepted by them and by workers across the various geographical locations of the Authority. Perhaps this was implicitly to concede that change was inevitable and that the CWE did offer more opportunities than dangers.

The curriculum for the Certificate arose quickly. The framework for CWE comprised three levels, which ranged from basic education to middle-management. Three levels were considered necessary to complement the Australian Standards Framework, and reflected my findings following a detailed analysis of the results of the 1990 Skills Analysis Survey, conducted across the three Victorian Ports.

In June 1991 I appointed a project team of sixteen experienced teachers to help develop the learning resources. Each teacher was a specialist in her or his field, the fields being selected to underpin the generic skill requirements identified through the earlier analysis. The team's membership included teachers of basic education, psychology, mathematics, communication, business studies, management studies and ESL. Although ESL programs were not required at the Port of Geelong Authority, they were needed at the Port of Melbourne Authority, where a significant number of the employees were from non-English speaking backgrounds (NESB).

My role as Project Manager led me to work closely with the team members, to empathise with their concerns when learning outcomes were not achieved, and to share their delights when a learner overcame a particular learning difficulty. Many of the teachers had not written curriculum for
the workplace before, nor had they delivered training in the workplace, and for them it was a period of major transition. For the first time this led me to question the knowledge and skills which a teacher needed when moving from the classroom to the workplace, and encouraged me to start collecting data on the competencies required for a teacher to make a smooth transition.

In July 1991 fifty-one employees of the Port of Geelong Authority commenced the Certificate of Workplace Education: Nine commenced Level 1; 22 commenced Level 2 and 20 commenced Level 3. Additionally, two participants attended Level 1 through WorkStart, as a direct result of interest by the Department of Labour in the CWE for labour market programs. Port employees were released from their work for three hours per week to attend classes, which were held at the Authority's Head Office in Geelong on three consecutive days each week, Tuesday, Wednesday and Thursday. In addition to the CWE, the training plan which I developed for the Authority included Occupational Health and Safety (OHS) training through the Department of Labour; First Aid through St John Ambulance; Introduction to Computers; Crane Chaser Starter/Refresher courses and several other specific skills programs.

For the Port of Geelong Authority, this was a major departure from past practices, as traditionally very little training had been made available, other than some management training, OHS training and specific skills training, such as driving a fork lift or a crane. One of the important features of the CWE is that the course was designed to offer a continuous sequence of training. It was not, as in the past, divided into particular vocational skills, nor did it separate manual skills from management skills, but offered links between them. Workers at the Authority found themselves in an environment of change, with the idea of investment in human capital having the potential to affect them personally, professionally and socially.

The nature of this shift can be seen in terms of different aspects of human capital. For instance, Geraint Johnes (1993) divides human capital into
two distinct components, 'general' and 'specific' (p 14). He defines
general human capital 'as skill and knowledge which enhances the
worker's productively, regardless of where she is employed' (p 15). While
specific human capital is defined as referring 'to skills which can
productively be used only by the worker’s current employer' (p 15). Thus,
the Port of Geelong Authority had deliberately encouraged the
development and implementation of a training plan, and a curriculum,
which would lead to a convergence of investment between 'general' and
'specific' human capital, a decision which, in general, was supported by the
union movement.

3.2 Involvement in the automotive industry

Following this initial experience of introducing the CWE to waterfront
workers, an opportunity arose to provide similar training programs in the
automotive industry.

In October 1991 I met with Alan Darker, Personnel Manager, Henderson’s
Automotive (Geelong), who had sought assistance to develop a training
plan following an indication of support from DEET under TASK funding.
Like the Port of Geelong Authority, Henderson’s was aware of a growing
need to downsize and to change work practices to be more competitive.
Also, the enterprise was planning to offer the nationally recognised
Vehicle Industry Certificate (VIC), but it was felt that a number of
employees did not have the knowledge and skills to meet the entry criteria.
Additionally, the VIC did not provide a number of generic skills which
Henderson’s had identified as being needed.

Following discussions with members of Henderson’s staff and the DEET
representative, I prepared a comprehensive training plan, which included
a selection of units from the CWE to underpin the generic skills identified.
The training plan was accepted by DEET, and several training programs
were soon implemented. This development enabled the CWE to move
from the transport and storage industry to the automotive industry, which,
to me, was an indication of its wider applicability and its potential breadth of offering.

Henderson's interest in the development of generic skills to underpin specific skills, such as offering the unit Interpreting and Preparing Charts and Graphs to assist in quality assurance implementation, was a further demonstration of the impact that industry and award restructuring were having on knowledge and skills acquisition, not only for the enterprise, but also for the individual.

By this stage the three level model for the CWE had grown in complexity. The framework for the CWE was now represented on a matrix. Each of the three levels, 1, 2, and 3, viewed vertically and each of the eighteen modules viewed horizontally, with exit criteria from one level becoming the entry criteria for the next. An important aspect of the framework, and the major reason for my designing it in this way, was that each of the 56 units stood alone and attracted an independent credential, thus, units could be selected from anywhere on the matrix to underpin a specific need. This, importantly, enabled an individual's generic knowledge and skills 'gaps' to be specifically addressed. For example, while a person may exhibit, or be perceived to possess, a high level of personal and interpersonal skills, and a high level of mathematical and oral communication skills, s/he may demonstrate, or be perceived to possess, a low level of written communication skills, such as spelling, grammar, punctuation and syntax, and so a program may be designed accordingly.

Although in the main successful, delivery of units from the CWE at Henderson's did raise several concerns and challenges for teachers making the transition from the TAFE college setting to the workplace. Firstly, the necessity to accommodate some shift work meant that after a lengthy shift participants were frequently tired, and, in consequence, unable to concentrate for long periods, yet, in many instances there was a reluctance by Henderson's employees to commence training before a shift started. Secondly, Henderson's encouraged extrinsic reward through financial incentives, thus, on acquisition of set points, a worker would
receive a higher level of remuneration. While this was intended to motivate the learner, in practice it often did not. For, as several teachers found, a number of course participants lacked a genuine interest in the learning process, as their prime focus became that of accumulating the required number of points as quickly as possible and this substituted for the intended training goals.

Some teachers thought that the focus on extrinsic reward, more than on the gaining of knowledge and skills, contributed to a number of course participants being bored, frustrated, disinterested and, at times, disruptive during the learning process. It also encouraged competition amongst the participants and some workers perceived the process to be discriminatory, particularly where Vietnamese and other NESB participants needed to gain a command of the English language before a significant number of points could be accumulated.

In his writings, Malcolm Knowles makes several assumptions about adult learners and the adult learning process, and these were drawn on in an effort to help overcome the problems which were being experienced. Knowles posits that the adult learner will have 'the self-concept of being an adult' and, as such, possess 'the desire and capability of taking responsibility for planning and managing' the learning process, with assistance from 'other helpers' (Knowles, 1986, p 6). Knowles considers that the adult learner will bring to the learning situation 'a rich background of experience that is a valuable resource', both for the facilitator and for other members of the group or cluster. This, in turn, will contribute to the formation of a 'rich pool of resources for one another's learning' (p 6). Importantly, Knowles considers that each individual learner is 'unique', with independent learning style, pace, outside commitments, pressures, goals and intrinsic and extrinsic motivators all indicating the need for the adoption of individualised learning (p 6).

There is clearly a tension between Knowles' notion of the learner as being independent and a competency-based curriculum, but the ideas are not
diametrically opposed and the CWE was able to find ways to include andragogical concepts.

In an attempt to overcome learning difficulties, negative attitudes and behavioural problems, a combination of both pedagogical and andragogical methods was adopted. Pedagogy was necessary where learners needed direct support in the learning process, while andragogy encouraged group discussion, the value of experience and self-directed learning. The inclusion of self-directed learning was of particular value to shift workers, who could undertake the learning experience at times which suited them; it also enabled them to select areas for investigation where they perceived a relevance to their work or specific learning needs.

In addition to the adoption of different methodologies to overcome barriers to learning, teachers found benefit in discussing relevant political and economical developments with course participants. At Henderson's Automotive (Geelong), union delegates played an important role in the decision-making process, and participants were encouraged to share their views on enterprise developments and those developments which were occurring across the industry.

3.3 Elements included in the folio

My professional journal was recorded on a daily basis. It provides a valuable record of my professional development, feelings and reflections. For example, following Level 2 participants undertaking the initial personal and interpersonal skills units, my 14 August 1991 entry reads:

The Level 2 participants are all extremely motivated and greeted me like an old friend. ... In the main they seem happy with the content to date and are eager to "get into some real work", namely, maths. ...

Some shared concerns with me about the units which included references to psychology, saying that they were
not what they had expected. Although, now that they
have completed the first four weeks of training, they
appear to understand why I put them in at the beginning.

For all the participants, psychology is a new area of
study. I think that some found it both confusing and
irrelevant at first. However, I am pleased that they now
know some of the theory in relation to time management,
decision-making, problem-solving and, most
importantly, working in groups.

Then, on 21 August 1991 I became aware of the need to establish a
moderation panel to ensure consistency across our developmental work,
writing:

*I took the opportunity to read through many of the
learning units we had developed. Whilst, on the surface,
they appear to be well designed and well written, we will
certainly need to establish a moderation panel to ensure
consistency, both throughout each level and across the
three levels.*

*However, I don’t think we should worry too much about
this at the moment. I know how very hard the team
members are working and the many hours they are putting
into the curriculum development. I think the most
important aspect of the pilot is to keep the participants
motivated and attending the course. We can concentrate
on the finer details after the pilot, and, after the
evaluation by the participants.*

Reading the journal notes, I came to realise that motivation and
commitment were important, not just for the trainees, but also for the
trainers.
By 28 August 1991 I had begun to realise the need to offer more extensive support to the team members:

Through my role as Project Manager, I am learning how great a part personalities play. Whilst I have not, as yet, humoured the team members, I am becoming more aware that I do need to listen to them regularly, reassure them and, importantly, praise their work. One member frequently demonstrates a lack of confidence in her ability to write, and yet, she is one of the most experienced members of the team.

For the team members too, new skills were required, though they often had to acquire them in a much more ad hoc manner.

Another example follows my first meeting with Laurie Carmichael, Chair, Employment and Skills Formation Council and in relation to the CWE, extracts from my entry dated 14 July 1992 read:

We discussed the content of the CWE in detail; the work that Laurie had been carrying out as Chair of the Employment and Skills Formation Council; his commitments to training since his promotion, some years beforehand, of Award Restructuring and the obvious correlation between the content of the CWE and the recent recommendations made by the ESFC. ...

Laurie was clearly very impressed. From that moment he became very supportive of our work, realising that much of it had already been validated not only through the findings of the ESFC, but also by the content of the earlier Finn Review and the more recent findings of the Mayer Committee. ... To my complete surprise, Laurie then suggested that an address be given to the
Employment and Skills Formation Council at their next meeting, to be held in Melbourne in September.

I think the meeting with Laurie Carmichael, more than any other, made me realise the potential significance of the CWE, not just in the Geelong region, but across the country. A strong advocate of award restructuring since the ACTU/TDC Mission to Europe and the United Kingdom, and a proponent of award restructuring as is evident in the 1987 publication, *Australia Reconstructed: ACTU/TDC Mission to Western Europe*, Laurie Carmichael’s commitment to award restructuring also encouraged me to read more widely in the areas of macro economic policies, workplace and labour market reform, trade and industry policies, industrial democracy and the need for the country to improve its international competitiveness.

The purpose of the professional journal and critical reflective writing was to document field-based research undertakings and findings; to outline the accreditation process of the CWE; to document meetings, seminars and conferences relevant to my work; to record discussions and research with the Queensland-based open learning development team working on the Certificates and to provide a point of reference for investigation and critique on further literature. During 1993 the methodological approach differed, in that only major activities, observations, findings and analyses were documented.

The most valuable aspects of the journal are considered to be the accurate recording of events; the encouragement to critically appraise situations; the opportunity which it afforded for reflective discourse and the incentive to objectively evaluate processes, policies and procedures. A review of the journal entries indicates the complex pathway towards accreditation of the Certificates in Workplace Education, and illustrates an interpretation of national reform in regard to the accreditation process.

In October 1991 I approached VETAB in regard to accreditation of the CWE; then in 1992 the course was recommended for accreditation by both
the Transport and Storage Industry Training Board and the Western Metropolitan College of TAFE, the Designated Provider for General Studies. However, to be accredited, the CWE also needed to underpin on-the-job competencies. I prepared generic on-the-job competencies, based on research conducted for the Ports of Victoria. On presentation of these to VETAB, I learnt that they were unacceptable, as the on-the-job competencies needed to be 'separate' from the off-the-job learning outcomes. This caused me considerable concern, for I knew that to develop 'separate' on-the-job competences, and have these accepted by industry, would be a very lengthy process, particularly as VETAB had indicated the need for me to gain cross-industry support.

Then, in early 1993 I learnt, via Colin Oates, Manager of Corporate Training at the Public Transport Corporation, where the Certificate of Workplace Education was also being piloted, that the National Rail Corporation, Sydney, had developed generic core competencies. The consultant involved in the project was Bob Cooper, a past member of the standards team at the National Training Board, who was also familiar with the framework of the CWE.

Colin Oates delivered a copy of the National Rail Corporation’s core competency standards to me, and I immediately realised that I could underpin these with units from the CWE. At his suggestion, I contacted Robyn Howlett, Manager, Training and Development at the National Rail Corporation, and obtained permission to incorporate the competency standards into the CWE curriculum.

Following consultation with Richard Carter and Chris Stewart, who negotiated with me on behalf of VETAB, the CWE curriculum finally took shape, although, to have the course accredited, I did need to change the title to the Certificates in Workplace Education and to raise the level of knowledge and skills in Level 1. Also it was recommended that I underpin Level 1 with both the Certificate in General Education for Adults (Foundation), developed by the Ministry of Education and previously the Certificate in Adult Basic Education, and the New South Wales
Certificate in Spoken and Written English, Stage 2 - Post-beginner, developed by AMES. I was also advised to reduce the number of modules in each Certificate from eighteen to sixteen, which I did.

On 1 June 1993 the Certificates in Workplace Education were accredited by VETAB as three separate Stream 3000 courses. Accreditation was backdated to 1 January 1993, coincidentally the date when the Certificate in General Education for Adults was accredited. Then, in July 1993, the Certificates in Workplace Education were placed on the National Register, and, in consequence, permitted to carry the NFROT logo.

During the twenty months of negotiation with VETAB, I became aware of the strong influence which the adoption of industry and enterprise competency standards had on decisions made by members of the Board, and on the course accreditation process in general. During this period, keeping the journal was important as a way of keeping a record of the sequence in which things happened, but, more importantly, as a means of reflection at a point where the research was in danger of being over-whelmed by successive events.

3.4 Critical Review of the Literature

The critical review of the literature included in the folio focused on the development of broad-based generic skills through workplace education and training, and, in particular, the Certificate of Workplace Education. Given the extent of the field of inquiry, I narrowed my analysis to ten major areas, these were:

- Curriculum and learning
- Principles of adult education
- Individualised learning
- Adult learning methodologies
- Identification of generic skills
- Provision of basic education
- Provision of ESL
- Award restructuring
- Competency-based training
- History of workplace education

In focusing on the role of TAFE in the context of award restructuring, the review (1992) concludes:

In responding to change, the TAFE system, which has few equivalents overseas, should provide the Australian education and training system with the necessary flexibility. For TAFE, an open, flexible structure is necessary to encompass part-time, full-time, short courses, distance education, open learning, the changing needs of industry and, importantly, equality of opportunity across all sectors.

TAFE's role as an agent of economic development will become more widely recognised and more clearly defined in consequence of award restructuring. Also, TAFE's effort in numeracy, literacy, communication and workplace education will continue to advance, necessitating a greater focus on competencies, skills and knowledge in curriculum development, with the need to more actively include competency-based training and assessment, the recognition of prior learning and attention to individuals' learning needs.

To meet this demand, TAFE has to overcome resistance, invest in other ways of doing things and move away from institutional work practices.

3.5 Curriculum Development Project

The Curriculum Development Project included in the folio focuses on the development of broad-based generic skills through the Certificate of Workplace Education. Unlike traditional TAFE courses, the CWE comprised eighteen stand-alone units which could be offered as separate
credentials. Another departure was the combination of off- and on-the-job learning, with the off-the-job learning outcomes underpinning the defined units of competency for on-the-job performance.

The two volume curriculum for the Certificate of Workplace Education, initially prepared for accreditation, addresses the Principles for Accreditation, namely: Principle 1, Industry Involvement; Principle 2, Course Standards; Principle 3, Competency-based Training; Principle 4, Maximum Flexibility of Entry, Exit and Duration; Principle 5, Articulation; Principle 6, Customisation of Courses; Principle 7, Maximum Participation; Principle 8, Appropriate Assessment of Participants and Principle 9, Ongoing Monitoring and Evaluation.

Additionally, the documentation includes letters of support for the course; the anticipated occupational levels for potential student exit; a course outline and learning outcomes and performance criteria for the fifty-six units within the course, which required some 1,500 performance criteria to be developed.

3.6 Evaluation Project

The Evaluation Project Report outlines both the formative and summative evaluations conducted for the Certificate of Workplace Education. Formative evaluation commenced in March 1991, while the summative evaluation was conducted in June 1992.

The means of data collection for the formative evaluation, which spanned a period of fifteen months, included interviews with course participants; with teachers involved in both the development of curriculum and the delivery of units and interviews with members of management and union representatives at the Port of Geelong Authority. The majority of interviews were recorded using an audio tape recorder, and transcripts were prepared by a word processing operator for analysis. The interviews resulted in over thirteen hours of audio recording, which led to expansive
documentation being prepared. Additionally, course participants completed a written questionnaire evaluating the course. The questionnaires and other documentary evidence considered relevant to the evaluation were collected, interpreted and analysed.

The summative evaluation was a more comprehensive process, involving lengthy interviews with all course participants. Additionally, interviews were conducted with teachers involved in the development and delivery of the course, members of management and union representatives at the Port of Geelong Authority.

Like the formative evaluation process, each interview was recorded, transcribed and the transcripts later interpreted and analysed. Considerable documentary evidence, such as progress reports written by teachers and records of attendance, was also interpreted and analysed. To place the evaluation in context, a literature analysis was also conducted.

The summative evaluation revealed that, in addition to gaining higher generic knowledge and skills, many participants identified an increase in their level of confidence, as well as a direct relevance of the course to both personal and workplace needs.

At a formal graduation ceremony held at the Port of Geelong Authority in September 1992, twenty-three course participants received a Certificate of Workplace Education. In addition to this, many Port employees had completed specific units to directly address their learning needs, and, while these were recognised through a Statement of Completion, the participants did not qualify for a credentialed award in the form of a Certificate. It is added here that, although the CWE had not, at the time, received state accreditation, it was accredited by the Gordon Technical College. For some, the gaining of a Certificate of Workplace Education was the first formal qualification they had received. Many of the participants were early school leavers and had not pursued formal education.
The Evaluation Project Report is divided into three parts:

Part I - Contextual Issues.

Part I places the evaluation in the context of award restructuring; it discusses the background of the course, the course offering, participation, attrition and completion rates. Additionally, Part I includes a comprehensive description of the course; the identification of, and need for, generic competencies; guidelines prepared by the National Training Board and liaison with the NTB.

Importantly, Part I also serves to identify a relationship between the CWE and national developments, such as the development of the Key Competencies by the Mayer Committee; the similarity between the CWE and the TAFE National Communication Modules and the relevance of the CWE to the Australian Vocational Certificate Training System (AVCTS).

Part II - Views of Participants.

Part II addresses the adoption of andragogy; the source of transcripts; reasons for participants undertaking the course; level of intrinsic reward from the course; self-diagnosis by participants of their identified learning needs; areas of personal change; level of participant motivation; helping relationships; demands by the course on participants' personal time; perceived course relevance; structure, design and content of the course; the value of group-based learning; recommendation for course improvement; relationship of the CWE to participants' school experiences and recommendation of the course to others.

Part III - Achievement of Course Objectives, Conclusion and Recommendations.

Part III separately discusses each of the objectives prepared for the three Certificates, and in the conclusion (1992) reveals:
With the introduction of Award Restructuring and particularly since 1990, the need for generic skills development across the Australian work force has come to the fore. Without doubt, the Victorian Port Authorities were leaders in the field of recognition of the correlation between the acquisition of generic skills and the development of further vocational skills. ...

The success of the course is due to the enthusiasm of the members of management at the Port of Geelong Authority; the support given by Victorian Trades Hall Council and other unions; the commitment of the participants, their families and their friends; the dedication of the members of the Project Team and, importantly, the financial assistance given by the Victorian Education Foundation and GOTEC Ltd, the commercial arm of the Gordon Technical College. ...

The evaluation raises the need for 'prevention of obsolescence' (Knowles, 1970, p 23), and the value of life-long learning. Also, the evaluation demonstrates the acceptance and success of the Certificate of Workplace Education, and reinforces the benefit of cooperative tripartite working relationships, where potential exists for individuals to work together to achieve common goals, goals which address both the development of the industry or enterprise, and the development of the individual.

These findings support a paper written by Anne Winning, wherein she discusses both current policy and curriculum theorising from a humanistic perspective, positing that, despite criticisms of VET curriculum policy, there is a potential for reform, for, as Winning points out:

First, it allows access to higher education for that sector of the community to which it was previously virtually unobtainable. The flexible pathways to various levels within careers allows someone to more easily advance later in her/his career. Thus, there is less chance of being excluded from life options at an early age.

Second, there is the potential for real social reform taking place when the current era of economic depression has passed. At the moment, the emphasis is on acquiring survival skills in order to secure and maintain employment. Perhaps once those basic needs are met, more global concerns will take precedence and the nature of the skills to be developed will change. Because CBT as it is presently structured allows decisions of program content to move
away from being primarily and solely in the hands of bureaucrats, if the structure remains, there is the potential for people at different levels of the community to have input. (Winning, 1993a, p 111)

My experiences at the Port of Geelong Authority, and in particular the design, development, implementation and evaluation of the Certificate of Workplace Education, strongly support Winning’s views. I have found industry and training reform, the latter primarily through VET curriculum policy and competency-based education and training, to provide pathways to learning, which, traditionally, have not been available to many members of our society. Through a terrain of opportunity, the new policies not only have potential for economic, industry, workplace and training reform, but also a strong potential for social reform. Thus, I conclude by echoing the words of Martha Kinsman:

Like most TAFE educators, my own position is broadly supportive of an essentially competency based approach on the grounds that it enhances access to knowledge and opportunity. (Kinsman, 1992, p 38)

3.7 Research Methodology

In addition to an ongoing implementation, analysis and evaluation of different research methods and extensive literature analysis, the EdD required the completion of Structured Research Tasks. Included in the Structured Research Tasks which I completed was the conduct of a skills audit for Silcraft Pty Ltd in April 1992, which, under the auspices of TASK funding, resulted from a recommendation made by DEET that I be involved, due to my earlier development of a training plan for Henderson’s Automotive (Geelong).

The skills audit was to assess specific and generic skills held by a section of the workforce, in an effort to determine whether or not the employees met the entry level criteria for modules which were to be offered from the Engineering Production Certificate. As the audit was to include basic education, I sought assistance from Jeanette John, Coordinator, Geelong Basic Education Program. Then, following her advice, I designed an instrument, in the form of a ‘friendly’ assessment booklet, to be used in
conjunction with an interview process. A total of twenty-eight employees participated in the audit, and, although in the main it was successful, several interviewees were visibly nervous and uncomfortable during the interview process. Jeanette John also assisted me in the conduct of interviews and with the assessment of results. Due to confidentiality procedures agreed to at the time, detailed results are not included here.

Also included in the study was a Structured Research Task for which I adopted an action research model, concentrating on the development of on-the-job generic competencies for the Certificate of Workplace Education.

The background to the action research project was that prior to gaining support from the National Rail Corporation, I had been analysing generic competencies documented in the competency standards for both the cement industry and the wool scouring and carbonising industry, for which the development had primarily been overseen by my colleague in consultancy, Peter Gilbert. Following analysis, and in combination with my involvement in action research in other areas, I documented my personal experiences, and, from these, was able to identify a collaborative action research sequence:

- define the nature of the inquiry
- identify group membership
- share responsibilities
- agree on timelines
- plan the research process
- investigate available resources - human and physical
- implement the planned action
- observe the consequences
- record the findings
- reflect on the result.

I also investigated work force research and methods of data collection, much of which had a direct relevance to my later dissertation research.
3.8 Curriculum Critique

The Curriculum Critique included in the folio is titled Unveiling Pedagogy: Identifying Andragogy, and focuses on adult learning and the application of pedagogy versus andragogy in the adult learning process.

As the word implies, pedagogy, derived from the Greek word paid which means child and agogos, which means leader, may be traced to the early writings of the Renaissance and a concentration on child learning. Unlike the continuing growth of pedagogics, adult learning lagged far behind. For, although adult education has been formally documented from the time of Socrates (469-399 BC), it did not become a delineated field of scientific and education inquiry until the twentieth century.

The first major writing in the field, The Meaning of Adult Education by Eduard Lindeman (1885-1953) did not appear until 1926. This text, now considered to be the most important contribution in the history of adult education, provides stringent criticism of the application of pedagogy to adult learning, for, unlike pedagogy, which is 'subject-centred', adult education is 'via the route of situations', with the curriculum being 'built around the students' needs and interests' (Lindeman, 1926, p 8). In his well-known text, The Modern Practice of Adult Education: Andragogy versus Pedagogy (1970), Malcolm Knowles develops Lindeman's views and popularises the word andragogy, which he uses 'to describe the new technology of adult education' (Knowles, 1970, p 305), a technology which emphasises experiential learning and the needs of the individual learner.

3.9 Educational Planning and the Management of Resources

The final elective, which I titled Toward Workplace Reform: Australia's Shift to a Competency-based System for Vocational Education and Training, focused on a critique on the country's adoption of the competency paradigm, considered a key component in workplace and training reform.
The elective supported much of my dissertation research, which concentrated on the evolving roles of the TAFE teacher and the knowledge, skills and attitudes required to satisfactorily fill such roles.

To provide an overview of the content, the paper comprises three chapters: The first chapter, Competency-based Education and Training, identifies the linear relationship which exists between human capital theory, vocational education and training, generic competencies, skills formation and economic productivity. The chapter also traces the major historical underpinnings which have led to the competency paradigm. In addition to an historical perspective, the chapter includes a personal perspective, which demonstrates my own introduction to competency-based education and training in the early 1980s.

The second chapter, The Need for Workplace and Training Reform, focuses on the mid to late 1980s, when the decline in commodity prices led to identification of the need to implement major economic reform. In highlighting the need for structural change, the chapter addresses the ways in which education and training reform will play a paramount role in the country's achievement of economic recovery. In addition to workplace reform, the chapter discusses award restructuring, and the shift from traditional Fordist practices towards cultural change and multiskilling for the Australian work force.

The third chapter, The Competency Debate, endeavours to identify a breadth of perceptions, concerns, criticisms and contrasts which have surfaced in regard to Australia's new system for Vocational Education and Training, and which have been encouraged through the country's adoption of a competency paradigm.

3.10 Relationship between the various components of research

Each of the components of the folio has a direct relationship to issues of workplace and training reform and to the dissertation, titled Workplace
Education and Training: Are TAFE Teachers Prepared for Their Evolving Roles? What is unusual about the account I have provided is that it was not written post-hoc, but the research was contemporaneous with the events. I have tried in doing this not to be tempted to rewrite with the benefit of hindsight, so that each piece I have included in the folio stands, as it were, in its own time. Several of the components of research relate to the Certificates in Workplace Education, which are a direct outgrowth of the reform process. Additionally, the Certificates in Workplace Education have been the vehicle by which many TAFE teachers and trainers across Australia have made the transition from the classroom to the workplace.

A major focus of the NTRA is on the adult learner, and, in consequence, the research into both pedagogical and andragogical method has significant implications in terms of the learning content, the methods employed in the learning process and the value of the learner's past learning experience. The importance of andragogy in the learning process is also raised in *Staffing TAFE for the 21st Century - Phase 1*, where it is argued that TAFE teachers need to develop skills in 'andragogy' (Woodburne, 1992, p 71).

TAFE is the largest provider of vocational education and training in Australia, yet, it is perceived by industry that TAFE is not adequately responding to identified need (Commonwealth of Australia, 1989a) and that staff development is needed across TAFE (ASTEC, 1987; Byrne, 1991). In combination with my own observations, primarily resulting from the development and implementation of the Certificates in Workplace Education, a link may be made between workplace and training reform and the knowledge and skills required by TAFE teachers.

With the country's adoption of a competency-based system for the development of both national standards and VET curricula, the elective Toward Workplace Reform: Australia's Shift to a Competency-based System for Vocational Education and Training, has direct relevance to the other research components.
3.11 Methods of data collection

Several methods of data collection were employed over the research period, and these included a literature analysis; documentary analysis, which in the early stages of research played an important role, particularly in the design of the framework and curriculum for the Certificates in Workplace Education; observation method, both direct and indirect, which provided valuable information when teachers were delivering training in the workplace and when they were making the transition to consultancy; interview method, whereby interviews were primarily conducted face-to-face, although some telephone interviews did enable data to be collected from interviewees based at distant locations; case study method, which was of value for the dissertation research and which enabled a comprehensive analysis to be made and questionnaire-based method, which was used in the evaluation project, the skills audit at Silcraft Pty Ltd and in the dissertation research, primarily to enable quantitative data to be incorporated for analysis.

3.12 Dissertation - Workplace Education and Training: Are TAFE Teachers Prepared for Their Evolving Roles?

This section discusses the research methodology, the perceived outcomes from its adoption and the limitations of the research.

3.12.1 Methodology and outcomes

It will be clear from the foregoing account that I came to the dissertation with particular questions in mind. Having looked at the way that the training agenda had changed workplace education, I now felt it necessary to ask how it affected TAFE institutions. In particular, I needed to know how TAFE staff saw themselves responding to what appeared to be the rapid growth of a new set of ideas about training, how it should be designed, developed and delivered, so questions were developed to
provide data to be collected which would provide the basis for extending the discussion.

The study drew on my own experience of the transition from the classroom to the workplace, and although it provided ample material for analysis, on reflection I consider this may have encouraged a subjective interpretation of events. In view of this consideration, the research may have benefited from the preparation of case studies for other teachers, who, having made the transition to workplace education and training, were willing to share their experiences. On the other hand, it was these questions which seemed to me most relevant and I felt that the subjective experience of transition was sometimes overlooked in the rush to structure reform.

Three interview designs were incorporated into the study, and I will discuss these separately.

Interview one involved 40 TAFE teachers, representing a sample from TAFE colleges in Victoria and Queensland. The sample was drawn to represent a range of teaching situations, intra- and interstate locations, both trade and academic teaching departments and varying levels of experience in workplace education and training, and, in general, was considered to approximate the wider population of TAFE teachers, following discussions with TAFE teachers across several states on the focus of the research and the sample to be selected for the study.

The questions asked were unstructured, and the responses were recorded in note form for later analysis. Both male and female teachers were included, as were Advanced Skills Teachers (ASTs), Heads of Department and members of the TAFE Teaching Service (TTS) Support Service.

Interview two involved 50 teachers from across the Gordon Technical College. As with interview one, the questions concentrated on workplace education and training and the processes of reform. Questions were unstructured and the responses were recorded in note form. Male and female teachers were included from different departments across the
College, also included were ASTs, Heads of Department and members of the TTS Support Service. The sample was drawn to include at least 15 interviewees who had experience in workplace education and training.

Following initial interviews, follow-up interviews often took place, particularly where it was perceived that knowledge and skill levels had increased due to changes in the interviewees' professional roles, and where there was more to be said of relevance to the study than was recorded in the first interview.

Interview three, which established profiles for three teachers, followed a structured format. Each interview was pre-arranged and conducted off-campus, to ensure that there were no interruptions. Each interview lasted approximately one and a half hours, and was recorded using an audio tape recorder for later transcription, interpretation and analysis. Unlike the earlier interviews, where anonymity was guaranteed, permission was received from the interviewees to include their names and extracts from the transcripts in the dissertation.

All the questions asked during the interviews were considered to be of relevance to the primary aim of the research and the assumptions made. However, the number of questions was increased to accommodate emerging concerns and issues raised.

Following the conduct of the unstructured interviews, a survey was conducted to support the interview findings, which indicated that TAFE teachers were not prepared for their evolving roles in workplace education and training. This survey took the form of an extensive questionnaire and was forwarded to 280 teachers, contract and tenured, across the College. Sessional teachers were not included, as such an inclusion would have increased the number to in excess of 500. All departments were represented. The survey yielded 132 responses, a return rate of 47 per cent.
The questionnaire contained 114 questions, with provision for respondents to add any additional skills which they deemed necessary, or to make comments on, or in relation to, the skills audit. Given the length of the questionnaire, and the complexity of content, some of which introduced new terminology to the respondents, the return rate of 47 per cent was greater than expected.

I consider that a significant number of respondents may have been encouraged to respond due to their previous working relations with me, and their knowledge of my active involvement with the FTUV. When analysing the returns, I found that many of the respondents had identified themselves, also, I often read comments which were written in confidence, and, I believe, with the knowledge that I would not reproduce them. Such identification and comments indicate a high level of trust in myself as researcher, and I cite this experience to demonstrate the impact that my past experience may have had on the data collection process.

Forty respondents did not answer all the questions in the questionnaire. A number of respondents indicated a lack of knowledge of the terminology used, for example, Delphi technique. A number of respondents failed to answer questions on research, which may be attributed to their lack of interest in research. As the questions on research were towards the end of the questionnaire, the length of the instrument may have also impacted on these questions not being answered.

The instrument used for the bulk of the skills audit did not encourage participants to include their names, however, four respondents who were interested in making the transition from teaching to consultancy questioned the value of an audit where individuals with specific knowledge and skills were not identified. For this reason, the first page of the skills audit was redesigned to include the respondent's name, and copies were provided to the four individuals concerned.
3.12.2 Limitations of the dissertation research

The study assumes that teachers at the Gordon Technical College, Geelong, form a representative sample of TAFE teachers in general. This assumption was made following the similarity of responses to questions from teachers at TAFE colleges in Victoria and interstate, however, the results could have been affected by the adoption of this premise.

The data collected through the survey on the levels of knowledge and skills held by TAFE teachers at the Gordon were based on their perceptions. Thus, the interpretation of level of knowledge and skills held, and indicated on a numerical scale, would have varied across the population.

A further limitation of the research is a lack of complex statistical analysis. But the purpose of this survey was not to measure aspects and qualities of TAFE teachers, but rather to identify issues and to extend analysis of these issues in the light of appropriate data.

3.13 Final reflections

This section provides an opportunity for reflection on what I have learnt from the process of inquiry; how such learnings have enabled me to identify, and reconceptualise, issues under inquiry; what implications have been identified which contribute to reform of my professional practice and what issues have become apparent which encourage further investigation and inquiry?

3.13.1 What I have learnt from the process of inquiry

My research on Australia’s adoption of the competency paradigm for the development of industry and enterprise competency standards and for vocational education and training provision has revealed a strong humanistic component, which provides opportunity for greater empowerment of the individual. My studies indicate that while the new system has the potential to encourage the achievement of higher level
skills across the country’s diverse population; to increase productivity, and, in consequence, boost the economy; it also has the capacity to improve training provision, both off- and on-the-job; to enhance career opportunities; to converge general and vocational education and to help individuals to become self-empowered through the development of personal attributes, brought about, in the main, by greater opportunity of access to formal education and training and through informal, experiential learning in the workplace.

Despite these positive claims, there are also many counter claims, and it would be remiss of me not to include some here. I have learnt that many educationalists view competency-based training to be narrowing; to redefine learning as training; to focus only on immediate and limited goals; to restrict people’s capacities to engage in fundamental social criticism; to inhibit ‘imagination, initiative and creativity’ (Kinsman, 1992, p 34) and to ignore the ‘development and assessment of higher level abilities’ (Stevenson, 1994b, 35).

I have identified the need to develop broad-based generic skills across the workforce. Generic skills such as numeracy and literacy, oral and written communication skills, mathematical skills and personal and interpersonal skills, for example, working in a team environment, underpin specific skills and on-the-job competencies. Generic skills are core skills; they are transferable skills which encourage mobility, portability, flexibility and adaptability. Without acquiring the basic generic skills needed for social and work life, individuals will not be able to adequately respond to economic, industrial, structural, technological and environmental change. Further, they will not be able to gain from the flexible pathways and opportunities now offered through the competency paradigm, particularly in the field of education and training.

Research, interpretation, analyses and writing of the dissertation, which concentrated on the evolving roles of TAFE teachers, have made me aware that TAFE teachers are working in an environment of change, and, in consequence, the role of the TAFE teacher is evolving to include a
broader range of knowledge and skills than has traditionally been the case. Many TAFE teachers are expected to liaise with industry; to develop curriculum and programs for the workplace; to deliver training in the workplace; to be involved in consultancy; to conduct research; to sell, market and promote TAFE products and services and, in general, to become increasingly entrepreneurial.

Yet, although there are continuing emphases on the need for TAFE to respond to industry demands and to become more entrepreneurial, which necessitate staff development being both offered and addressed, a significant number of TAFE teachers perceive they are not equipped to meet their evolving roles. The findings resulting from the survey of teachers at the, then, Gordon Technical College, reveal that many teachers perceive that their knowledge and skills are out of date, and that they have not kept abreast of current technology. To expand on this statement, in Question 72 of the survey, eighty-nine teachers, 72 per cent of the respondents, indicate their perceived inability to use computer packages to support and enhance services to clients.

Questions in the survey address methods of data collection and include unstructured interview method; record analysis and observation method (Questions 101, 102 and 113). A number of teachers (30 per cent, 48 per cent and 38 per cent respectively) consider they lack competence in each of these areas which, given that these skills are ones which teachers would be expected to employ in the classroom, raise cause for concern.

A significant number of teachers appear to be subject-focused and task-orientated. While in some ways this is commendable, it seems to prevent them from investigating the broader picture, and of finding out just what is going on outside the classroom, which, for many, appears to be abstract, and for some even irrelevant. Further, a significant number of teachers do not exhibit a need to keep up-to-date with, or in some instances be aware of, VET developments, yet one may argue that as teachers of vocational education and training they are directly affected by such developments. Some teachers seemed totally perplexed by the emerging packages of
reform, while some nearing retirement appear to not want to know about the reform processes at all.

Despite the many published works available on VET, the development of competency standards, the role of ANTA, the ASF, AQF, award restructuring and up-, broad-, cross- and multiskilling, the majority of which are available through TAFE libraries, teachers, in the main, appear to have little knowledge of the current national thrust towards workplace and training reform or the competency debate.

The results of the survey indicate that most teachers are confident of their ability to operate in the classroom, however, with TAFE's emphasis on entrepreneurial activities, and with increasing competition from private providers, many teachers will need to move from their traditional comfort zones to new and challenging roles in, or liaising with, industry.

A number of teachers demonstrate a complacency towards the acquisition of new knowledge and skills, while others show a definite lack of interest. This is particularly the case in the conduct of work force research.

Some institutes and colleges encourage those teachers involved in workplace education and training to work in project teams, where their knowledge and skills are complementary with other team members. While this is encouraged at the Gordon, the urgency of placing teachers in the workplace, for example on signing a new contract for work force research or consultancy, frequently necessitates teachers making an immediate transition from the classroom to the workplace, where they may be required to work independently, without support from a project team.

There is a tendency for some TAFE teachers and educators to view the provision of workplace education and training as being separate from community provision, yet, in many instances, the curriculum being delivered is the same, for example, the TAFE National Communication Modules, or the Engineering Production Certificate Modules. As such, I
would argue that it is important for TAFE teachers delivering in the classroom to be equally cognisant of the country’s processes of reform.

I stress, however, that in many ways the situation in TAFE does not appear to be primarily the fault of the teachers, for in some institutes and colleges there is an information hierarchy, which seems to prevent a considerable amount of data, which is both important and relevant to the teachers’ roles, from filtering down through the system. Unfortunately, somewhere down the line of communication, someone, perhaps a Head of Department or Team Leader, makes the decision that the information need not be passed on any further. Some educators may argue that a more holistic knowledge is not necessary if teachers are performing adequately both in the classroom and in the workplace. But, what happens when teachers are asked a question about the NTRA, or the VET System, or the AQF, shouldn’t they know the answer?

Surely teachers would also be more motivated to deliver training in the workplace if they knew why they were being asked to do so, other than the obvious fact that they were asked to do so because they have knowledge and skills in the subject area.

I have also learnt the importance of both pedagogical and andragogical method in adult education for, as Malcolm Knowles avers, the models should be viewed as being in 'parallel', and 'not antithetical' (1984, p 12). In support of Knowles’ (1984) position, I now consider that educators should not dichotomise between the young or mature learner when making the decision on the adoption of pedagogical or andragogical method. My experiences in workplace education and training, particularly at the Port of Geelong Authority and Henderson’s Automotive (Geelong), have led me to identify the need to employ both pedagogical and andragogical method to meet the varying needs of individuals and to assist the learning process.

Pedagogical method is of value when learners are gaining new knowledge or new skills to the extent that they are dependent on the facilitator, or
some other helper, for example, when acquiring knowledge and skills in numeracy and literacy. At such times the learners need support, guidance and encouragement. Or, when being shown how to operate a new piece of equipment, at which time the learners need to be able to closely observe the behaviour being demonstrated, to question the procedure and to have opportunity to demonstrate their ability to meet the required performance criteria. However, I have found that, in the majority of cases, andragogical method is more appropriate in the adult learning process. Andragogical method encourages self-directed learning, life-long learning, group-based learning, sharing of experience, reflection, group problem-solving and a readiness to learn, which is also frequently encouraged by the immediacy of the work task.

To demonstrate the value of andragogy in the adult learning process, I refer to the Evaluation Project Report (1992), wherein I conclude:

The reaction to group-based learning by the majority of participants was exceptional. Group-based activities, group cohesion and collective problem-solving and decision-making have clearly contributed to the success of the program. Many participants explored their new sense of belonging, whilst others identified the importance of dialogue and group interaction as powerful tools in the learning process.

3.13.2 How such learnings have enabled me to identify and reconceptualise issues under inquiry

Such learnings have enabled me to identify the areas where many TAFE teachers perceive they are lacking in knowledge and skills. From an objective standpoint, these encourage issues to be reconceptualised, and the question asked, why is the situation the way it is? Is it the fault of the teachers that they are subject-focused and task-orientated? Are their teaching loads so extensive that they don't have time for anything other than preparation, teaching, and correction? Are teachers struggling to keep up-to-date with changes which have a direct impact on their
immediate work role, such as changes in curriculum? Perhaps teachers are not encouraged to be too knowledgeable, or too aware of the current state and national agendas. Perhaps there are reasons for the link in the chain of communication being broken.

A significant number of TAFE teachers perceive that they are not prepared for their evolving roles in workplace education and training, and many are calling out for staff development. Perhaps the time has come for TAFE to closely evaluate the levels of success of past staff development activities, and, where they have not been wholly successful, look for other means of helping teachers make the transition not only from the classroom to the workplace, but from the classroom to the wider world.

The identification of the value of competency standards for TAFE teachers has encouraged me to reconceptualise my own position. As a TAFE Councillor for many years, and Vice President of the Gordon Branch of the FTUV, I initially, like most other unionists, was opposed to the development of competency standards for the teaching profession. The research has helped me to realise the value that such competencies would have in the overall raising of the level of TAFE teachers’ knowledge and skills across the country, which, in turn, would enable higher levels of vocational education and training provision.

3.13.3 Implications which have been identified and which contribute to reform of my professional practice

From my own perspective, a number of implications have been identified, particularly in relation to staff development. The study identifies the value of mentoring in the learning and developmental processes, and I consider that, while I have had some involvement in the mentoring process through the Victorian Education Foundation’s project, TAFE Professional Development in Enterprise Training, I should actively encourage the Gordon, and certainly those teachers moving from the classroom to the workplace, to seek support from an experienced mentor.
The studies for the EdD have provided me with opportunity to investigate the country's processes of reform. Had I not been undertaking such study, I wonder whether I wouldn't be the same as many other TAFE teachers, that is, focusing primarily on my day-to-day responsibilities. Thus, from the perspective of reform of my professional practice, I believe it is imperative that I continue to research developments in education and training, and, importantly, that I share my findings and also encourage others to do so.

3.13.4 Issues which have become apparent and which encourage further investigation and inquiry

The study raises a number of issues which, I feel, need to be further investigated and these are listed under Recommendations in the dissertation.

One issue which prevails is the need for cultural change across the TAFE sector, another is the development of competency standards for TAFE teachers. Yet, without the former, the latter may never be supported.
WORKPLACE EDUCATION AND TRAINING: ARE TAFE TEACHERS PREPARED FOR THEIR EVOLVING ROLES?
1 INTRODUCTION

1.1 TOPIC OVERVIEW

1.1.1 Title

WORKPLACE EDUCATION AND TRAINING: ARE TAFE TEACHERS PREPARED FOR THEIR EVOLVING ROLES?

1.1.2 Scope and limitations

The research into workplace education and training includes an investigation of the reasons for reform; the processes of reform which have underpinned the shift to the competency paradigm and the Vocational Education and Training (VET) System; the impact that reforms have had on TAFE and the expectations which, in consequence, have been made of the TAFE teacher.

Although the literature review encompasses each of these areas, the majority of the research concentrates on TAFE teachers' knowledge and skill levels in relation to workplace and training reform and to their evolving roles. These limitations were imposed to enable research to be both manageable and relevant to my professional role as a TAFE teacher involved in consultancy.

1.1.3 Overview of the research area

Central to the National Training Reform Agenda (NTRA) is the strategy that training is the key component to the development of a productive, innovative, highly skilled work force, which is able to adapt to ongoing technological change. Thus, the skills and knowledge of the country's current and potential work force need to be both addressed and increased.
Skills and knowledge gained through life experiences need to be appropriately recognised, and the acquisition of new skills and knowledge needs to be actively encouraged across the workplace.

While industry is playing an increasing role through the development of competency standards, much of the country’s skill formation; assessment and recognition of prior learning; writing of curriculum documentation to underpin workplace competencies; preparation of learning resources; delivery of training and workplace assessment rests with TAFE, and, in consequence, with TAFE teachers.

As a result of workplace and training reform, TAFE teachers are expected to perform more varied and more complex roles, frequently in addition to their traditional teaching roles. The study endeavours to identify the knowledge, skills and attitudes that are required for such roles and attempts to establish whether or not TAFE teachers are both able and prepared to fill them.

1.2 RATIONALE

1.2.1 Potential importance of the research

TAFE is the largest provider of vocational education and training in Australia and, as such, has an important part to play in skill formation of the country’s work force.

For TAFE to fulfil its role, TAFE teachers must be professionally developed so that they are able to assist in the implementation of reform. To identify the staff development that is necessary, the skills gap must be identified, and, when identified, efforts must be made for it to be closed.

There has been a long-standing criticism of the lack of staff development for TAFE teachers. Although attempts have been made for this situation to be redressed, alternative methods need to be developed, and, if successful, incorporated across the TAFE system.
The research has the potential to assist in the identification of the skills gap which currently exists. Further, the research has the potential to provide alternatives to the traditional methods of staff development through the incorporation of mentoring and coaching in the developmental process.

1.2.2 Personal interest in the research

In March 1991 my role as a TAFE teacher changed and, since then, I have increasingly assumed greater responsibilities in workplace education, training and consultancy. Since June 1991, following my appointment of a Project Team of 16 teachers to assist in the development of a generic skills course, I have been responsible for other teachers making the transition from the classroom to the workplace.

In December 1993 I was appointed to the Management Committee for TAFE Professional Development in Enterprise Training. The project, funded by the Victorian Education Foundation (VEF) and supported by the Office of Training and Further Education (OTFE), focused on the development of TAFE teachers for workplace education and training, with emphasis on mentor/mentee relationships.

1.3 RESEARCH GOALS

1.3.1 Primary aim

The primary aim of the study, which is written with a particular audience in mind - TAFE teachers and administrators - is to determine if TAFE teachers are prepared for their evolving roles in workplace education and training.
1.3.2 Research objectives

- To provide a background to workplace and training reform.
- To identify the evolving roles of TAFE teachers.
- To determine whether or not TAFE teachers are prepared for their evolving roles in workplace education and training.
- To assess if TAFE is equipped to respond to industry need.
- To make recommendations resulting from the research.

1.3.3 Hypotheses and assumptions

The study tests three overarching hypotheses which are underpinned by seven assumptions made in relation to the role of TAFE, and in consequence the TAFE teacher, in workplace education and training. The hypotheses and the assumptions were formulated following earlier research which focused on the way the NTRA had changed workplace education and training, and I considered it important to investigate how reforms had affected TAFE institutions and, more particularly, how TAFE teachers saw themselves in the light of what appeared to be a rapidly emerging set of new ideas about workplace education and training.

The hypotheses which the study tests are:

1. The NTRA has already had a significant effect on the role of TAFE in workplace education and training, and will continue to do so.

2. In consequence of the NTRA and the current and emerging roles of TAFE, the role of the TAFE teacher is evolving to meet new demands which are outside traditional teaching profiles.

3. Alternative methods for staff development are required across the TAFE sector to address the disparity which exists between the perceived role of the TAFE teacher in implementing the NTRA and the skills, knowledge and attitudes which TAFE teachers consider they possess.
The assumptions which the study examines, and which have influenced the research design and the development of questions, are:

1. Workplace and training reform will have a major impact on TAFE, and, in consequence, the TAFE teacher.

2. The Vocational Education and Training System will have a major impact on TAFE, and, in consequence, the TAFE teacher.

3. Australia's adoption of a new system for vocational education and training has placed TAFE colleges and institutes in competition with private providers, and with one another.

4. Vocational education and training curriculum is dictated by the needs of industry, without regard for the needs of the individual.

5. Competency standards developed by industry will impact on the performance of TAFE teachers.

6. In response to workplace and training reform, the role of the TAFE teacher is evolving, which necessitates the acquisition of new knowledge and skills, and the changing of some past attitudes.

7. The majority of TAFE teachers do not have the necessary knowledge and skills to equip them to appropriately respond to workplace and training reform, or to meet their evolving roles in workplace education and training.

1.3.4 Research questions

Questions were developed to facilitate the collection of data, which, when interpreted and analysed, would enable the hypotheses and their underpinning assumptions to be either supported or disproved.

The research questions are grouped under six headings:
THE BACKGROUND TO REFORM

- What is the background to workplace and training reform?
- What is award restructuring and why was it implemented?
- What impact has award restructuring had on TAFE?

EDUCATION AND TRAINING SYSTEMS

- Why has trade education been restructured?
- What role does TAFE now play?
- What is the Australian Traineeship System?
- What is the structure for reform and who is responsible?
- What is the VET System and what does it comprise?
- Is TAFE in competition with private providers?
- What is competency-based training and how has it developed?
- What are the key competencies?

DEVELOPMENT OF COMPETENCY STANDARDS

- What are competency standards and how have they developed?
- What competencies should workplace trainers and assessors possess?
- Who are the workplace trainers and assessors?
- Are workplace assessors able to accurately determine an individual’s level of competency?
- How have competency standards impacted on the TAFE teacher?

WORK FORCE RESEARCH

- Who prepares and carries out occupational, job and training needs analyses and skills audits?
- What analytical methods are the most suitable for such analyses?
- What are the stages of development in work force research?
- What methods are used for data collection?
COURSE DESIGN, DEVELOPMENT AND DELIVERY

- Who is responsible for the design, development and accreditation of curriculum?
- Who delivers, assesses, evaluates and validates the curriculum?
- How should broad-based generic skills be assessed and developed?
- What delivery methods are most appropriate for the adult learner?
- Is andragogical method the answer?
- Who is responsible for workplace training?

THE EVOLVING ROLES OF THE TAFE TEACHER

- What are the evolving roles of the TAFE teacher?
- What knowledge, skills and attitudes are necessary for TAFE teachers to fill the evolving roles?
- Who trains and assesses workplace trainers and assessors?
- What roles do mentors play and what qualities should they possess?
- How do workplace mentors achieve such competencies?
- How important are workplace mentors?
- Are TAFE teachers prepared for their evolving roles?
- Is TAFE equipped to respond to industry need?

1.4 PREMISES

Two premises have been made which impact on the results of the study.

Firstly, that teachers employed by the Gordon Institute of TAFE (previously the Gordon Technical College), a large, regional, multi-disciplined TAFE institute situated in Geelong, Victoria, form a representative sample of TAFE teachers in general. This premise is based on an identified similarity of responses received from teachers at the Gordon, to responses received from teachers employed by intra- and interstate TAFE colleges during the conduct of initial interviews.
Secondly, that like the Gordon, other TAFE institutes and colleges are actively responding to challenges brought about by the reform process.

2 RESEARCH DESIGN

2.1 CHOICE OF METHOD

The research methodology which has been employed for the study consists of a composite of an in depth literature analysis, a case study, a selection of interviews and a survey.

At the outset, a literature analysis, a case study and interviews with TAFE teachers were deemed sufficient to gather information and to collect data for analysis. Later a quantitative analysis, in the form of a survey, was considered necessary to further explore the perceptions held by teachers of their knowledge and skill levels, particularly in relation to the evolving roles of the TAFE teacher.

2.2 LITERATURE ANALYSIS

2.2.1 Identifying relevant sources

Before commencing the literature analysis, an inquiry was undertaken to identify relevant sources. This investigation took the form of searching a range of education, management-based and public affairs CD-ROMs. The main CD-ROMs used for the initial research were ERIC; AEI (AUSTROM); APAIS and ABI-INFORM.

The CD-ROMs were then searched by a number of terms, with the main fields of inquiry being: trade education/training; vocational education/training; award restructuring; competency standards; competency-based education/training and andragogy.
Printed data, resulting from the CD-ROM searches, provided information on the title, author and source. Frequently an abstract was also provided, which was scanned to partially determine the value of the literature.

2.2.2 Locating materials

When the literature was identified and its potential worth evaluated, an inquiry was made through the computer catalogue at the Gordon Technical College, which, being linked with Deakin University, would advise the availability of the required text.

Where the text was not available through the Geelong campuses, or where the source document was a journal article, a Deakin University Library Off-campus Loan/Photocopy Request form was completed, requesting either a copy of the journal article or the text through inter-library loan.

2.2.3 Analysing materials

All literature was scanned to determine its potential value. Texts and journal articles, considered to be of importance, were carefully read and summarised. Each summary, which was given a title and which carried full biographical details, was then filed under a general theme, for example, Competency standards for the teaching profession.

In addition to the above, all biographical references pertaining to texts, papers and journal articles were read, and, where relevant, used as a further source of available literature.

Later, all summaries under a particular theme were reread, analysed, evaluated, condensed, annotated and, where appropriate, incorporated into a computer-based file document. This process enabled all relevant literature for each theme to be analysed, both independently and as a whole.
2.3 CASE STUDY DESIGN

2.3.1 Selection for the study

Due to my involvement in workplace education and training since March 1991, my personal experiences in consultancy, project management and staff development were selected for the case study.

2.3.2 Format

The format for the case study was developed to reflect the major roles and responsibilities which I have assumed while making the transition from a TAFE teacher, employed by the Gordon Technical College, to an industry consultant. The sequence of the case study, which includes the development of the Certificates in Workplace Education (CWE), is as follows:

- Case history
- Port of Geelong Authority
- Developing, delivering and marketing the CWE
- Evaluation of the CWE
- Accreditation of the CWE
- Conversion of the CWE to flexible delivery
- Silcraft Pty Ltd
- National Office Skills Project
- TAFE Professional Development in Enterprise Training
- International challenges
- Case study analysis

2.3.3 Procedure

The case study is primarily based on journal entries, which have been documented and submitted as part of the course requirements for the degree, Doctor of Education. Extracts from the journals, which commenced in 1991, are included.
The case study analysis compares the knowledge and skills which I have found necessary to meet the evolving roles in enterprise training and consultancy, with the \textit{Revised Victorian TAFE Teacher Competence Statements} (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993) and the learning outcomes of the Graduate Certificate in Training Consultancy, developed by Outer Eastern College of TAFE during 1993/1994.

\section*{2.4 \hspace{1cm} INTERVIEW DESIGN}

A major part of the study involved the collection of data through interview method. Three different interview formats were used.

\subsection*{2.4.1 \hspace{1cm} Interview one}

The purpose of the first interview format was to investigate TAFE teachers' knowledge of, and their attitudes towards, workplace and training reform.

The sample, which involved 40 teachers from TAFE Colleges in Victoria and Queensland, was drawn to represent a range of teaching situations, diverse locations, different teaching departments and varying levels of experience in workplace education and training. All teachers included in the sample were involved in workplace education and training, either directly and indirectly. For example, seven of the teachers were developing curriculum for workplace education and training, but, at the time of the interview, had not been involved in on-site workplace delivery. Others had been directly involved in training delivery across different industries; some had experience in Local Government. Twelve of the teachers included in the sample were actively involved in developing learning resources for and/or delivering units from the Certificates in Workplace Education.

Unstructured questions were asked, and responses to the questions were recorded for a later qualitative analysis.
2.4.2 Interview two

The intention of the second interview format was to determine, through both quantitative and qualitative analyses, the knowledge, skills and attitudes of TAFE teachers in relation to workplace education and training, including work force research.

Fifty staff from across the Gordon Technical College were selected for the sample. Included were teachers from several different departments. At the time the sample was determined, it was considered that at least 15 potential interviewees had experience in either on-site training delivery or workplace consultancy. Four teachers had experience in both on-site delivery and workplace consultancy.

In many instances follow-up interviews were held, particularly with Project Officers, who, during the period of the study, acquired new knowledge and skills and assumed new roles and responsibilities.

Unstructured questions, which focused on workplace education and training, were asked. Responses to the questions were recorded for later analysis.

2.4.3 Interview three

The third interview format was intended to establish profiles of three teachers involved in workplace education, training and consultancy at the Gordon Technical College. At the time, GOTECH Ltd had three consultants and two of the teachers were, like myself, seconded to GOTECH Ltd for this purpose. The third teacher was employed in the Mechanical Technology Department, with a part-time consultancy role and little experience in either consultancy or work force research.

Prior to each interview commencing, I received permission from the interviewee to include extracts from the interview transcripts in my doctoral dissertation.
The questions included:

- Did you have teaching experience before joining TAFE?
- Did you have industrial experience before joining TAFE?
- Were you involved in any form of industry training before joining TAFE?
- What do you consider has induced the change and taken you from the classroom to the workplace?
- Do you think the change has resulted from workplace reform?
- How long have you been delivering training in the workplace?
- How long have you been working in your present consultancy role?
- Would you briefly explain the type of work you are doing?

Three interviews were conducted in November 1994. Each interview was based on a questioning structure (see Appendix A) and was of approximately one and a half hours duration. Although structured, additional questions were at times asked to seek clarification or to expand on a specific point.

Each interview was recorded using an audio tape recorder. Transcripts were prepared for later analysis.

2.5 SURVEY DESIGN

2.5.1 Selection of sample

The Gordon Technical College, a large, regional, multi-disciplined TAFE College with 540 teaching staff, 170 non-teaching staff, over 14,000 students and an annual budget of some $M28, was selected for the study. The sample included all permanent and contract teaching staff employed by the College.
2.5.2 Format

The questionnaire-based survey took the form of a skills audit, which, comprising 115 questions, was divided into four sections (see Appendix B).

Section A focused on employment details and asked teachers to indicate their mode of employment; the number of years they had been teaching in the TAFE sector; if employed as a teacher before joining TAFE, the sector in which they worked; their years of industrial experience before joining TAFE; their past industry training experience; their involvement in industry consultancy in relation to vocational education and training; their involvement in fee-for-service activities; their experience in curriculum design for a specific industry; their experience in the delivery of training/education in the workplace and the age bracket in which they fell.

Section B, which was based on elements from the Revised Victorian TAFE Teacher Competence Statements (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993), asked teachers to indicate whether or not they considered that they could currently demonstrate the elements, by answering 'yes' or 'no'.

Section C, which addressed professional development in enterprise training, comprised two parts. The first part was based on the learning outcomes identified in the Graduate Certificate in Training Consultancy developed by Outer Easter College of TAFE. The second part focused on different types of work force research and methods of data collection. Teachers were asked to rank their responses by circling a number in accordance with the following scale:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not interested in being involved</td>
</tr>
<tr>
<td>1</td>
<td>Interested, no knowledge/skills</td>
</tr>
<tr>
<td>2</td>
<td>Interested, limited knowledge/skills</td>
</tr>
<tr>
<td>3</td>
<td>Interested, reasonable knowledge/skills</td>
</tr>
<tr>
<td>4</td>
<td>Interested, sound knowledge/skills</td>
</tr>
</tbody>
</table>
Section D outlined the evolving roles of the TAFE teacher and asked teachers to indicate whether or not they perceived that they were equipped to perform such roles. This section also invited teachers to add any additional skills or comments which they wished to make.

2.5.3 Procedure

Questionnaires with a covering letter (see Appendix C), were sent to teachers in all teaching departments across the College via the internal mail. The letter explained the purpose of the skills audit and asked teachers to return the questionnaire within seven days.

The departments involved were: Accounting, Adult VCE, Applied Languages, Applied Science and Mathematics, Automotive Studies, Building Design and Civil Engineering, Building Studies, Community Programs, Corrections Education, Educational Computing, Electronic Technology, Fashion, Flexible Learning and Education Development, General Studies, GOTECH, Hairdressing, Hospitality, Learning Skills Unit, Management Studies, Mechanical Technology, Metal Fabrication, Office and Administrative Studies, Painting and Decorating, Plumbing, Quality Assurance, Small Business Centre, Social, Community and Health Studies, Visual and Performing Arts, Women's Access and Wool and Rural. Included in the sample were teachers, advanced skills teachers (ASTs), program coordinators and heads of departments, which, in total, involved 280 teaching staff.

2.6 CONCLUDING COMMENTS

The four means of data collection were complementary. The literature review formed the basis for research. The case study, the interviews and the survey were used to extend the inquiry; to verify the opinions formed on conclusion of the literature review; to help answer the research questions and to further support or disprove the hypotheses and assumptions which had been formulated.
3 REVIEW OF THE LITERATURE

3.1 INTRODUCTION TO THE LITERATURE REVIEW

A major part of the research has been a literature review. An extensive review was deemed necessary to provide a background to workplace and training reform; to identify and describe education and training systems; to outline the development of competency standards; to determine the role that TAFE and TAFE teachers are expected to play in the country’s skill formation and to address the development of TAFE staff.

The literature review is arranged according to the major issues identified above, then further divided into sub-themes which have been identified following literature analysis.

3.2 THE BACKGROUND TO REFORM

3.2.1 Australia: A trading nation

As a trading nation, Australia has traditionally exploited the country’s generous supply of natural resources, without paying attention to the development of human resources. This continued exploitation has led to a division of wealth across the country and a general lack of skill formation across the work force.

Following the Second World War when expanding markets, highly sophisticated technology and an impetus for technological change began to emerge, Australia failed to pursue the trading opportunities that were becoming available. The result was that new products, in combination with rapid advancements in communication and information processing, led to a highly competitive global marketplace. Not only was this the case in traditionally manufactured goods, but it included electronics, microcomputing, automation and robotisation, which in turn contributed
to the development of products which were both innovative and well advanced technologically.

Although the demand from consumers for new manufactured goods was loud and strong, Australia continued to concentrate on a product driven market, ignoring demands from clients for greater flexibility and maintaining focus on primary resources, the export of which was gradually eroding (Hayton, 1992).

From 1985-86, when there was a rapid decline in world prices, the value of many of the country’s traditional exports such as agriculture and mining was marked down, serving to further deteriorate the current account and to increase the level of foreign debt. In preference to accepting lower income and reduced living standards, the country borrowed money to meet its debts. Then, when the prices received for traditional exports did improve, the country’s debt was not reduced, for increased income led to a growth in spending on imported goods (Hayton, 1992).

In addition to Australia’s failure to restrain spending on imports, other problems have been outdated production techniques and the use of obsolete machinery and equipment, with little reliance on technological advancements, for example, computer-programming and robotics, which some workers fear will lead to ‘a deskillling of the work force’ (Clark, 1990, p 3).

Further, Australia’s history of ‘regulations and industry protection’ has led to a ‘false sense of security’ and is blamed for causing a ‘slow growth in productivity’ (Zimmerman, 1991, p 24).

In relation to Asian trade, other problems have been identified, and these include a lack of language skills and a lack of knowledge of Asian culture, economics and politics (Lim, 1989).

The country’s international indebtedness of $20.7 billion in 1989/90 (Deveson, 1990, p 5) and inflexible work practices (NSW Department of
TAFE et al, 1990) have been cited as targets for structural change, as is evident in an example provided by the Business Council of Australia (1989) of line operators and leading hands not being allowed to undertake any form of repair work or maintenance work requiring the use of tools.

These shortcomings have prevented industry from being able to produce goods to a sufficiently high standard, or to successfully market goods on the overseas market. What is worse, the country has not been able to produce goods of acceptable quality and at a sufficiently competitive price to satisfy domestic consumers, who have continued to largely rely on quality goods from Europe and Japan, the latter of which are also low in cost, and cheap, imported goods from such countries as Taiwan, South Korea, Hong Kong, Indonesia and India.

3.2.2 Economic rationalism

In Economic Rationalism in Canberra: A Nation Building State Changes its Mind (1991), Michael Pusey asks the question: 'What counts as rationalism and how do we know it's good for us?' (p 19). For, although rationalism will bring the 'needed gains in efficiency in many areas of state action' (p 22), Pusey identifies a problem which lies 'with the criteria that define what count as costs and benefits', which result in 'loss of social intelligence' and which suppress 'the number and range of potentially constructive discourses' (Pusey, 1993, p 22).

To expand on this position, Pusey cites the 'world view' of economic rationalism, where individuals 'choices and decisions' are based on the capacity of the market economy to achieve 'efficient and effective outcomes' (Pusey, 1991, p 240). Pusey's critique on economic rationalism, which focuses on the Commonwealth Government's bureaucracy, was the forerunner to a continuing debate on the influence of economic rationalism. In summary, Pusey believes that economic theorists and their supporters in the public sector place too much emphasis on the market economy, on efficiency and on outcomes.
In response to Pusey's critique, along with those put forward by Carroll and Manne (1992) and others, Stephen King and Peter Lloyd argue that 'at best' the 'one-sided nature of the debate' has 'led to some misconceptions about economics and economic policies', while 'at worst', it 'has degenerated into diatribe' (King and Lloyd, 1993, p vii).

In an effort to redress the imbalance, in February 1993 a conference on 'Economic Rationalism: Economic Policies for the 90s' was held at Melbourne University. The participants included both supporters and opponents of economic rationalism, and, amongst them was Michael Pusey, who defended his earlier criticism, stating:

Economic rationalists insist that potential value is destroyed by tariffs, price floors or ceilings, and prohibitions on entry or exit from the market: markets are assumed to be efficient in the measure that they are 'free'. ... All the evidence points in the opposite direction. After a spate of deregulation, commercialisation, privatisation, and 'marketisation' we saw a sharp upward redistribution of income under Thatcher, Reagan, and Hawke. (Pusey, 1993, pp 14 and 19)

There is much debate on economic rationalism, which, in essence, 'advocates policies which reduce government intervention in the economy' (Moore, 1993, p 3). On the one hand there are the proponents who support the removal of protectionism (Walsh, 1993) and microeconomic reforms such as labour market reform (Sloan, 1993), financial deregulation (Valentine, 1993) and privatisation, such as privatisation of Australian ports (Trace, 1993).

On the other hand there are the anti-rationalist critics, who also include interventionists who oppose economic rationalism, blaming reduced Government intervention and deregulation during the 1980s for the high levels of unemployment and increased national debt, and who, as Moore explains, argue 'that the removal of government controls' has resulted in 'excess spending and borrowing and to the exposure of our industries to foreign competition' (Moore, 1993, p 3).

In responding to the claim made by the interventionists that deregulation was the cause of the recession, Moore explains that in the early 1980s financial deregulation 'was accompanied by budgetary, monetary and
wages policies' which 'deliberately stimulated economic activity' (Moore, 1993, p 5). Finally, in defending the economic rationalists' position in regard to the recession and the high level of unemployment during the 1980s, Moore blames this not on economic rationalism, but 'the failure of the faster-growth economic policy pursued by the Labour government from 1983-86' (Moore, 1993, p 6).

The alternative agenda put forward by the interventionists and other critics of economic rationalism appears to suggest a return to past conservatism, to 're-regulation of financial markets and a return to fixed exchange rates', along with the reinstatement of the Industrial Relations Commission 'as the centre for wage determination', or, as Stephen King and Peter Lloyd summarise, 'there should be a return to the 'good old days' when markets were managed' (1993, p x).

Economic rationalists argue the need for an agenda on microeconomic reform, which, they deem, represents:

... a considered, coherent response to the problem of achieving the goals that most Australians have for their society and themselves. (Bandy, 1993, p 35)

3.2.3 Structural change

By 1982 the worsening economic situation provided further impetus for new wage fixing policies to be implemented. In an attempt to facilitate structural reform prior to the 1983 election, the ACTU and the Australian Labour Party adopted the Prices and Income Accord, an initiative which focused on the reestablishment of a central wage fixing policy aimed to prevent excessive wage increases which would further stimulate the country's level of inflation and unemployment; to accomplish wage justice and more stable industrial relations and to maintain living standards. But, as the Hon James J Macken, former judge of the New South Wales Industrial Commission avers:
The years 1985 and 1986 saw a further decline in the growth of the economy and higher inflation. Unemployment remained at a high level and the value of the dollar continued to fall. These circumstances prompted employer organisations to query the value of the Accord which had been reached between the Government and the ACTU. However, the Australian Conciliation and Arbitration Commission awarded a discounted wage increase in the First National Wage Case of 1986 and opened the way for superannuation awards to be made paying some regard to productivity as an element in the bargaining. (Macken, 1989, pp 20-21)

Between August and September 1986 an ACTU/TDC Mission took place. The intent of the Mission was to provide key union officials with an opportunity to learn how other countries were coping with balance of payment problems, problems which were concurrently occurring in Australia. The countries visited were Sweden, Norway, Austria, West Germany and the United Kingdom.

To demonstrate the extent and breadth of union involvement in the Mission, the membership included representatives from the Australian Council of Trade Unions; Federated Miscellaneous Workers Union of Australia; Electrical Trades Union of Australia; Building Workers’ Industrial Union of Australia; Amalgamated Metal Workers’ Union; Federated Storemen and Packers Union of Australia; Australian Telecommunications Employees’ Association; TAFE Teachers’ Association; Australian Teachers’ Federation; Shop Distributive and Allied Trades Union and members of the Trade Development Council Secretariat (ACTU/TDC, 1987).

Following the Mission, in June 1987 *Australia Reconstructed: ACTU/TDC Mission to Western Europe* was released. The report addresses macro economic policies; national issues; wages, prices and income; trade and industry policies; labour market policies; education and training policies; industrial democracy; productivity consciousness; strategic unionism; work organisation and the impact of technology, with intent to improve Australia’s international competitiveness.

The Mission’s report also argues the need for 'fundamental restructuring of the Australian economy' (ACTU/TDC, 1987, p xi), which is deemed to
be necessary if 'recent improvements in the current account are to be sustained and built on in the medium to longer term' (p xi).

A new, cooperative era in wages policy came into being through the 1987 National Wage Case decision, which saw the introduction of a two-tier wage package, the second tier being linked to improvements in productivity and work efficiency. Then, in 1988 the Conciliation and Arbitration Act of 1904 was replaced by the Industrial Relations Act and, in the same year, a National Wage Case Decision was handed down by the Australian Conciliation and Arbitration Commission which focused on the initiation of extensive changes to award structure and workplace reform (NSW Department of TAFE et al, 1990).

To demonstrate the extent of award coverage, in October 1988 the Australian Metal Workers Union (AMWU) distributed a kit containing guidelines to those convening workplace meetings, with the view to endeavouring to help them explain what the Union sought to achieve through their new restructuring and efficiency award, and, as Macken explains:

> The difficulties facing both the unions and the employers in this industry are little short of enormous. The present award covers more than 400,000 employees spanning a multitude of industries. It had over 300 classifications and 1,800 different award rates. (Macken, 1989, p 37)

In an effort to implement Government policy and address the problems of demarcations, the 1988 Wage Case decision necessitated union involvement through 'the union(s) party to an award to formally agree to cooperate in a fundamental review of that award' (Commonwealth of Australia et al, 1993, p 1-3).

The Wage Case decision also established the Structural Efficiency Principle (SEP), which explores 'ways to increase productivity' through 'an improvement in the working life of the Australian labour force' and through the promotion of 'new approaches to industrial relations practices' and emphasis on 'change at the workplace level', importantly acknowledging 'that issues of skills, careers, job satisfaction and equity have significant effects on productivity' (p 1-4).
On 16 February 1989 the National Wage Case Decision came under review, with hearings continuing until 2 May 1989. According to Macken, by November 1989 'each union and every industry' (1989, p 41) had begun to examine their awards with the intent of adopting the restructuring and efficiency principles, although, the pacesetter was undoubtedly the metal trades industry through their Metal Trades Award, which was finalised between employers and the Metal Trades Federation of Unions (MTFU) on 13 June 1989.

3.2.4 Award restructuring

A 1989 Report of the House of Representatives Standing Committee on Employment, Education and Training titled *Work in Progress: Award Restructuring and Industry Training*, describes award restructuring as an innovation which should not be restricted to the larger centres and the larger employers for, to be successful, it must spread across the entire work force. The terms of reference for the inquiry were work force flexibility, career path development and implications for curriculum. In addressing enterprise bargaining, the Report raises the importance of unions in the bargaining process:

> It appears that the number of unions involved in the workplace is an important influence on whether employers are able to negotiate enterprise level changes, even in an industry-wide framework. (Commonwealth of Australia, 1989a, p 6)

While there were definite moves towards the acceptance of award restructuring from the time of the Mission to Western Europe in 1986, there is no doubt that the rapid increase of the country's international indebtedness and its ongoing current account imbalance, cited as being '$20.7 billion or 5.6 per cent of Gross Domestic Product in 1989/90' (Deveson, 1990, p 5) has contributed to the growing acceptance by the Australian people of the need for major structural reform, as well as a change of attitude by many workers towards training and skill formation policies.
In a paper titled 'A Government perspective of industry training for the 1990's', Bob Puffett explains that award restructuring is primarily aimed 'at making industries more competitive', although, as Puffett acknowledges, it has the capacity to provide 'more interesting jobs with training and career paths for employees' (1989, p 3). While Robert Bluer and Laurie Carmichael write:

In a general sense award restructuring represents an attempt by the trade union movement itself to achieve a fundamental reskilling and restructuring of the Australian workforce and hence will impinge on the nature and quality of the production process itself. A major aim is to establish a highly competent Australian workforce, driven by awards which embody rewards for education and training, the assumption being that a simplification of a complex series of award classifications, together with career paths emphasising skills formation, will improve productivity and performance in industry. (Bluer and Carmichael, 1991, p 24)

Award restructuring also raises the concept of cross-skilling, through which workers will be able to travel up a hierarchical career path as well as sideways, that is, they will be able to gain access to, and apply skills from, more than one trade; upskilling, which encourages the expansion of skills into 'new areas at higher levels' and broadskilling, which encourages the expansion of skills 'into new areas at the same level' (NTB, 1992a, p 59). Thus, past demarcations are removed.

Multiskilling, which enables a worker to perform a wider range of duties and tasks due to the removal of demarcation lines, is considered to have the capacity to extensively contribute to worker satisfaction through the provision of greater intrinsic and extrinsic rewards, while, simultaneously, decreasing production time and increasing productivity.

The Government argues that award restructuring provides the opportunity to increase flexibility in work organisation and work patterns; to 'remove restrictive work and management practices' and to 'remove discriminatory provisions for awards and encourage equal employment opportunity' (Commonwealth of Australia et al, 1993, p 1-4).

Members of the Employment and Skills Formation Council argue that award restructuring will necessitate 'new job structures and working arrangements', which will need to be 'based on broader and more flexible
skill groupings’, with career paths planned to provide incentives for skill development (Commonwealth of Australia, 1989b, p 5). Thus, an integral link is again made between award restructuring and skill development.

Award restructuring has identified the need for a number of training issues to be addressed, these include:

- improving the responsiveness of training systems to industry needs
- progressive introduction of competency-based training
- developing articulated training and effective accreditation systems, to ensure that transferable skills are broadly recognised
- developing coherent and consistent training standards
- providing new means for sharing the costs of training, including paid/unpaid training leave
- developing effective mechanisms at industry and enterprise level for assessing training needs and skills development.

(Commonwealth of Australia et al, 1993, p 1-5)

Despite the strong impetus for award restructuring and the strenuous efforts which have been made by the Industrial Relations Commission to encourage workplace reform, in 1993 it was reported that 'substantial reform' had only 'occurred in some workplaces’ (King and Lloyd, 1993, p 145), leading to the argument being put forward that workplace reform largely depends on the 'initiative and resourcefulness of management’ and that 'it is here that the problem mainly lies’ (p 145).

3.2.5 Implications for TAFE

In 1991 Graham Chataway investigated the human and physical resource implications for TAFE following award restructuring. Focusing on the textiles and metals industries, Chataway identifies ten key implications, which, in summary, include the need for TAFE colleges to 'adapt more quickly and realistically' to companies' training requirements by providing both site-specific and off-the-job training'; training offered by TAFE 'needs to reflect the impacts of award restructuring upon a company's operating prosesses'; TAFE needs to recognise the 'internal labour markets within firms' which award restructuring has created; TAFE
needs to be more 'flexible and responsive', for example, through the 'delivery of modules by TAFE accredited instructors for site-specific skills' which lead to credentialed outcomes being awarded for generic skills training; TAFE needs to be more aware of the impact of 'skills, competencies and assessment procedures, and accreditation' which are now within the explicit scope of industrial relations issues and, while responding to industry needs, TAFE should not neglect 'the life-long learning aspects' of education and training provision (Chataway, 1991, pp 1-2).

As the country's major provider of vocational education and training and with responsibility 'for vocational education at preparatory, operator, trade, technical and, in some fields, professional levels' (Goozee, 1993, p 1), TAFE is faced with new challenges and new opportunities. In the main, these result from the role that TAFE is expected to play in skills formation, in industry revival and in award restructuring, which will impact on 'both the total amount of additional training likely to be required and', in consequence, 'the total cost of such training' (Deveson, 1990, p 19). And, as Barry Nyhan, keynote speaker at the 1995 Global Competencies - Workplace Outcomes Conference states:

... the training institutes must focus their attention on the overall, ever changing, work context and not just on the subject matter oriented context. (Nyhan, 1995, p 4)

TAFE's new role, resulting from economic necessity, will lead TAFE towards the conduct of work force research; greater involvement in skills formation; the design and development of industry-focused curriculum; course accreditation; credit transfer and dual recognition arrangements; more flexible methods of delivery and the development of policies for recognition of prior learning.

To respond effectively, TAFE will need to gear its future planning to the demands that will be made through the process of comprehensive award restructuring and the identification of education and training needed to underpin skill formation in industry.
3.3 EDUCATION AND TRAINING SYSTEMS

3.3.1 Trade education

Trade education, which emphasises manipulative skills, has been influenced in two specific ways; firstly, through the 'relative merits of manual as opposed to mental skills' and, secondly, through 'the teaching of techniques used in trade education' (Hermann, Richardson and Woodburne, 1976, p 19), which focus on practical demonstration and observation. It is argued that such demonstration and observation led to apprenticeship training and 'to the creation of the teaching-learning relationship between apprentice and master craftsman' (p 19).

In Australia, the tendency has been for further education and the legal and educational requirements for apprentices to closely follow the British system. The establishment of many mechanics' institutes soon after the Mechanics' Institution in London provides a firm indication of the acceptance in Australia of British development.

Initially apprentices needed to attend part-time evening classes, however, day-release was introduced in all States except Victoria and New South Wales by 1932. The rapid expansion of industrial development from 1939 led to a demand for skilled workers at all levels and, as it continued to increase, alternative training methods were considered, encouraging Victoria and New South Wales to adopt the practice of day-release for apprentices in the early 1940s. Later, 'block release for technical college or other studies' was also introduced (Hermann, Richardson and Woodburne, 1976, p 83).

3.3.2 Towards restructure

With the election of a Government which places strong emphasis on training and education reform, there has been induced a climate more favourable to skill development than any other since the ending of the Second World War, yet, much of the impetus for training reform can be
traced to the late 1960s. In 1968 the OECD identified the need for the country's training to be restructured, considering 'our training structures to be wrongly premised and inefficient' (Murphy, 1991, p 17).

Following the Australian Tripartite Mission to Europe between October 1968 and March 1969, when the methods employed to train skilled workers were studied, particularly in the metal and electrical trades, the link between vocational training and economic development was again pointed out. In the Mission's report, titled The Training of Skilled Workers in Europe, which was one of the earliest and most comprehensive analyses of training needs of skilled workers, the importance of a convergence between general and vocational education is raised (Department of Labour and National Service, 1970).

3.3.3 TAFE and skills training

A discussion paper titled TAFE and training for skills, published by the Technical and Further Education Council in 1972, argues the need to extend skills training to develop individuals who are able to adapt and cope with a changing environment. In the same year there was also a developing awareness of the role that industry should play in training. A 1972 paper, titled 'Training for the Future' and to which Hermann, Richardson and Woodburne refer, provides examples of training being arranged by employers to meet their specific needs, 'foreseeable needs' of the industry and 'national economic needs' (Hermann, Richardson and Woodburne, 1976, p 126).

Two years later, in 1974, The Kangan Report claimed that almost 70 per cent of men and over 80 per cent of women in the labour force lacked formal educational qualifications. The concept central to the Report was to provide unrestricted access to post-school education via Government maintained or administered institutions, which were not already assisted through either the Australian Universities Commission or the Australian Commission on Advanced Education.
In laying down the conceptual framework of TAFE in Australia, the Australian Committee on Technical and Further Education (ACOTAFE) embraced within the concept those elements of the educational system which were not deemed to be within the responsibility of either the Schools Commission or the other tertiary education commissions.

ACOTAFE purported a major shift of emphasis, which lifted the priority of social development in relation to economic growth. Whilst the need to improve productivity was emphasised, it was stressed that such wealth and material resources would positively affect social development, making it increasingly possible for people to take advantage of educational opportunities for personal development and betterment, as their vocational needs required (Kangan, 1974).

Despite this further attempt by the Government to develop a skilled and mobile work force, skill shortages still existed. In their 1979-80 Annual Report, the Department of Employment and Youth Affairs expressed concern for the present and potential level of skill shortages, stating at the 1980 Premiers’ Conference that it was 'agreed that changes were needed in trade training', further 'that an urgent examination of trade training' was necessary (Department of Employment and Youth Affairs, 1980, p 28). The Report recommends that Ministers of Labour should give priority to 'assessing the need for change in the present trade training system including possible new arrangements' (p 28), with the view to a 'broader and more flexible system'.

To continue this line of argument, occupational preparation for trades in Australia has historically been through apprenticeship, as Ron Schilling writes:

The essential objective of apprenticeship is the progressive mastery by the apprentice - under careful tutelage by TAFE teachers and skilled tradespersons - of the accepted practices, skills, knowledge, usages and customs of a particular trade. (Schilling, 1983, p 29)

However, in recent years a number of issues have emerged which have impacted on apprenticeship training, namely, the impact of technological
change, greater mobility of tradespersons, external pressures and the need for transferable skills (Schilling, 1983).

Following the 1983-84 expenditure on trade training, which, totalling $M109.26, represented 72 per cent of the Commonwealth's total expenditure on training programs (Sweet, 1988), the need for a more efficient and effective training system was raised. It is interesting that the bulk of such training may be attributed to the CRAFT program (Commonwealth Rebate for Apprentice Full-time Training), which provides a subsidy to employers for sending their apprentices to TAFE, which, legally, they are required to do.

Following his involvement in the 1984 Kirby Inquiry into Labour Market Programs, Richard Sweet identifies that, despite concerns raised:

- Apprenticeship continues to be time-based rather than competency based.
- Almost no provision exists for formal structured training at the operator level, particularly within the manufacturing sector.
- Few industrial awards make any provision for recognition, by way of higher trade status, of additional skills gained and training undertaken after basic trade training.
- Adults have almost no chance of gaining access to trade training.
- Investment in enterprise-level skill development by employers remains very low by comparison with other countries.
- Few mechanisms exist for certifying skills developed on the job and for recognising their skills either for purposes of wage increases or for purpose of advanced educational standing.
- Few formal career pathways exist for those with basic trade qualifications.
- Significant barriers exist to trades workers acquiring skills that fall within the ambit of other trade classifications. (Sweet, 1988, pp 36-37)

In addition to criticising the traditional apprenticeship system, the Kirby Committee identified the need for a new vocational, non-trade training system, aimed at young people. The new system, termed The Australian Traineeship System, was officially announced in August 1985.
3.3.4 Australian Traineeship System

In December 1985 the Australian Public Service released its Training Plan for Office Trainees, which incorporated a new national curriculum for off-the-job training. The guidelines also included a comprehensive curriculum, broken down into training objectives and including suggested content, developed by a national task force with representation from all TAFE authorities.

However it was not until June 1986 that the Government published the Australian Traineeship System Guidelines, which outlined the essential features of the new system, guidelines for participants, details of financial support and a list of Commonwealth Employment Offices to contact for further information. Then, in August 1986 the Commonwealth and State and Territory Governments endorsed the Australian Traineeship System: Quality Training, a set of guidelines which described the System, its essential and design features and quality assurance measures. In outlining the aim of the Australian Traineeship System, which was still relatively new at the time, the Government writes:

The Australian Traineeship System aims to achieve long-term fundamental improvements in training arrangements for young people in non-trades employment, thereby improving both the long-term employment prospects of young people and the national skill base. (Commonwealth of Australia, 1986b, p 4)

In Skills for Australia the rapid growth of traineeship placements is described:

By end August 1987 more than 11,000 traineeship positions had been created under ATS and over 9,000 trainees had commenced their training. Training completions numbered about 1,250. (Commonwealth of Australia, 1987, p 7)

Although, as Robin Ryan more recently points out, the recruitment of trainees:

"... seems to have stalled, apparently because the Commonwealth's National Training Wage and NETFORCE arrangements, the cornerstone of its Working Nation statement, have simply proved too complex and confusing to employers." (Ryan, 1995, p. 6)

NETFORCE, the National Employment and Training Taskforce, was established by the Commonwealth Government in 1994 with the view to encouraging 'an increased commitment to training by business and industry' (Commonwealth of Australia, 1994, p. 100). It was estimated that the 'revised incentive structure', aimed at encouraging 'employers to take on apprentices and trainees' would cost '$91.5m in 1995-96' (p. 100), with an additional '$68.2m' to be provided 'over a period of four years from 1994-95 for the off-the-job training component for trainees' (p. 100).

3.3.5 **Skill formation and participation**

Skill formation is defined as:

"... the general process by which occupational competencies can be acquired from several potential sources. Training and education are simply the most visible means of skill formation. But skills which, together with knowledge and attitudes, are attributes of competence and can be formed and developed by an individual from a wide variety of learning experiences." (Carter and Gribble, 1991, p. 19)

Although skill formation policies go beyond education and training and include both formal and informal learning experiences, the Government's initial focus was on the increase of participation through more extensive and more flexible offerings.

In 1987, when outlining the objectives and priorities for action in education and training, the Government asserted that it was necessary to increase the levels of participation in education and training; to improve the quality and flexibility of the country's education and training system; to achieve a more equitable distribution and a better balance between education and training in order to meet economic and labour market
demands; to increase the level of private sector training investment; to improve opportunity of access for individuals belonging to disadvantaged groups and to increase productivity and evaluate outputs from education and training resources (Commonwealth of Australia, 1987).

It was recognised that unless improvements were made to the quality and structure of education and training, including the provision of more flexible arrangements, participation rates would not increase to the levels sought (Year 12 retention rate of 65% by the early 1990s and greater acceptance of the Australian Traineeship Scheme).

From the perspective of the adult worker, the Government identified the need to develop and 'to continuously upgrade the skills of the adult work force' (Commonwealth of Australia, 1987, p 8).

In the same year a comprehensive report on work force skills was prepared for the Prime Minister, the Hon R J L Hawke, AC MP by the Australian Science and Technology Council. The report also argues the need for change, considering skill formation to be 'a national imperative' (1987, p 1). ASTEC identified a new form of work organisation, one which would involve all workers in training and skill development, irrespective of their job role or level.

ASTEC recognised the need to train not only members of senior or middle-level management, as had traditionally been the case in many enterprises across the country, but also those individuals who had, until then, been denied training opportunity other than the skills necessary to form their immediate work roles, such as operators and process workers carrying out routine, repetitive tasks across the shop floor, semi-skilled and unskilled workers, such as cleaners and labourers, to name a few.

The country's vocational education and training system came under close scrutiny during the years 1987 and 1988. In Skills for Australia (1987) the need to develop new skill formation policies is argued, for, without
these in place, it is predicted that the country will fail to achieve structural adjustment.

In the following year, the Executive Summary, *Industry Training in Australia: The Need for Change* (1988) stressed the inadequacy of the country's training effort and the need for training to meet the demands of structural reform and ongoing technological change. The Government also identified the need for competency-based training, recognition of prior learning, credit transfer and articulation (Commonwealth of Australia, 1988).

In a paper titled 'Restructuring industry and education: the Federal Government's proposal for reform', which formed the basis of a speech delivered by the Federal Minister for Employment, Education and Training, the Hon John Dawkins, MP, in March 1988, education and training reform is considered the cornerstone to economic recovery. Having just returned from an OECD conference focusing on education and the economy, Dawkins points out that:

> What was striking about the conference was the recognition in almost all countries that education and training had a key role to play in the process of structural adjustment in their economies. (Dawkins, 1988, p 9)

Then in May 1988 the Hon John Dawkins, MP, signalled the Government's concerns in relation to the country's training and skill formation in *A Changing Workforce*, wherein an undertaking was given that early in the same year a discussion paper would be prepared on the options under consideration. The discussion paper, titled *Industry Training in Australia: The Need for Change* indicates that although the Government was still not committed to 'a particular course of action' (1988, p 1), the need for Australia to develop a highly skilled work force was necessary.

The discussion paper identifies a number of concerns in relation to industry training. These include the breadth of deficiencies in the country's vocational training system; the need for TAFE to keep up with
the changing industry environment; the need for industry to increase its training investment; the question of who should pay for industry training to be addressed and the options to stimulate growth in industry training to be set out.

A later Government report claims that 'a new awareness has emerged of the value of training in market economy' (1989a, p 7), then highlights the need for broad-based training which encompasses 'social and work skills', 'occupational health and safety skills' as well as 'cognitive and problem solving skills' (p 7). An important identification made in the report is in the area of skill recognition, where two priorities for action are cited, 'accreditation of informal training' and 'the development of nationally consistent standards for accreditation and recognition' (1989a, p 8).

The Hon J S Dawkins, MP, released a further publication on vocational education and training in April 1989, this time strongly arguing that award restructuring processes had significantly increased the pressures for reform, resulting in their now being both 'immediate and urgent' (p iii). Under the title *Improving Australia's Training System*, the need for change is again stressed, with emphasis on:

- new demands for training and skills development at all levels of the workforce;
- an increased emphasis on demonstrated competence rather than time served;
- more flexible, broadly-based and modular approaches to training;
- greater national consistency in training standards and certification arrangements;
- improved access to training for disadvantaged groups; and
- better articulation between different forms and levels of education and training.

(Commonwealth of Australia, 1989c, p iii)

In addition to these, 'complementary changes' (Commonwealth of Australia, 1989c, p iii) are identified, particularly the need for the establishment of procedures to assist in the recognition of qualifications gained overseas. Dawkins describes the proposed changes as being
'radical, comprehensive and coherent' (p 1), explaining that although a significant amount has been achieved since 1987, the development of a new system cannot be relaxed, especially in the light of structural reform gaining general acceptance.

3.3.6 Structure for reform

The next significant publication to be released was the interim report on consultations by the Employment and Skills Formation Council (ESFC), May 1989, prepared for the Hon J S Dawkins, MP, which followed a request to the ESFC dated 9 January 1989 for consultations to take place 'with interested parties' to discuss 'the issues and options' which had arisen from their considering 'Industry Training in Australia: The Need for Change' (1989b, p 1).

According to the ESFC, the findings indicate a general recognition 'that major reform of the training' is 'necessary' if 'the quality and responsiveness of industry training' are to be improved 'to meet the rapidly changing level and content of industry demand' (Commonwealth of Australia, 1989b, p 11).

In regard to such improvements to the quality and responsiveness of the country's training system, the report argues the need to adopt competency-based training, both for 'industry-wide training schemes such as apprenticeships and traineeships and enterprise-based training' (Commonwealth of Australia, 1989b, p 31). The report also indicates the need for systematic recognition of knowledge and skills gained outside formal education, for example, through work experience and for recognition of knowledge and skills gained overseas, as well as a need for national training consistency.

In outlining the structure for reform, the Standing Committee on Employment, Education and Training (Commonwealth of Australia, 1989a) emphasised the need to develop national standards for competencies; to adopt a core curriculum based on industry-established
skill standards; to seek accreditation across all states; to award certificates to workers following successful completion of training programs and to enable credit transfer and articulation between training and education institutions across the country.

In December 1991, when several of the country’s reforms were well underway, the key components of the reform packages were summarised in *Skills Training for the 21st Century: An Inquiry into Skills Training*, with industry’s increasing responsibility for training being summarised:

> Industry will increasingly become responsible for the provision of off-the-job training. This will result in TAFE losing its monopoly in providing certified training. (Commonwealth of Australia, 1991, p.vii)

The impact of the ATS and increased moves for industry-based training has led Robin Ryan to ask the question, ‘Are apprenticeships disappearing?’ (Ryan, 1995, p 6).

Ryan argues that across Australia ‘apprentice numbers are not growing as they have in previous recoveries’, and in addressing the affect that this has had on TAFE, adds that ‘industrial enterprises and other organisations’ are increasingly able to ‘dispense with the TAFE contribution to apprentice and trainee training’ (1995, p 6).

### 3.3.7 The VET System

In 1991 the Commonwealth of Australia identified a new vocational education and training system as being needed. The new system would need to ensure national consistency; encourage youth to continue along the education and training pathway; integrate general and vocational education; underpin competency standards; allow for credit transfer and encourage articulation; enable work and life experiences to be appropriately recognised; encourage the acquisition of new skills and knowledge across the workplace and be one which would effectively remove the barriers to further education and training.
In July 1992 it was announced by the Prime Minister that agreement had been reached by the Commonwealth, State and Territory Governments to establish a new national Vocational Education and Training System, and, as the Hon Ross Free, MP describes:

An historic agreement among all Australian governments, to establish a new national vocational education and training system, was announced by the Prime Minister on 21 July 1992. An Australian National Training Authority will be established, and all Governments will channel their funding for vocational education and training through ANTA. The new system will have an enhanced capacity to deliver the skills, including the most advanced technical skills, which will underpin the further development of Australian industry. (Free, 1992, pp 26-27)

The new VET System, which would come into effect on 1 January 1994, would involve the appointment of a Council of Ministers and the formation of the Australian National Training Authority (ANTA).

ANTA commenced operations in 1993 and at that time the newly appointed Chief Executive, Terry Moran, in an address to NSW TAFE Principals, outlined the reasons for ANTA’s establishment as well as its future directions (Moran, 1993).

To help shape the new system, a number of training bodies emerged. These included Ministers of Vocational Education, Employment and Training (MOVEET), a council made up of Commonwealth, State and Territory ministers who helped to formulate and implement the National Training Reform Agenda (NTRA); the Vocational Education, Employment and Training Advisory Committee (VEETAC), where the heads of agencies for vocational education and training representing the Commonwealth, State, Territory and New Zealand, in addition to representatives from the Confederation of Australian Industry (CAI), the Australian Council of Trade Unions (ACTU) and the National Training Board (NTB) discussed matters referred by MOVEET and provided advice on vocational education and training to MOVEET. Reporting to VEETAC were three standing committees: the Women’s Standing Committee, the Australian Committee for Training Curriculum (ACTRAC), responsible for advice on policy formulation and curriculum...
development for both on- and off-the-job training and the Standing Committee for TAFE and Training Statistics (COTTS).

Initially, several influential committees helped to determine the components of Australia's new VET System. Included were the Training Costs Review Committee or the Deveson Committee (1990), which addressed the cost of training in relation to the adoption of award restructuring; the Finn Committee (1991) which measured available post-compulsory education and training provision against the needs of young people, industry and society; the Employment and Skills Formation Council which produced the 1992 Report titled *The Australian Vocational Certificate Training System* and the Mayer Committee, whose work led to *The Key Competencies Report* (1992) or the Mayer Committee Report as it has become known, which developed profiles for each of the key competencies previously identified by the Finn Committee (1991) in their Report titled *Young People’s Participation in Post-Compulsory Education and Training*.

Along with the above committees has been a major Commonwealth advisory body, the National Board of Employment, Education and Training (NBEET), which comprised four constituent councils, namely, the Australian Research Council, the Employment and Skills Formation Council (ESFC), the Higher Education Council and the School Council. NBEET has played a key role in training reform, as demonstrated by its 1990 identification of four priority areas which addressed 'skills formation and recognition', 'post-compulsory education and training', 'disadvantaged job seekers' and 'science and technology' (Commonwealth of Australia et al, 1993, p 1-30) and the development of the *Australian Vocational Certificate Training System*.

In March 1992 the Executive Summary of the Employment and Skills Formation Council's report, titled *The Australian Vocational Certificate Training System*, outlined the stages necessary to strategically meet Australia's training needs as identified for 2001 through broad-based structural reform. Importantly, the summary states:
Education and training pathways in the system will provide training in the key areas of competence as well as vocational competencies. ... All pathways should provide for recognition of prior learning, and articulation and credit transfer to higher levels of competence. ...

The key areas of competence are generic competencies which underpin the acquisition of vocational and occupation-specific competencies. ...

The Australian Vocational Certificate Training System should provide flexible delivery arrangements to meet by 2001 the training participation and attainment targets of 90 per cent completing Year 12, and 90 per cent attaining level 2 vocational certificates and 60 per cent attaining level 3 certificates, or higher qualifications. These targets are considered achievable and necessary. (ESFC, 1992, p vii)

Perhaps the most striking paragraph in the summary, and one which has generated much union debate, is the paragraph which proposes the merging of apprenticeships and traineeships:

The ESFC proposes that apprenticeships and traineeships should be merged into the new Australian Vocational Certificate Training System, which would provide a flexible range of fully articulated, substantially work-based, vocational certificate training pathways. (ESFC, 1992, p viii)

To achieve national reform, the Vocational Education and Training System identifies seven interrelated components, namely: national competency standards, which are developed by industry and which specify the desired elements of competency and their related performance criteria; course development, which involves the formal granting of approval by recognition bodies for courses and programs to be offered; training delivery, where registered public and private providers may deliver accredited courses and recognised programs; assessment, where an individual’s level of competency is measured against prescribed performance criteria; certification, which provides formal recognition for competency achievement and which enables the awarding of a credentialed outcome or a statement of attainment by a training authority, a registered training provider or an assessment body; monitoring and verification, which are quality assurance processes to ensure the defined national competency standards are met and, finally, review, which refers to the need for systematic reviews to ensure relevance to the changing demands of industry, the processes for which are determined when the
industry's standards are endorsed by the National Training Board (Commonwealth of Australia et al, 1993).

The packages of reform have become known as the National Training Reform Agenda (NTA), the objective of which is to develop a 'more cohesive' vocational education and training system which will allow for 'greater choice in the modes of vocational education and training delivery', while creating 'a balance between' education and training provision and 'the needs of industry and occupations and the needs of individuals' in relation to their future careers (VEETAC, 1993, p 2).

Despite the initial impetus towards the new VET System, Victoria's Minister for Tertiary Education and Training argues that:

Two years on, we do not have a national policy for vocational education and training agreed by the various industry parties and the nine Australian governments.

There is still no single or simple policy statement that underpins the so-called national reform agenda. (Storey, 1995, p 17)

For, although agreement was reached on the 'broad directions' set by ANTA and endorsed by their ministerial council in September 1994, difficulties continue to impede national implementation of both the reform process and the VET System, as the Hon Haddon Storey, MP, adds:

Difficulties continue to exist over roles, responsibilities, funding arrangements and the ever-present demarcation problems between vocational education and training and labor market programs. (Storey, 1995, p 17)

Storey also blames the impact of industrial relations brought about by 'the early pressures to link competency standards to awards and remuneration' (p 17) as contributing to the difficulties which the implementation process has faced.

These difficulties were cited in February, 1995, then in June 1995 the State Training Board made it known 'that vocational education and training services face complex and challenging times' (1995a, p 1). In the same month, June 1995, the State Training Board announced its new mission
statement, which aims to build a 'world class vocational education and training system' capable of producing a 'skilled and empowered community' to support 'the competitiveness of Victorian industry and business' and able to 'enhance the social and economic opportunities of Victorians (State Training Board, 1995b, p 1). While in the *OTFE Vocational Education and Training Research Strategy 1995-1997*, VET is identified as being a key component in the broader context of economic rationalism, award restructuring and enterprise bargaining:

> Over the past ten years the globalisation of the world economy has accelerated rapidly. Australia has been part of this process, through the reduction of trade barriers, the promotion of trade, the floating of the dollar, the deregulation of banking and financial systems and other measures. The way industry and enterprises do business and what business they do is changing and causing permanent shifts in patterns of employment. Within this process, in concert with award restructuring and enterprise bargaining, VET has been identified as a key to the formation of new skills, increased productivity and competitiveness. (OTFE, 1995, p 5)

Thus, while VET continues to face difficulties in and challenges to its implementation, it appears that the Office of Training and Further Education and the State Training Board (part of OTFE) continue to be fully committed to its statewide implementation.

Then, in 1996, in a further attempt to restructure apprenticeships and traineeships, the Howard Government introduced the Modern Australian Apprenticeship and Traineeship System (MAATS), to be overseen by the Department of Employment, Education, Training and Youth Affairs (DEETYA). And, as the Hon David Kemp, Minister for Schools, Vocational Education and Training explains, the new system has strong Government support:

> We talked about spending $200 million from the labour market pool of funds over the next four years to develop a new apprenticeship system. ...

> That was part of our emphasis on linking training more effectively into employment. We felt a lot of training wasn't leading people into jobs. (Kemp, 1996, p 4)

As the title implies, the new system offers a modernised approach to apprenticeship and traineeship training arrangements.
3.3.8  A linear relationship

In establishing a conceptual framework for Australia’s shift to a competency-based system for vocational education and training, it is possible to identify a linear relationship between vocational education and training; the development of broad-based generic skills; skill formation and economic productivity, particularly in relation to the extent of international competitiveness generated by economic rationalism, which has led to an increasing acceptance of the free market ideology of the New Right, and human capital theory. To expand on this statement, while the 'direct influence' of the New Right is considered to have peaked in the United States under the influence of the Reagan Government (1980-88) and for a longer period in Britain under the Thatcher Governments (1979-91), 'the influence of new right free market thinking' has spread and 'has outlasted those governments' (Marginson, 1993, p 57), additionally:

Much of the momentum for reform has come from the organised coalition of market liberals and conservatives known as the 'new right'. The new right has had a great impact on public policy through the developed world, particularly in the Anglo-American countries. (Marginson, 1993, p 57)

In Australia during 1982-90 the Hawke Labor Governments were subject to strong political control, as Michael Pusey explains:

The government is dominated by its semi-Thatcherite 'Right' faction whose ministers control Prime Minister and Cabinet and Treasury and other key departments. At the other end of the spectrum, the ministry of the social democratic 'Left' faction minority hold 'only' the lean and not so strong program and service departments. Ministers of the 'Centre Left' faction, with an orientation that roughly corresponds to the Right of the British Labour Party, hold many of the portfolios in between. (Pusey, 1991, p 7)

The Australian Government appears committed to the neo-conservative New Right free market economies, as is evident through policies implemented by both the Hawke and Keating Labor Governments, such as:

... the move to reduce the protection of local industry from imports; to reduce regulations restricting competition in banking, airlines, telecommunications, electricity and a wide range of other industries; to corporatise and privatise government businesses; to move from centralised wage-fixing to enterprise bargaining; and to reform the tax system so as to remove the distortions it currently produces. (James et al, 1993, pp xxiii-xxiv)
To add to this, and following the 2 March 1996 election which brought John's Howard's coalition into power, Caroline Milburn and Thom Cookes, writing for The Age, claim that 'a telecommunications industry group said the coalition could privatise Telstra by late 1997 ...' (1996, p 8). And, as further demonstration, Oliver Warren, writing for the Geelong Advertiser on the imminent sale of the Port of Geelong Authority, states:

The State Government's port sell-off will give the City of Greater Geelong a financial windfall of more than $100,000. ...  

After the port of Geelong is sold into private hands in April, the city will receive rate revenue from the land for the first time. ...  

The price the port sells for - tipped to be between $30 and $50 million, with some estimates much higher - would also affect the rate price ... (Warren, 1996, p 1)

A further indication of the impact of economic rationalism is through the provision of vocational education and training, where Governments purport the need for open competition by training providers.

The current thrust of economic rationalism focuses on microeconomic reform, and is towards making industry, and in consequence, its workers, more efficiently responsive to the growing domestic and international demands. This raises the importance of investment in human capital and, as such, human capital theory, which contributes to 'our understanding of the role played by education in the economy' (Johnes, 1993, p 6). Human capital theory may be applied by an individual to calculate her or his investment in vocational education and/or training, for example:

As the worker ages, she invests in human capital in order to enhance her future earnings capability. The more she knows, the more she can earn (given the proportion of her time spent at work). However, it is also the case that the more she knows, the more she forgets (or the more her knowledge becomes obsolete). Early in life, the worker devotes much time to human capital investment, since the returns are there to be gained over a long period in the future. In middle life, she will reap the reward of this investment in the form of high earnings. Before the end of her time horizon, however, her earnings will start to fall. This is so for two reasons. First, her stock of human capital is high and therefore depreciates rapidly. Second, in order to compensate for this loss of human capital, she must devote additional time to training, thus leading to a decline in earnings as retirement approaches. (Johnes, 1993, pp 10,12)

This example focuses on an individual worker bearing the cost of education and/or training, however, much of the cost of an individual's
education and/or training is commonly borne by the Government, also, many enterprises invest in human capital, thus it is necessary to consider the external factors, for, as Geraint Johnes avers, 'Few people would dispute that basic literacy and numeracy skills are an essential lubricant for the operation of an advanced economy' (Johnes, 1993, p 13).

Johnes divides human capital into two distinct components: 'general' and 'specific' (1993, p 14). He defines the first, 'general human capital' as 'skill and knowledge which enhances the worker's productivity', irrespective of where the worker is employed. 'Specific human capital', he defines, as the 'skills which can productively be used by the worker's current employer' (p 15).

To elaborate on this, while it has traditionally been attractive for enterprises to contribute to investment in specific human capital to increase productivity, this has rarely been the case in regard to investment in general human capital, for example, literacy and numeracy.

Australia's adoption of a new system for vocational education and training, combined with a major thrust towards multiskilling, broadskilling and upskilling, has encouraged many industries and enterprises to view general skills and knowledge in a different light. In consequence, many workers across the country are now encouraged to increase their level of both generic and specific skills, both for their immediate work role and to underpin the acquisition of further specialist skills and knowledge.

Australian industry is subject to increasing pleas to become more competitive and its workforce more innovative and more flexible, in anticipation of the country becoming more accountable, having higher level quality control and, in consequence, being more competitive. It is necessary, therefore, to introduce ways of improving human performance, and these are dependent on the development of new systems of training, systems which are more relevant to the needs of industry, more flexible and more cost effective. To address such pleas, Australia has moved to a competency-based education and training system.
3.3.9 Competency-based training

In 1990 the New South Wales TAFE Authority considered that CBT had specific benefits, which led to the Authority arguing that CBT programs would ensure that 'appropriate standards' were met; that learners would have 'opportunity to develop the skills, knowledge and attributes required in the modern workplace'; that 'rigid barriers to training' were removed; that 'self-pacing' was facilitated; that 'existing skills and experience' were identified and that learners would be encouraged 'to improve their own performance' until the 'required standard' was reached, 'rather than encouraging competitiveness between learners'. Additionally, it was felt that CBT programs were 'more appropriate in developing a spirit of cooperation and teamwork' (NSW TAFE, 1990, pp 98-99). Then in 1992 the National Training Board described competency based training as follows:

competency based training (CBT) refers to training concerned with the attainment and demonstration of specified skills, knowledge and their application to meet industry standards rather than with an individual's achievement relative to that of others in a group. It is "criterion-referenced" rather than "norm-referenced". (National Training Board, 1992a, p 57)

As the NTB's definition demonstrates, competency-based training is clearly an outgrowth of behaviourism (Gonczi and Hager, 1992) and, as such, may be linked to the earlier work of J B Watson (1878-1958), who argued that psychologists should study environmental events (stimuli) and observable behaviour (responses) (Graves, 1923; Brubacher, 1966; Cohen, 1979). Further, CBT has elements of programmed learning, a learning theory developed by Berrhus F Skinner based on Edward Thorndike’s stimulus-response theory (Thompson, 1971; Blake et al, 1975). Yet competency-based training is more holistic, for it also has elements of conceptual-empiricism and, even more noticeably, cognitive psychology (Gagne, 1965; Bruner, 1966; Block, 1971; Bloom, 1976).

To expand on the notion of CBT offering a more holistic approach, the model adopted by Australia introduces 'the role of judgement' to performance measurement (Preston and Walker, 1993, p 118) and encourages reflection through 'intelligent skill knowledge' which requires
'insight, understanding and intelligence' (Pearson, 1984, cited in Preston and Walker, 1993, p 118). Through a combination of elements of both behaviourist and cognitive psychology, which has enabled the more holistic approach to be adopted, knowledge and other key attributes which underpin competencies are able to be appropriately recognised and these help to overcome the narrowness of traditional behaviourism. Yet, despite Australia's adoption of a more holistic competency paradigm, competency-based training remains the subject of much debate (Ashworth and Saxton, 1990; Sandberg, 1991; Beevers, 1993; Jackson, 1993a and 1993b; Penington, 1993; Winning, 1993a and 1993b; Stevenson, 1994a), which I have discussed in a separate paper titled 'Toward Workplace Reform: Australia's Shift to a Competency-based System for Vocational Education and Training' (Wakefield, 1994). However, I feel it would be remiss of me to not include some of the arguments raised against competency-based training in this section.

Nancy Jackson of McGill University, Canada, avers 'that the competency paradigm has not and probably will not' contribute to learning improvement 'in most of the educational contexts where it has been applied' (1993a, p 46). John Stevenson of Griffith University, Queensland, considers the competency-based system to be thwart with danger, summarising the 'danger' to include an over emphasis on 'individual' and 'predictable tasks', thus overlooking the more 'complex' tasks; ignoring the 'development and assessment of higher level abilities', which are necessary for 'adaptation, problem-solving, innovation and creativity' and that concentration on 'observable and measurable performance-based outcomes' will result in 'such attributes as cooperation, autonomy, teamwork, spontaneity, responsibility, reliability, group effectiveness, and patience' being ignored (Stevenson, 1994b, p 35). While Bert Beevers, Senior Curriculum Consultant, Department of Employment, Vocational Education and Training, Western Australia asserts that 'There is no space in the curriculum model for workers to think for themselves, their fellow citizens, society at large or even the world of work' (Beevers, 1993, p 103). Here I point out that most of these concerns are actually addressed through the Mayer Key Competencies.
Martha Kinsman of the ACT Institute of TAFE avers that CBET 'atomizes learning' (1992, p 34), for it fails to take account of the importance of 'integration' and 'transferability of skills', which, she adds, are imperative for the adaptable labour market which the competency-based system is intended to achieve (p 34). Kinsman further argues that the approach 'discourages the development of problem solving skills', while 'the rigid behavioural objectives' impede 'the development of critical thinking' (p 34). In consequence, the system will encourage a different type of learning, one which will inhibit 'imagination, initiative and creativity' (p 34). Although, Kinsman does add that a number of such problems have been addressed, and to support this position cites the inclusion of 'range statements', which describe the 'transferable application of skills' (p 34).

Many concerns have been raised in relation to an over-emphasis on skill formation, which, some theorists argue, is against the basic elements of a 'rational curriculum code', that is, 'that a curriculum should be constructed on the knowledge that individuals and, through them society, have freedom of choice' (Lundgren, 1984, p 31), which I have discussed in a separate paper titled Towards Postmodernism: The Evolutionary Processes (Wakefield, 1991a).

When examining VET curriculum policy, Anne Winning links the 'input from employers' to economic rationalism:

A further feature of the current VET curriculum policy is the convergence of vocational and general education. Although there are potential gains in terms of humanistic education within this move, the imperative driving the move is that of people other than educationalists. Due to the input from employers, there is the likelihood that major emphases will be placed on competencies deemed appropriate for current labour market requirements. Thus, the move serves to accommodate the human capital assumptions of the economic rationalist philosophy. (Winning, 1993a, p 110)

Although, Winning does go on to explain that despite these criticisms, 'there are some possibilities inherent in CBT for a more humanistic approach toward education', firstly, 'it allows access to higher education' by those for whom 'it was previously virtually unobtainable' and the flexibility enables an individual 'to more easily advance later in her/his career' (Winning, 1993a, p 111).
In the context of general education, Andrew Gonczi, when specifically discussing the development of key competencies, writes:

One reading of this development is that it is part of a conservative agenda to capture education in the interests of capital. Another however, is that it is essential to equity policy - the desire to increase life chances of individuals (most often those from working class backgrounds) failed by the traditional education system. Thus we have the interesting situation where supporters of both the political left and right advocate and oppose these reforms with equal fervour. (Gonczi, 1995, p 1)

Despite criticisms being raised, Government impetus for vocational education and training reform, underpinned by competency based training, continues.

In relation to CBT, it is pointed out that although the Government's shift to a competency-based system for vocational education and training has spurred much criticism and has encouraged new attacks on the competency movement, competency-based training is far from new in Australia. Competency-based training has been trialed across different educational sectors since the early 1980s and has encompassed such diverse fields as 'teacher education, industrial staff development, primary school mathematics, panel beating, spray painting and wool classing' (Harris et al, 1985, p 10). As early as 1980 TAFE Services Victoria adopted the Instructional Systems Model for vocational education, which became the recommended model for curriculum development throughout TAFE, and which encouraged CBT to be used in courses as varied as motor mechanics, hairdressing and office administration.

3.3.10 Key competencies

The Australian forerunner to the AEC's key competencies was the 1989 document titled *The Hobart Declaration on Schooling*, which argued for 'ten common and agreed goals for schooling' (Randall, 1993, p 49) as, prior to its release, it was accepted that 'learning area statements and profiles' would focus on 'eight learning areas', these being 'English, health, languages other than English, mathematics, science, studies of society and environment, technology and the arts' (p 49).
Two years later, in 1991, the AEC formed a Committee, chaired by Brian Finn, to review young people's participation in post-compulsory education and training. The Report of the Australian Education Council Review Committee titled *Young People's Participation in Post-Compulsory Education and Training*, or the Finn Report as it has become known, identifies six key competencies which are considered as being essential for all young people to learn in their employment preparation:

- language and communication;
- mathematics;
- scientific and technological understanding;
- cultural understanding;
- problem solving; and
- personal and interpersonal characteristics

(AEC, 1991, p x)

Key competencies, which are also termed core skills, generic and general skills, are of importance in determining the learning which should occur to help 'facilitate the entry of young persons to the workplace and to perform life roles', for, due to their generic nature, key competencies underpin 'all competent performances' (Haworth and Browne, 1992, p 2).

Following the Finn Report (1991), the Mayer Committee, named after its Chair, Eric Mayer, was established and, comprising a total of twenty-eight members, was charged with the responsibility of 'further developing the key competencies concept' (Borthwick, 1993, p 22).

In September 1992 the Committee completed its final report, *Putting General Education to Work: The Key Competencies Report* in which seven key competencies are proposed. The Committee holds that the key competencies which they have identified are essential for 'effective participation in the emerging patterns of work and work organisation' (AEC and MOVEET, 1992, p 3), and list them as:
Collecting, Analysing and Organising Information
Communicating Ideas and Information
Planning and Organising Activities
Working with Others and in Teams
Using Mathematical Ideas and Techniques
Solving Problems
Using Technology

(AEC and MOVEET, 1992, p 3)

It is important to note that similarity exists between the above seven key competencies and their equivalent in other countries. In the United Kingdom they are identified as 'core skills'; in the United States as 'workplace know-how' and in New Zealand as 'essential skills' (Borthwick, 1993, p 30).

3.4 DEVELOPMENT OF COMPETENCY STANDARDS

3.4.1 Overseas developments


Focusing on England, Wales and Northern Ireland, the remit excluded Scotland, due to its having an independent system of education and a similar council, namely the Scottish Vocational Education Council (SCOTVEC).

Although SCOTVEC holds a similar position to the NCVQ, its parameters encompass the dual roles of awards body and that of accrediting agency, charged with the responsibility to develop a 'framework of Scottish

The National Vocational Qualifications, or NVQs as they have become known, are derived from competency standards determined through analysis of skills and knowledge considered necessary for particular vocations (Jessup, 1991).

In New Zealand the 1990 Education Amendment Act brought about the establishment of the New Zealand Qualifications Authority (NZQA), a statutory body charged with the responsibility of coordinating all qualifications in the country's post-compulsory education sector. The NZQA formed an eight tiered National Qualifications Framework, built on unit achievement.

The NZQA policy introduced the concept of 'standards-based assessment', the term applying to the performance standards specified for each unit registered on the National Qualifications Framework. It is stated that assessment methods, developed by teachers and other educational providers 'must enable valid and reliable judgments to be made about whether learners have achieved the required standards' (Peddie, 1993, p 20).

3.4.2 The National Training Board

A National Training Board was considered necessary by the Commonwealth Government to set industry standards from entry-level to para-professional level, then, following agreement by Commonwealth, State and Territory Governments to establish a new national Board for the development and endorsement of competency standards for occupations and industries, in April 1990 the National Training Board commenced operation.

In Setting National Skills Standards: A Discussion Paper, July 1990, the Board's Chairman, Graham Slee, AM, introduces the Board,
explaining that it has 'been created to provide a focal point for the development of skill standards' which, in turn, 'will underpin the structural adjustment process' (NTB, 1990, p 1).

In *National Competency Standards: Policy and Guidelines*, it was pointed out that the 'competency standards system that Australia adopts cannot be imported' for it was perceived that 'it must be developed to match Australian needs and contexts' (NTB, 1991a, p 4).

In describing what were considered to be the key outcomes of the new competency standards, the National Training Board writes:

The first and most important outcome required of the national standards system is that it should lead to an effective, efficient, responsive and coherent national vocational education and training system. When this is achieved, the national standards system will contribute to improving the flexibility of Australia's economic structure. (NTB, 1991a, p 4)

The NTB defines the term 'competency' as:

A competency comprises the specification of the knowledge and skill and the application of that knowledge and skill within an occupation or industry level to the standard of performance required in employment. (NTB, 1991a, p 7)

Since the time of its establishment, the National Training Board has become a focal point for Australia's workplace and vocational education and training reform. In an article titled 'The NTB ... who we are and what we do' which appeared in *NTB Network*, the role of the NTB is described as being 'to assist industry to develop and then endorse national competency standards' for both 'occupations and classifications in industry or enterprise awards or agreements' (NTB, 1991b, p 1).

Following agreement by the Ministerial Council (MINCO) at its May 1995 meeting, on 1 July 1995 the functions of both the NTB and ACTRAC were subsumed into a newly established Standards and Curriculum Council (SCC) of ANTA (NTB, 1995).
3.4.3 Australian Standards Framework (ASF)

The NTB was also responsible for the development of a framework, capable of establishing relevant reference points, on which the new competence-based training system could be based. A framework was also necessary for benchmarking prior learning experience, both formal and informal, and for learning experiences which occurred overseas.

The outcome was the development of the Australian Standards Framework (ASF), which, comprising eight levels of competence, was considered sufficiently expansive to accommodate the range of competencies held by the Australian workforce. In addition to establishing suitable points of reference, the Board also planned for the new standards framework to provide 'an opportunity to achieve national consistency in the range, value and nomenclature of vocational qualifications' (p 12).

In December 1991 the NTB described the recently established Australian Standards Framework as 'a key component of the new national competency based training and accreditation systems' which are 'expected to deliver what industry needs in terms of competencies in the workplace' (1991c, p 6).

3.4.4 Industry competency standards

In 1991 the National Training Board published a format which was to apply to all future competency standards development and which included four integral components, namely: competency, unit of competency, elements of competency and performance criteria. In addition to these components, the Board also outlined the purpose of range of variables statements, which set out 'the range of contexts and conditions to which the performance criteria apply' (1991a, p 23).

Industry competency standards, which are aligned to the Australian Standards Framework, are intended to promote 'the identification and
portability of the standard', and to provide 'a pointer for the
transferability of its constituent units', not 'to provide a basis for
determining wages or salaries for each classification within an award'
(NTB, 1991c, p 6).

In July 1991 Eliminating Gender Bias in the Development of National Competency Standards: An Addendum to National Competency Standards Policy and Guidelines (1991d) was released. The document outlines the policy and guidelines developed by the Board on gender issues, and provides checklists, suggestions and methods of analysis for the elimination of gender bias in standards development.

In October 1992 a revised edition of National Competency Standards: Policy and Guidelines was published. The second edition highlights a number of changes, particularly in relation to the level descriptors relating to the Australian Standards Framework, which appear broader and less prescriptive.

When providing guidelines on the preparation of competency standards, the Board again cites the need to identify elements of competency and to stipulate performance criteria, but is more definite as to the inclusion of a range of variables statement, arguing that this 'performs a number of significant functions in a standards system' (NTB, 1992a, p 32). Further, the Board recommends the inclusion of an evidence guide, which should 'indicate the contexts within which an individual would need to be assessed' (NTB, 1992a, p 33). The Board also classifies competency standards into three different types: 'industry standards', 'cross-industry standards' and 'enterprise standards' (pp 37-40).

To assist in the development of industry standards, Competency Standards Bodies (CSBs) have been established:

A Competency Standards Body (CSB) is one that is formally recognised by the Board for the purpose of developing, maintaining and submitting national competency standards for endorsement. (NTB, 1992a, p 47)
In general, CSBs are:

... drawn from a network of national, state and territory Industry Training Advisory Bodies (ITABs), and/or from bodies established or recognised under industrial awards for this purpose. (NTB, 1992a, p 47)

For example, in 1992 the National Office Skills Formation Advisory Body (NOSFAB) was recognised as a CSB, which, in 1993, led to the release of the National Clerical-Administrative Competency Standards (Private Sector). NOSFAB is considered to be a peak industry body, the membership of which represents employers and employees across different industry sectors.

In April 1993 the NTB considered that standards were 'the starting point of Australia’s CBT system' (NTB, 1993a, p 6). This argument was put forward as standards and performance criteria, largely determined by industry representatives, dictate the content of curriculum, and, as the NTB describes:

Training and education providers are then to base their courses and training programs on enabling or assisting individuals to achieve these standards, knowing that this is what industry actually does, and wants people trained for. (NTB, 1993a, p 6)

Earlier the impact of competency standards on vocational education and training curriculum had been raised in a discussion paper circulated by the State Training Board, which, under Key Principles for Curriculum, 5.1.1 reads:

Curriculum should respond to identified industry training needs and provide outcomes in terms of nationally approved competency standards. (State Training Board, 1991, p 10)

This appears all very well in theory, but, as Perce Butterworth points out in an article titled 'Is CBT the answer?', which appeared in the Australian Training Review in 1992, the 'high-level dependence on industry is questionable on a number of grounds', which leads Butterworth to ask the question, 'can industry clearly identify and articulate what competencies are required?' (Butterworth, 1992, p 22).
Despite such concerns, Australia has made the shift to the competency paradigm and it appears that there will be no turning back, as the development of industry-based competency standards increasingly serve to underpin curriculum development. This was demonstrated in August 1993 when the NTB redefined the Board's role, stating that standards, in addition to providing 'the benchmarks for assessment', were also 'enabling people to be sure that the system is delivering what industry has asked for' (NTB, 1993b, p 7). Thus, industry has assumed the role of expert in regard to vocational education and training, leaving the educators to follow where and when they can.

To expand on this argument, in an article titled 'Bridging the gap: achieving curricula which reflects industry standards', Bob Cooper, a past member of the NTB standards team, uses the term 'Workplace Assessment Target' (Cooper, 1993, p 9) to describe the performance to be demonstrated and assessed at the trainee's place of work. For, as Cooper explains, when the Workplace Assessment Targets are identified, they can then be used as the basis for both on- and off-the-job development.

To provide a further indication of the country's commitment to competency standards, in the August 1993 edition of *NTB Network* the NTB advised, 'Coverage of over 2 Million Workers Achieved' (1993c, p 4), thus the NTB considered that it was 'well on the way to achieving its mission' (p 4).

### 3.4.5 Competency standards for the professions

Unlike the urgency to apply competencies to the vocational area, introduction into the professions has come more slowly. The professions which have adopted the competency paradigm have primarily done so for five reasons: to enhance career structures; to encourage articulation for trade and technical workers to a higher level; to assist in the recognition of skills and qualifications gained; to comply with national requirements for registration and to encourage greater portability of skills and knowledge across the country (Preston and Walker, 1993).
In 1989 the National Office of Overseas Skills Recognition (NOOSR), an outgrowth of the Commonwealth Government's multicultural agenda, was created in an attempt to overcome the barriers to acceptance of overseas qualifications and the failure of recognition for knowledge and skills gained outside Australia. However, this was only part of the role which NOOSR was to play, for as well as 'assisting those with overseas qualifications' (Heywood, Gonczi and Hager, 1992), NOOSR encouraged the spread of competency standards to the professions.

In discussing the development of competency-based standards for the professions, Gonczi, Hager and Oliver (1990) focus on developments which have occurred in the pharmaceutical, nursing, legal, medical and engineering professions. In the light of these developments, it is interesting to note Cherry Collins' argument that the 'Australian Standards Framework is based upon behaviourist assumptions', thus the competency-based approach has greater relevance to 'concrete skills and products' (1993, p 4), where overt behaviours enable competence to more readily be inferred and, even rated. There are difficulties, Collins explains, in endeavouring to assess abstract thoughts and attitudes:

Surgery and hairdressing are much easier to rate than psychiatry and childcare. (Collins, 1993, p 4)

To further address the debate on competency standards for the professions, in an article titled 'Is there a Cogent Philosophical Argument against Competency Standards?' (1994), Paul Hager claims that 'the traditional dichotomy which exists between 'vocational education' and 'genuine education' (p 4) dominates the thoughts of many individuals in the tertiary sector. Hager also adds that many individuals in higher education show no indication of knowing what the competency standards developed for the different professions actually comprise, from which he concludes:

... that the debate has been clouded by dubious assumptions about the nature of vocational education. These assumptions have, in turn, created confusion about the relation between competence and knowledge, and hence about the kinds of learning required to attain competence. (Hager, 1994, p 7)
As Hager's position further demonstrates, critics dichotomise competency-based education and training between vocational and higher education. They argue that while CBET is appropriate for vocational skills, it is inappropriate for higher level skills and knowledge.

3.4.6 Competency standards for the teaching profession

In April 1992 A Guide to Development of Competency Standards for Professions was published. The authors, Lindsay Heywood, Andrew Gonczi and Paul Hager, use content from the teaching of Adult Basic Education to provide an example of performance criteria, considering that such content reflects 'a broad range of underlying attributes that enable competent performance' (Heywood, Gonczi and Hager, 1992, p 38).

In raising the development of competency standards for teachers, I will now turn to the National Project on the Quality of Teaching and Learning (NPQTL), which commenced in 1991. In a comprehensive record of the achievements by the Working Party during Phase 1 of the development of National Competency Standards (NCS) for teaching, an 'integrated approach' which 'analyses the professional skills and attitudes' that are 'required of teachers in the context of performance of realistic professional tasks' (Working Party on Professional Preparation and Career Development, 1992, p 4) is supported.

The outcomes from Phase 1 of the project include a generic set of five units with their elements, related case summaries and performance criteria. The units comprise: 1 - Teaching Practice; 2 - Student Needs; 3 - Relationships; 4 - Planning and Evaluating and 5 - Professional Responsibilities (Louden, 1992, pp 13-17).

In a paper titled 'National Competency Standards for the Teaching Profession: A Chance to Define the Future of Schooling or a Reaffirmation of the Past?' (1993), Sharan Burrow, Federal President, Australian Teachers Union and ATU representative on the National Project on the Quality of Teaching and Learning, explains why the
development of competency-standards for the teaching profession has not been completed, concluding with the view that 'the profession is not and should not be opposed to standards', only 'to standardisation' (Burrow, 1993, p 111).

Sharan Burrow further explains that although five papers were commissioned in 1991, the process of developing competency standards for the teaching profession 'is still in its infancy' (1993, p 112). Perhaps a reason for this continued state of 'infancy' is that many teachers do not accept the NTB's format, considering the use of performance criteria to be both prescriptive and restrictive. Others argue that it is a form of performance appraisal, and link it to the old 'inspector system'. In 'Competency standards in teaching: Exploring the case', March 1993, William Louden and John Wallace cite similar concerns in relation to the acceptability of competency-standards across the teaching profession. Then, in September 1993, William Louden put forward the alternatives if work on the development of competency standards for teachers were to continue:

\[
\text{Given the poor fit between the NTB's framework of precision and our case-based competency framework, there are at least two appropriate responses: abandon our work because it does not fit the template; or modify the template to ensure a better fit with what we know about the complex workplace problems of professional practice. (Louden, 1993a, p 19)}\]

In a later article on the development of competency standards for teachers, Louden again argues the need for a framework which provides a continuum of competence, an argument which he bases on his earlier works (NPQTL, 1993; Louden and Wallace, 1993; Louden, 1993a and 1993b) and, to achieve this, he suggests modifying the NTB's recommended format of unit, element and performance criteria by making two additions: firstly, the inclusion of case studies representing tasks which are typical of the element and which would be linked to the template, and secondly, 'validating the position of each case study on a continuum of competence established for each element of competence in the framework (Louden, 1994, p 102).
3.4.7 Victorian TAFE Teacher Competence Statements

The developments mentioned do not focus on TAFE teacher competency standards, which have yet to be developed. The first move in this direction, however, may be traced to the preparation of draft competence statements for TAFE teachers which were identified in the August 1992 publication, *TAFE Teacher/Industry Trainer Draft Competence Statements*, jointly prepared by Broadmeadows College of TAFE and Holmesglen College of TAFE. The units of competence totalled 46, while the elements of competence totalled 375.

3.4.8 Revised Victorian TAFE Teacher Competence Statements

As an extension of the earlier work, and in order to validate the competence statements, a second project was undertaken by Broadmeadows College of TAFE and Holmesglen College of TAFE.

The commissioning of the project occurred at the Victorian State level, with the project being considered a 'phase' in the broader context of developing competency standards for TAFE teachers (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993, p 2). On completion of the validation phase, funding was withdrawn, in anticipation of future funding being made available for a more extensive project with a national focus.

In the Project Report titled the *Revised Victorian TAFE Teacher Competence Statements*, Sally Denning of Broadmeadows College of TAFE explains the outcomes of the project and the revisions to the initial competence statements which were found to be necessary:

To ensure a document that is both meaningful and useful to the profession, the project team abolished the areas of competence outlined in the draft document and consolidated the number of units of competence to seven and the number of elements to 58. This is in contrast to 46 units of competence and 375 elements of competence in the draft document (August 1992). (Broadmeadows COT/Holmesglen COT, 1993, pp 1-2)
Before looking more closely at the revised competence statements, I would like to firstly establish that, for the TAFE teacher, a broader skills requirement had previously been identified in *TAFE Teaching Service Award* (FTUV, 1992).

In the *Revised Victorian TAFE Teacher Competence Statements* (1993), the number of units of competence have been reduced from 46 to seven, and the number of elements from 375 to 58. The seven units, described by competence statements, are:

UNIT 1.0 Identify Learning/Training Needs  
UNIT 2.0 Develop Training/Education and Resources  
UNIT 3.0 Deliver Training/Education  
UNIT 4.0 Assess Participants  
UNIT 5.0 Evaluate Training/Education and Resources  
UNIT 6.0 Manage and Promote Training/Education  
UNIT 7.0 Develop Curriculum  

(Broadmeadows COT/Holmesglen COT, 1993, p 26)

Perhaps what is most significant about the revised competence statements and their corresponding elements of competence is their inclusion of skills which, traditionally, TAFE teachers have not been expected to perform.

While it is understood that the competence statements cross different levels of the teaching profession, and, as such, some teachers may not have the opportunity to demonstrate them, they are an indication of what teachers are expected to do, and, in consequence, they help to identify the breadth of staff development which is necessary to enable teachers to further their careers.

3.4.9 Competency standards for assessors and workplace trainers

Unlike the teaching profession, which did not have a Competency Standards Body, in June 1991 the National Training Board endorsed a
Competency Standards Body for Workplace Trainers. The CSB was formed with the specific intention of:

(a) developing standards for workplace trainers,
(b) presenting workplace trainer standards to the NTB for endorsement,
(c) marketing the endorsed standards,
(d) monitoring the use of the standards,
(e) reviewing the standards as required.

(CSB - Workplace Trainers Ltd, 1992, p i)

The 1992 Workplace Trainer Competency Standards are divided into two categories: Category 1, which relates to persons who are involved in training, but where training is not considered a major part of their working role and Category 2, which applies to persons who are extensively involved in training, and where training is considered a prime component of their job. It is anticipated that these standards will impact on the future development of competency standards for TAFE teachers.

Both categories of 'guideline standards' were endorsed by the National Training Board on 10 April 1992, although the NTB did require that they be reviewed by the end of 1993.

During 1992, Competency Standards were also developed for Assessors, following VEETAC's commissioning of a Competency Standards Body which would have responsibility for both Assessors and Workplace Trainers. In February 1993 the Assessor Competency Standards were endorsed by the NTB and subsequently placed on the Australian Register of Standards, with the intention that they be revised in December 1994.

The review of the Workplace Trainer Competency Standards began in September 1993, and, as Bryan Jones, Chairman, CSB - Assessors and Workplace Trainers explains, 'the review process highlighted the need to change the original standards in a number of ways' (1994 p ii). The major changes are summarised:
- Jargon has been removed and the language simplified.
- An Evidence Guide has been included ...
- Assessor competencies have been included in the Category 2 Workplace Trainer Competency Standards. ...
- Greater emphasis has been given to the process of learning and to the influence that trainee characteristics such as language, literacy and numeracy skills have on the design and delivery of training. ...
- The number of units in the revised standards has been reduced by amalgamating some previously separate units. (CSB-Assessors and Workplace Trainers, 1994, p iii)

The Revised Workplace Trainer Competency Standards were endorsed by the NTB on 30 June 1994 'and are valid until July 1999' (NTB, 1994, p 10). According to the NTB the standards 'are an essential resource for anyone involved in workplace and educational training in Australia' (p 10).

In an article which compares four alternative models and based on standards developed for workplace trainers in Britain, Canada, the United States and Australia, John Garrick and Rod McDonald argue that:

> Competence standards are critical not only for trainers, but also for industry and the professions. Trainers will generally be at the forefront of the introduction of competence-based standards and will be required to interpret, implement and ultimately assess standards. (Garrick and McDonald, 1992, p 16)

Since their initial endorsement by the NTB in April 1992, the acceptance and use of standards for workplace trainers has been gathering momentum, as an article which appears in *Training and Development in Australia* confirms (McDonald and Garrick, 1993).

As TAFE teachers increasingly assume the role of workplace trainers and assessors, there is the expectation that they, too, will need to demonstrate the Workplace Trainer Competency Standards.

As an indication of this expectation, in a February 1996 Gordon Institute of TAFE Intra-College Memorandum, written by Cathy Down, 'teachers with approved teacher training' are encouraged to undertake a 'Workplace Trainer Category 2 conversion program' (1996a, p 1).
3.5 TAFE AND INDUSTRY

3.5.1 Facing competition in the marketplace

In August 1990, Terry Moran, General Manager of the Office of the State Training Board, addressed a number of Gordon Technical College staff at the College’s Strategic Planning Conference. According to the Conference Report, 'The buzz words of the 90s will be 'competitiveness', 'flexibility', 'efficiency' and 'client orientation' (Gordon Technical College, 1990, p 3). To further augment this view, the report reads:

Overall demand for training (and retraining) will increase whilst government funding will decrease. TAFE can either shrink as government funding declines or sustain itself and grow by becoming more active in the training marketplace. (Gordon Technical College, 1990, p 3)

The report concludes:

Terry Moran's message was crystal clear - the solution to current financial problems lies in greater efficiency, competitiveness, flexibility and the ability of the College to get clients to pay for services.

We will be a College dependent on declining government handouts, concentrating on pre-employment courses for a shrinking group of school leavers OR we will become vibrant, exciting, busy, responsive and an integral part of industry training?

Put simply, the choice is ours ... (Gordon Technical College, 1990, p 6)

Thus, the Gordon's Directorate identified the need for a paradigm shift away from the conceptual framework for TAFE as laid down in the Kangan Report (1974), where an ameliorative approach to education fostered the betterment of the individual:

The main purpose of education is the betterment and development of individual people and their contribution to the good of the community. (Kangan, 1974, p xxiii)

And purported the need for the College to become responsible, competitive and an integral component of industry training (Gordon Technical College, 1990).
Then, on 1 July 1993 the Gordon, like other Victorian TAFE Colleges and Institutes, moved to College-based employment following the introduction of the Vocational Education and Training (College Employment) Act, which served to also increase competition between TAFE Colleges, for, as Cliodhna Rae, President of the TAFE College Councils Association of Victoria Inc (TCCAV) writes:

As we go into the next twelve months there will be challenges to meet and difficulties to overcome for us all. These will arise from the pressure on colleges to reform their employment practices and will be brought about in part from the change in our financial circumstance and both inter and intra TAFE competition. (Rae, 1993, p 4)

To provide further evidence of TAFE colleges being exposed to increasing competition in the marketplace, the State Training Board Annual Report 1992-1993 lists as a priority issue to be addressed:

Promoting competition for funds between public and private providers to improve the quality and efficiency of service provision throughout the STS. (State Training Board, 1994, p 17)

The emphasis on continued development of a competitive training market was also made in the State Training Board’s Strategic Directions for Vocational Education and Training:

The Government intends to continue to develop a competitive market culture in the Victorian training system. (State Training Board, 1995a, p 11)

In the Director’s Report, Gordon Technical College Annual Report 1994, Murray Cree, Director of the College, writes:

In many ways 1994 for the Gordon has been a year of transition during which it has readied itself for the increasing commercialisation and market competitiveness which will be key drivers in the years ahead. (Cree, 1995, p 7)

Also included in the Annual Report for 1994 are the sources of income, which, excluding major works, are:
<table>
<thead>
<tr>
<th>Year</th>
<th>State Grants ($)</th>
<th>Other Grants ($)</th>
<th>Self-generated ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>16,021,000</td>
<td>994,000</td>
<td>3,307,000</td>
</tr>
<tr>
<td>1991</td>
<td>16,517,000</td>
<td>2,154,000</td>
<td>3,817,000</td>
</tr>
<tr>
<td>1992</td>
<td>17,996,000</td>
<td>2,297,000</td>
<td>4,450,000</td>
</tr>
<tr>
<td>1993</td>
<td>17,828,000</td>
<td>3,341,000</td>
<td>4,889,000</td>
</tr>
<tr>
<td>1994</td>
<td>18,383,000</td>
<td>2,123,000</td>
<td>4,626,000</td>
</tr>
</tbody>
</table>

(Gordon Technical College, 1995, p 32)

The figures reveal that in 1993, 23.10 per cent of the Gordon’s income was self-generated, while the 1994 figure equates to 22.56 per cent.

It is pointed out that the Gordon also has a strong community focus, with seven campus locations, 540 staff, delivery of more than 150 courses and, during 1993-94, 14,600 enrolments (Gordon Technical College, 1995).

On 22 January 1996 John Maddock, newly appointed Director of the Gordon Institute of TAFE (the change of name occurred in August 1995), wrote a memo to Heads of Department on a proposed restructure. In the Introduction, John Maddock stresses that 'Any proposed structure must be industry driven and take into account regional, statewide and national directions' (1996, p 1) and that 'To succeed in this competitive training market, we must have the lowest possible cost structure' (p 2). As such, the Gordon’s continued commitment to VET, industry and entrepreneurial activities is again reinforced, as is the impact of market competition.

The Gordon is not alone in its move towards expanding entrepreneurial activities, as Annual Reports from other TAFE colleges indicate. Mr Charles Wilkins, Director and Chief Executive, Casey College of TAFE (now Casey Institute of TAFE) writes:

> Entrepreneurial activity is a vital part of our operations and, encouraged by State and Federal governments, has resulted in a change in the culture of the College. (Wilkins, 1995, p 6)

In reflecting on the events for 1994, Michael Smith, Director, Western Metropolitan College of TAFE reveals:
Most outstanding was the College’s success in attracting funding for important programs and projects from a variety of funding sources ... (Smith, 1995, p 7)

In 1993 the Western Metropolitan College of TAFE earned $3,805,563 from commercial and facility income, against a total of $33,911,449 received from State and Commonwealth Government grants, while in 1994 the amount generated increased to $5,206,712 against a total of $34,643,781 received from Government grants (Western Metropolitan College of TAFE, 1995, p 47).

Like the Gordon, Western Metropolitan College of TAFE has encouraged entrepreneurial activities, increased industry liaison and workplace education and training, albeit on a much broader scale. To further demonstrate the relative significance of workplace training and consultancy in TAFE college profiles, and increasing links with industry, the College’s 1994 Annual Report reveals a strong commitment to the appointment of industry consultants and the involvement of staff in industry-based training, for example:

School of Building and Design

In 1994 the School continued to expand its links with industry by maintaining its focus on customised training to meet industry and individual needs through the provision of specially tailored industry programs, skills assessments and audits ... (Western Metropolitan College of TAFE, 1995, p 20)

School of Business Services and Computing

The school appointed its first industry consultant who developed ongoing relationships between the School and a range of industries and enterprises, including, West Footscray Engineering, Kindergarten Parents Victoria, Ajax Spurway, Smorgon Steel, Toyota, ICI, Task Force Consultants, Kemcor, South Pacific Tyres Group, Vantex, Don Smallgoods, Ansair, and Bunge (Australia). (Western Metropolitan College of TAFE, 1995, p 20)

School of Engineering

The School consolidated and expanded its links with manufacturing industries through the School’s training consultants, and also through direct department contact. As a result, a broad range of training activities took place across the State. In 1994, the emphasis continued on workplace training, tailored to specific enterprise requirements, and utilising self-paced and competency-based curriculum. Industry employees participating in training ranged from production workers to supervisors and managers. (Western Metropolitan College of TAFE, 1995, p 22)
In addition to the continuing emphasis that TAFE institutions and colleges place on attracting funds, there is still a major focus on community provision, as well as a growing impetus to underpin the needs of industry, as the Mission Statement for the Western Metropolitan College of TAFE (now the Western Melbourne Institute of TAFE) confirms:

Mission Statement

To provide relevant and accessible post-secondary training and education to meet the needs of Australian industry for a skilled workforce and to meet the needs of individuals in the western region of Melbourne for enhanced work and life opportunities. (Western Metropolitan College of TAFE, 1995, p 5)

Further confirmation of the major role which industry now plays is evident in *Australia’s Vocational Education and Training System Annual Report 1994*, Volume One, which states:

A major objective of the vocational education and training system is to provide training that reflects industry’s needs and priorities. Industry has a major role as both a client of the system and a provider of training. The Agreement which established ANTA provides for Industry Training Advisory Bodies (ITABs) to be an important source of advice at both the National and State and Territory levels. (ANTA, 1995a, p 5)

The Report goes on to demonstrate the important role that ‘unions and employer associations’ (p 5) play in the decision-making process:

National, State and Territory ITABs now exist in most industries to represent industry requirements in vocational education and training.

Industry:

- has members on the board of ANTA and on State Training Agencies
- provides advice on the development of national policy and priorities
- is involved with State and Territory training agencies in the development of training profiles
- is a major provider of training in its own right.

Both unions and employer associations play an important role in providing advice to the system and implementing changes. This involvement is through activities such as representation on ITABs, at both the State and National level, through representation on a range of special purpose working groups and national programs and projects and through implementation of training initiatives in the workplace. (ANTA, 1995a, p 5)
While in Volume Two of the Annual Report the valued input from Industry Training Boards (ITBs) into the development of training plans and their influence on OTFE's planning processes is stressed:

Industry training plans prepared by ITBs play a key role in identifying industry training priorities. A best practice program was established with ITBs which aimed to improve their operations and better inform OTFE planning processes. ... In conjunction with ITBs, the assumptions underlying OTFE's labour market training needs model were reviewed. This has resulted in more meaningful training projections and greater industry ownership of training priorities. (ANTA, 1995b, p 21)

3.5.2 Staffing TAFE

The literature indicates that the important role that TAFE has to play in the country's skill formation is well recognised, as is the importance of the TAFE teacher. In the 1980s, however, the general view was that training and skills development across the TAFE sector needed to be increased. There was also common criticism on the lack of staff development afforded to TAFE teachers, and as the ASTEC Report to the Prime Minister titled Wealth From Skills: Measures to Raise the Skills of the Workforce affirms, 'the most prominent' criticism of TAFE 'has been the lack of staff development' (ASTEC, 1987, p 3). In addition to the lack of staff development, the quality of staff development and the extent of skills held by TAFE teachers was also criticised.

ASTEC raised these concerns in 1987, yet training deficiencies had been recognised in Australia for some 'thirty years or more' (Commonwealth of Australia, 1989c, p 8), but it appears that little has been done to overcome them.

Many TAFE teachers, tenured and non-tenured, are expected to perform a wide range of duties and competently carry out a number of tasks without any formal training. While most tenured teachers do have teacher training, many have not kept abreast with the changes which are fast impinging on their profession.
TAFE has continued to be the key provider of vocational education and training, although in 1989 the ESFC found that:

In general, industry comments were critical of TAFE, but there were some exceptions. Improvements were called for in areas such as greater industry input to curriculum development, joint ventures and other collaborative arrangements between TAFE and industry, on-site delivery of courses, consultancy services and a more entrepreneurial approach to training, including a greater emphasis on fee-for-service courses. (Commonwealth of Australia, 1989a, pp 12-13)

These findings indicate that two assumptions are made about TAFE teachers. Firstly, there is the assumption that TAFE teachers have the ability to go beyond their normal classroom activities to liaise with industry on 'curriculum development'; to collaborate with industry; to deliver 'on-site' training; to offer 'consultancy services' and to become increasingly 'entrepreneurial' through 'fee-for-service courses', and, secondly, that they are willing to. Additionally, the improvements 'called for' indicate an expectation that TAFE teachers should acquire a far greater range of skills than has traditionally been the case.

In a discussion paper prepared by Paul Byrne, Federal TAFE Secretary, Australian Teachers Union and circulated by the ATU in 1991, it was pointed out that 'more than half of the hours taught in programs under the auspices of TAFE are' most likely 'taught by teachers who are not required to have a professional or even para-professional qualification' (Byrne, 1991, p 1). Additionally, Byrne adds, 'it is probably true that for more than half of the hours taught' teachers are not required 'to hold professional qualifications in their teaching area' (p 1). The situation is further exacerbated by the number of skills which TAFE teachers are actually required to demonstrate.

In 1990, Geoff Hayton identified the potential role which TAFE could play, particularly in the conduct of 'skills audits for individual companies' (Hayton, 1990, p 8). In the same year the National review of TAFE teacher preparation and development (TAFE National Centre for Research and Development) listed over 180 skills relating to TAFE teachers.
Also in 1990 Laurie Field identified three related approaches which trainers and TAFE teachers were using for workplace investigation, namely, 'exploratory studies of workplace problems', 'analysis of training needs' and 'task analysis' (Field, 1990, p 56).

In addition to these skills, personal qualities including 'critical analysis, interpersonal skills, independent learning, research and organisational skills' (Chappell, 1991, p 27) were identified, as well as the many contexts in which TAFE teachers were required to operate, which include 'a wider variety of client groups' in addition to 'industry liaison, fee-for-service courses and consultancy' (p 27).

As an indication of responsiveness to industry need and the breadth of a TAFE teacher's employment at the state level, the TAFE Teaching Service Award, effective from 5 April 1992, includes a broader role for TAFE teachers, with their employment including research, consultancy, development and training provision. Under 'Role Statement- Teacher- Specific Duties of Position', the Award reads:

(6) Teacher may participate in the delivery of teaching and educational services to industry and the community including:

(a) the conduct of training needs analysis and skills audits
(b) consultancy to external clients on training programs available or suitable for adaption, training materials, evaluation of in-house training programs
(c) development of programs to meet identified needs
(d) conduct of TAFE or externally developed programs in industry and/or community settings.

(FTUV, 1992, p 18)

Thus, the path was paved for TAFE teachers to be more pro-active in the workplace; to be involved in work force research, particularly training needs analysis and skills audits; to undertake new roles in consultancy; to develop new programs and to conduct programs, whether within a TAFE classroom or within industry and/or community settings.
In the State Training Board's publication, *Planning New Directions for Training in Victoria* (1990), the need for TAFE teachers to adapt to change was stressed, in addition to their being 'able to work in an increasingly commercial and competitive environment' (STB, 1990, p 11).

In 1994, a further expectation was placed on TAFE teachers by the National Promotion of TAFE Steering Committee. Following commissioning for the development of a tool kit by KPMG Management Consulting, it was identified that 'all TAFE staff' needed 'to be involved in marketing' (National Promotion of TAFE/Western Australian Department of Training, 1994, p i).

Focusing on five key points, the *TAFE Marketing Tool Kit* introduces TAFE staff to market research, service development, promotion, delivery and follow up (p iv).

3.5.3 **Staffing TAFE for the 21st Century - Phase 1**

The evolving roles of the TAFE teacher have been well documented (Field, 1990; Hayton, 1990; Chappell, 1991) as has the lack of teacher training (Byrne, 1991), yet in May 1992 the VEETAC Working Party on TAFE Staffing Issues, chaired by Greg Woodburne, expressed concern about the continuing lack of training for non-tenured TAFE teachers:

> Many temporary (non-tenured) teachers receive little or no teaching preparation even though they fulfil the same teaching responsibilities as their tenured colleagues. The fact that non-tenured staff are usually recruited for their specialist knowledge/skills does not guarantee that they are competent in the education and training concepts and practices. (Woodburne, 1992, p 15)

In 1992 the Woodburne Report, *Staffing TAFE for the 21st Century - Phase 1*, further disclosed that, when evaluated nationally, initial teacher training courses were not meeting the needs of either the TAFE teachers or their employing colleges.

The report raises the need for TAFE teachers to develop skills in 'andragogy', claiming that there is an overemphasis on 'pedagogy'
(Woodburne, 1992, p 71) and, from the perspective of the evolving roles of the TAFE teacher, the report reaffirms the need for teachers to have wider knowledge and a much broader skills base to equip them for the additional duties which are likely to be imposed.

As a result of these findings, and in an effort to achieve national consistency, the consultants for the report recommended that 'further agreements ... with higher education' should not be entered into 'for the duration of the second phase of this project' (Woodburne, 1992, p 91).

Many findings of the Woodburne Report were reiterated in December 1992 when the State Training Board released a special report titled 'TAFE: A Time of Change', the information for which was taken from the results of a study conducted by Chant Link Associates aimed at identifying TAFE teachers' perceptions about their existing and future roles. In relation to staff development, the findings indicated that teachers were concerned about the 'lack of teacher training of contract staff' and the lack of 'on-going training of all staff' (STB, 1992, p 9). In regard to entrepreneurial activities, teachers expressed concern over expectations for them to perform a dual role:

> Are we here to teach, to train, to educate, or are we here as a money making exercise. If we're supposed to be a money making enterprise, we'll do it, but we can't run the two systems together. (STB, 1992, p 9)

According to the report, teachers frequently raised the need for training to help them liaise with industry, resulting in the lack of skills in this area being cited as 'a major impediment to increasing the level of fee-for-service training' (p 10).

3.5.4 **Staffing TAFE for the 21st Century - Phase 2**

The following year, in February 1993, *Staffing TAFE for the 21st Century - Phase 2* was published. The report reiterates the need for staff development and argues the need for developing 'a highly skilled TAFE workforce' (Woodburne, 1993, p 3).
In an effort to overcome skill deficiencies, to upgrade TAFE and to strive towards best practice, the report recommends significant reforms in the area of human resources, both in management and in staff development, much of which it hopes to achieve through the development of 'competency standards relevant to TAFE's future directions' which, it is argued, 'will make a significant contribution to the quality of TAFE's services and to its own well-being' (Woodburne, 1993, p 8). Although, as the report points out, it is now up to the stakeholders, who may, or may not, wish to confront the many staffing issues in an attempt to introduce reforms across the TAFE sector.

3.6 PEDAGOGY AND ANDRAGOGY

The Woodburne Report raises the issue of initial teacher training courses overemphasising 'pedagogy' and insufficiently attending to 'andragogy' (1992, p 71). An explanation of these terms, in relation to adult education, will now be given.

3.6.1 The development of andragogy

During the systematic organisation of adult education in the 1920s, adult educators began to experience problems with the pedagogical model, for, being premised on the notion that the aim of education is the 'transmittal of knowledge and skills' (Knowles, 1980, p 40), the educators found that the adult learners resisted the pedagogical strategies they applied, including 'fact-laden lectures, assigned readings, drill, quizzes, rote memorizing, and examinations' (p 40). And, as Malcolm Knowles adds, the adult learners 'appeared to want something more than this' and, in consequence, the 'drop-out rates were high' (p 40).

To elaborate further on this argument, Knowles explains that education can no longer be defined as a process of transmittal, instead, it must be considered a process of lifelong learning and of continuing inquiry, whereby 'the most important learning of all - for both children and adults -
is learning how to learn the skills of self-directed inquiry' (Knowles, 1970, p 41).

In 1970 Malcolm Knowles wrote a text on adult education which he titled, *The Modern Practice of Adult Education: Andragogy versus Pedagogy*. In the text Knowles discloses correspondence between himself and the publishers of Merriam-Webster dictionaries, which led to the inclusion of the word 'andragogy' in their dictionaries.

Knowles distinguishes andragogy from pedagogy by raising a number of crucial assumptions which include: self-directedness, accumulated experience, lifelong learning, self-evaluation, critical reflectivity and learning mutuality (Knowles, 1970, 1980).

3.6.2 The andragogical debate

According to Philip Candy (1991), andragogy 'readily entered the vocabulary of adult education and gained widespread popular acceptance' due to its time of emergence in the early 1970s when 'self-expression and personal development were in vogue' (p 213).

However, from 1972 articles which were critical of andragogy began to appear (Houle, 1972; Hartree, 1984; Pratt, 1988; Mezirow, 1989), resulting in a body of literature being generally referred to as 'the andragogical debate' (Knowles, 1989, p 111). An article written by Ronald Podeschi in 1987, titled 'Andragogy: Proofs or Premises' provides an overview of the debate.

In writing from a critical perspective, Anne Hartree claims:

Knowles theory of andragogy fails to make good its claims to stand as unified theory because it lacks coherent discussion of the different dimensions of learning, then equally, viewed as philosophy, it falls short because it does not incorporate an epistemology. (Hartree, 1984, p 209)
In *The Modern Practice of Adult Education: Andragogy versus Pedagogy*, Knowles cites the earlier work of Eduard Lindeman who, in 1926, when introducing the term 'adult education' writes:

> Adult education, one begins to learn after prolonged observation, has not merely changed citizens from illiteracy to literacy; it has rebuilt the total structure of life's values. (Lindeman, 1926, p xviii)

For many years Malcolm Knowles was credited with the introduction of the term 'andragogy' to the United States. Then, in 1984 Stephen Brookfield traced a much earlier use of the term to 1927. Eduard Lindeman, together with Martha Anderson, after translating and interpreting a number of articles describing the folk-high schools of Germany, conceived the adoption of the term 'andragogy' to describe the method of adult learning, arguing:

> Schools are for children. Life itself is the adult’s school. Pedagogy is the method by which children are taught. Demagogy is the path by which adults are intellectually betrayed. Andragogy is the true method of adult learning. In andragogy theory becomes fact; that is, words become responsible acts, accountable deeds, and the practical fact which rises out of necessity is illuminated by theory. (Anderson and Lindeman, 1927, pp 2-3. Paper reproduced in Stephen Brookfield, 1987)

To add to this, in 1984 Stephen Brookfield identified one of the articles translated by Anderson and Lindeman to be a monograph written by Eugen Rosenstock, who used the term 'andragogy' during the 1920s, 'thus it is likely that Lindeman and Anderson drew on his writings in their exposition of andragogy' (Brookfield, 1984, p 189).

It is interesting to note that Knowles later cites Rosenstock's use of the term andragogy in *The Adult Learner: A Neglected Species*. Knowles explains that the term lay fallow until 1921 when it was used in Berlin by Eugen Rosenstock, a German social scientist who applied the term in a report to the Academy of Labor in Frankfurt when expressing his view 'that adult education required special teachers, special methods, and a special philosophy' (1984, p 50).
According to Knowles, Rosenstock was of the opinion that he had 'invented the term', for it was not until 1962 that he was informed of its earlier use by Kapp and Herbart (p 50).

In 1985, Joseph and Judith Davenport asked for 'the real father of American andragogy to stand up' (p 5), asserting that the assumptions of andragogy made popular by Knowles 'may be viewed as essentially a restatement of Lindeman's earlier ideas' (p 5). Later, in *The Making of an Adult Educator: An Autobiographical Journey* (1989), Knowles describes Lindeman as his 'first real mentor' (p 8).

There is much literature on andragogy and the andragogical debate. Although surrounded by a number of 'conceptual confusions' and 'lack of empirical evidence to support its claims' (Pratt, 1988, p 16), andragogy has become increasingly popular with adult educators. In making a comparison between the merits of pedagogical and andragogical relationships, Pratt concludes that:

> Pedagogical relationships ... are appropriate when learners are dependent on the teacher for direction. Andragogical relationships ... are appropriate when learners can be somewhat self-directing and may or may not need support. (Pratt, 1988, pp 167-168)

Four years earlier, in 1984, Knowles put forward a similar position:

> ... I now regard the pedagogical and andragogical models as parallel, not antithetical. ... In some situations, such as when learners of whatever age are entering a totally strange territory of content or are confronting a machine they have never seen before, they may be truly dependent on didactic instruction before they can take much initiative in their own learning; in such situations the pedagogical assumption of dependency is realistic, and pedagogical strategies would be appropriate. In many more instances, however, especially with adult learners, the andragogical assumptions would be realistic - particularly if the learners have had some orientation to self-directed learning - and andragogical strategies would be appropriate. (Knowles, 1984, p 12)

Knowles more recent position no long dichotomises the levels of education, yet it cannot be denied that as adults acquire new knowledge and skills, they undergo a change though which 'cultural and psychological assumptions', which were 'uncritically assimilated in childhood' come forward into consciousness and are 'critically evaluated for their validity.
in adult life’ (Mezirow, 1989, p 196). Of significance to adult educators is the extent to which 'contextual awareness and critical reflectivity' (p 196) emerge, enabling the enlightened adults to:

... bring into critical awareness the ideologies, paradigms, mind sets, orientations, psychological hang-ups, and frames of reference that have been internalised. (Mezirow, 1989, p 198)

In summary, both pedagogical and andragogical methods contribute to the learning experience, irrespective of whether the learner is an adult or a child. As such, it appears to be up to the TAFE teacher to decide which method is the most appropriate for each learning situation, and this decision will largely depend on the knowledge, skills and experience that each individual brings to the learning experience; on her or his ability to make informed choices and on the amount of direction that she or he needs.

3.7 WORK FORCE RESEARCH

The literature reveals that TAFE teachers are expected to expand their traditional teaching roles and become more pro-active in work force research (Field, 1990; Hayton, 1990; Chappell, 1991; FTUV, 1992; Broadmeadows COT/Holmesglen COT, 1993). In consequence, this section provides an overview of the common types of work force research.

3.7.1 Industry analysis

Industry analysis is the term used to describe an investigation to determine the boundaries of a particular industry. It is used to identify levels of activity across the industry; to determine potential industry growth and to anticipate the likely levels of employment within the industry.

Industry analysis identifies industry boundaries; it assesses the factors which will impact on current and future levels of activity, including technological change, and it investigates the affect that these activities
will have on future levels of performance and employment (Fuller, Oxley, Hayton et al, 1989).

3.7.2 Labour market analysis

A labour market analysis assesses the current and anticipated number of persons employed across a particular occupation, job cluster or job to determine present and future resource needs.

Labour market analysis is used to help establish an equilibrium across the labour market, thus avoiding occupation or skill shortfalls. It is also used to assist in the determination of funding allocations to education and training providers, while taking account of the impact that change, such as the development of competency standards, the impact of national curriculum and change brought about by new technology, will have on current and future occupations.

3.7.3 Occupational analysis

Occupational analysis is a collective term, defined as:

The identification of the current and likely future jobs within an occupation, and the duties and tasks which comprise each job, together with other relevant job information. (Fuller, Oxley, Hayton et al, 1989, p 22)

This definition places occupation in the broader context of an 'occupational group' or, as Paul Braden and Krishan Paul put forward in 1975, a 'cluster of jobs to achieve a set of logically related goals' (p 59).

While occupational analysis for the professions is considered to include:

- identification of the major areas or fields of practice within the profession
- specification of the duties and responsibilities of those employed in each area within the profession
- listing the major tasks of the profession

(Gonczi, Hager and Oliver, 1990, p 34)
Like labour market analysis, an integral relationship also exists between occupational analysis and vocational education training at both the macro and micro levels.

### 3.7.4 Job analysis

Job analysis, described by McMahon and Carter as a 'first level analysis' (1990, p 32), relates to the determination of components which make up a specific job.

Although specific, job analysis is not narrow, for it includes both 'a study of the work itself' and 'an analysis of the conditions and environment in which the work is performed' (Musselman and Jackson, 1984, p 163). Similar definitions were earlier given by Braden and Paul (1975), who consider job analysis 'as the process of determining by observation, study, interview, or reporting' the level of 'technical skill and attitudinal content of jobs' (p 57) and Zane Quible, who considers that job analysis relates 'to the formal process of collecting information about a job to identify the components involved in performing that job' (Quible, 1980, p 372).

A more expansive definition of job analysis is put forward by Stephen Robbins (1986), who includes the need to ascertain 'the knowledge, skills, and abilities necessary for an employee to successfully perform the job' (Robbins, 1986, p 397). While Theodore Abramson, Carol Kehr Tittle and Lee Cohen identify 'judgment' (1979, p 256) as a characteristic of job analysis, and, in so doing, raise the need for the analyst to also be involved in subjective decision-making.

### 3.7.5 Task analysis

Task analysis is a key component of both occupational and competency analysis, and, like job analysis, it may be undertaken independently. Fuller, Oxley, Hayton et al define task analysis as:
... the systematic analysis of the behaviour required to carry out a task with a view to identifying areas of difficulty and the appropriate training technique necessary for successful instruction. (Fuller, Oxley, Hayton et al, 1989, p 193)

This definition makes a direct link between task analysis and the identification of 'areas of difficulty' which might be rectified by future training. Whereas Anne Learmonth, in *Creating a learning environment in the workplace*, defines task analysis to be:

> A process for identifying the skills, knowledge and attributes required to do a particular task. (Learmonth, 1993, p 92)

There are a number of sequences which may be followed when conducting a task analysis (Braden and Paul, 1975; Zemke and Kramlinger, 1982; Field, 1990; Wolfe et al, 1991) and the decision as to which is the most appropriate will vary, depending on the requirements and complexity of the analysis. It is pointed out, however, that the task analysis approach has been criticised by teacher educators in the United States, who 'have shown a degree of unease about this methodology over the years', and 'this unease is also held by many industry trainers' (Chappell, 1991, p 22). Due to its narrowness, the task analysis approach has been accused of leading those writing the curricula to apply a deficiency model to their competency-based training programs.

In 1990, when using a task analysis approach to determine competencies for the nursing and pharmacy professions, which required dividing professional work into work roles, tasks and sub-tasks, concern was further expressed about the appropriateness of such an approach:

> ... it has serious disadvantages: lengthy checklists of competencies make assessment difficult and the atomization of areas of practice into discrete units ignores the holistic way in which complex professional practice is performed. (Gonczi, Hager and Oliver, 1990, p 4)

Similar concerns have also been raised by Geoffrey Masters and Doug McCurry (1990), who argue that lengthy checklists may not prove to be a reliable means of describing and assessing competence.
3.7.6 Competency analysis

Competency analysis is different from occupational analysis in that it focuses on the attributes required for job performance:

Competency analysis involves the identification of the various attributes which an individual brings to the job performance, including the knowledge, skills and attitudes. (Gonczi, Hager and Oliver, 1990, p 34)

Richard Curtain divides the competency identification process into three steps: task analysis, the gathering of information on knowledge, skills and attributes and defining the competency standard or performance level (Curtain, 1990). Similarly, three approaches to competency analysis have also been developed by Gonczi, Hager and Oliver (1990) for use in the professions. The integrated approach developed by Gonczi, Hager and Oliver could be described as an eclectic methodology which 'attempts to bring together the best elements of the other approaches' (Chappell, 1991, p 26).

3.7.7 Training needs analysis

The term 'need' is used by educators, teachers and trainers 'to imply or specify a discrepancy between an existing situation and some changed or desired set of circumstances' (Pennington, 1985, p 3492). A training needs analysis suggests a systematic method for measuring the identified discrepancy between the two. Like other forms of analysis, training needs analysis is interpreted differently by different people. The definition put forward by Geoff Hayton, and the one which has been adopted by TAFE, states that a training needs analysis is:

The assessment of the difference between the actual condition (what is) and the desired condition (what should be) in performance within an organisation (or a group of organisations) in terms of knowledge, skills and attitudes. (Fuller, Oxley, Hayton et al, 1989, p 22)

Training needs analysis is used to identify training requirement following diagnosis of needs, problems or performance deficiencies, where it is
perceived that appropriate training will rectify these. It is assumed that the discrepancy 'can be removed or reduced' by implementing 'a set of planned instructional interventions to those persons who have demonstrated a given discrepancy' (Pennington, 1985, p 3492).

### 3.7.8 Skills analysis

It is important to differentiate between a skills analysis and a skills audit. Terry Clark defines a skills analysis as:

...a systematic process which identifies the skills or competencies that are needed for each job. (Clark, 1990, pp 11-12)

A skills analysis focuses on a particular job. Usually the duties, tasks, sub-tasks and elements involved in the job are identified. Once these are known, the skills that are required to competently perform them are determined and listed, with common skill requirements being noted and the 'range, level and structure of skills' (Railton and Mulhall, 1989, p 5-11) also being identified. When determined, the skills may be used to form the basis for a skills audit, or arranged in a learning hierarchy, where they may be ranked and assigned values to assist in skill development or training provision.

### 3.7.9 Skills audit

Commonly associated with strategic planning (Clark, 1990), skills audits are playing a significant part in industry, enterprise, departmental and award restructuring, particularly in relation to changes brought about through targeted levels of increased productivity, technology, work organisation, job redesign, staff reclassification and increased education and training opportunity. In November 1989 the Hon James Macken defined a skills audit as:

A systematic method of establishing what skills or competencies exist within an organisation, both individually and collectively. This involves a survey of skills held. With this information, organisations can plan strategies to move from their present level and mix of skills to those that will be demanded in the future. (Macken, 1989, p ix)
In the following year Terry Clark put forward a similar definition, although extended the audit to include all 'competencies held' (1990, p 11) irrespective of whether they were being used or not, and encompassing, in addition to skills, their underpinning knowledge and attitudes.

3.8 CONCLUDING COMMENTS

The primary aim of the study was to determine whether or not TAFE teachers are prepared for their evolving roles in workplace education and training. Several methods of research design were needed in order to achieve this aim and to answer the corresponding research questions. These methods are outlined in Section 2 of the study and they include a literature review, a case study, interviews and a survey.

The literature review was designed to answer many of the research questions, to provide a background to the research and to assist in the formation of a sound knowledge base from which to design the data collection instruments.

As a result of the literature analysis, it appears that TAFE and other training providers are expected to play a major role in skill formation, industry revival and in award restructuring. Although it seems that TAFE, as the country's major provider of vocational education and training, is faced with challenges to its traditional role, particularly in regard to apprenticeship, which, according to the literature, is likely to be integrated with traineeships under the new Australian Vocational Certificate Training System (AVCTS).

The Vocational Education and Training System, which came into effect on 1 January 1994, has strongly impacted on TAFE. The new system, which emphasises national consistency, has led to the formation of a number of new training bodies and several influential committees.

The VET System, which is responsive to industry, will ensure that TAFE meets industry needs; that TAFE curriculum and learning resources are
developed to underpin competency standards and that TAFE courses and programs include content which is both industry-related and relevant.

The VET System will also ensure that TAFE courses, programs and methods of delivery are flexible, further, that TAFE is a partner in the formation of articulated pathways which will link school, training, industry and higher education.

The literature analysis encompasses the development of competency standards, both for the vocations and the professions, and, although competency standards have yet to be developed for TAFE teachers, the analysis includes content from the Revised Victorian TAFE Teacher Competence Statements (Broadmeadows College of TAFE/ Holmesglen College of TAFE, 1993). The Competence Statements and their corresponding elements of competence demonstrate the inclusion of skills which, traditionally, TAFE teachers have not been expected to perform. Although in the TAFE Teaching Service Award, handed down in 1992, the involvement of teachers in 'the conduct of training needs analysis and skills audits' (FTUV, 1992, p 18) is cited.

The literature analysis further reveals the criticisms levelled at TAFE in regard to staff development, teacher training and the experience which TAFE teachers bring to their profession. The literature indicates that much of a TAFE teacher's knowledge, skills and experience will rapidly become obsolete. Further, due to lack of appropriate staff development, particularly in the areas of workplace education and training and the breadth of knowledge and skills required to competently conduct work force research, many TAFE teachers will not be able to effectively fulfil the roles which are expected of them.
4  
A CASE STUDY:  
PERSONAL EXPERIENCES IN WORKPLACE  
EDUCATION AND TRAINING  

This case study provides a personal perspective on my role as it has evolved from being a TAFE teacher in an institutional setting to a workplace education and training consultant. The case study, which covers my introduction to workplace research, my design of a generic skills course, my evolving work role and some of the challenges which I faced, outlines many of my actions, feelings and reflections, as well as perceptions about my colleagues, who, through their involvement in consultancy, course design and workplace delivery, are also making the transition to workplace education and training.

The case study is intended to provide an indication of the depth and diversity of a consultant’s role, the expectations placed on TAFE teachers and the developments which are occurring in enterprise training.

To provide an accurate account of many of my thoughts, concerns, actions and reflections, the case study is based on journal entries and includes extracts from these, which are shown in italics.

4.1  
CASE HISTORY  

In late 1990, my eleventh year of teaching in the Business Studies Department of the Gordon Technical College and of developing curriculum for TAFE, I undertook an Industry Training Development Program (ITDP) sponsored by the State Training Board. In the program were modules on Consultancy and Training Needs Analysis for Award Restructuring, which included occupational analysis, training needs analysis, skills audits and methods for data collection.

A major part of the assessment for the ITDP was the demonstration of ability to implement a skills audit and training needs analysis, both of
which I later conducted for the General, Business and Hospitality Centre of the Gordon Technical College.

Having indicated my interest in work force research and consultancy, on 1 March 1991 I was offered three months secondment to the Port of Geelong Authority. The specific duties of the position were:

1. Develop course outlines in response to the training needs identified in the skills analysis process and liaise with appropriate training providers in the development of courses.
2. Identify target groups for each course developed through liaison with appropriate managers.
3. Plan the general based training programme and schedule courses for the next 12 months with training providers.
4. Develop policy on training issues such as course attendance, nomination process and equal opportunity.

(Port of Geelong Authority, 1991, p 2)

I had worked in industry for 10 years before joining TAFE; I had experience in course and program design and I had recently completed training in consultancy and research methods, which led to my feeling confident that I could perform the duties listed. Although, I was concerned about my lack of experience in trade education and training, also, I was worried about my lack of knowledge of the recent developments in waterfront reform and specific training requirements for Port workers.

After two interviews with Gail Rooney, the Executive Manager, Human Resources, with whom I was to work, a starting date was agreed and I commenced my secondment to the Port of Geelong Authority.

4.2 PORT OF GEELONG AUTHORITY

4.2.1 Introduction

At the time of my secondment, the Port of Geelong Authority, a commercially oriented statutory authority, was taking a leading role in waterfront reform under the auspices of the Waterfront Industry Reform
Authority and in cooperation with stevedoring employers and the Association of Employers of Waterside Labour.

A prime objective of the Authority was the development of a flexible, multiskilled work force, which would gain benefit from opportunity of access to increased education and training provision and career advancement.

4.2.2 A period of transition

During 1990 the Ports of Victoria had conducted an extensive Skills Analysis Survey for all areas of the work force, which involved over 1,600 workers. The content of the questionnaire used in the survey, which incorporated some 600 questions, had been developed by personnel who volunteered as skills experts. Participation in the survey was voluntary.

Although the questionnaire had been professionally prepared by a consultancy firm, the constant use of numerical scales appeared to have intimidated a large number of employees, particularly those who indicated a need to increase their levels of literacy. Also, the analysis was not supported by several large unions, for example, members of the Electrical Trades Union (ETU) did not support the survey locally.

My first task was to analyse the results of the survey conducted by the Ports of Victoria. On viewing some 600 A3 sheets, one for each question, I realised that the more difficult questions, and there were many, had not been answered. I discussed this finding with Gail Rooney, who explained that a problem across the Ports was the removal of barriers to further education and training, yet neither she, nor her colleagues at the Port of Melbourne Authority, knew how to successfully implement courses, particularly in numeracy, literacy and general education, which would encourage individuals to come forward to undertake them.

That evening, when I reflected on the day's events, I realised that the only way to accurately learn the training needs of the Port workers was to carry
out interviews across the work force, with employees being encouraged to participate on a voluntary basis. I wrote in my journal:

How could Award Restructuring be successfully implemented?

How could employees be encouraged to return to study so that, in the future, they could ascend the hierarchical career path and reach new, higher classification levels?

How could I sufficiently motivate employees with below average numeracy and literacy to come forward?

Would they reveal their needs to me?

Would they feel threatened?

Even if they did come forward, what would the consequences be?

Would I be placing their careers in jeopardy?

Were there hidden agendas?

What would the unions think?

From my second day at the Authority I endeavoured to learn all I could about the education and training needs of the employees. I conducted interviews with members of management, foremen, union delegates and employees at the different Ports. In the generic field, interviewees expressed interest in personal and interpersonal skills, oral and written communication skills, mathematical skills, administrative and supervisory skills, while others indicated a need to undertake a course in basic education.

During discussions, Gail Rooney had mentioned the need for a 'carrot' to motivate workers to come forward to undertake further education and training, particularly in numeracy and literacy. After much consideration, I realised that a suitable incentive would be a formal award, a recognition in the form of a Certificate. With this in mind, and the need to offer education and training which was of direct relevance, I decided to design a
new course, a course which would specifically relate to the workplace and one which would be delivered in the workplace. The following journal extract expands on my thoughts:

*I considered the best approach to take was to base the course on the broad-based generic skills identified for the Ports of Victoria. I wrote each of these down on a small piece of paper, then endeavoured to arrange them in a hierarchical order, whereby lower order skills were built on to develop higher order skills.*

*After only an hour or more of grouping the skills and moving them into different levels, I discovered that a three level Certificate, ranging from basic education to supervisory and administrative skills, would accommodate all the requirements.*

I wanted to design a competency-based framework which would assist in the convergence between general education and vocational training. My objective was to offer a Certificate which would place emphasis on the importance of experiential work and life learning, and which would remove barriers to learning, as had been experienced by many workers at the Authority.

The course, which I titled the Certificate of Workplace Education (CWE), was divided into three levels. Each level was represented vertically on a course matrix. Level 1 underpinned Level 2, and Level 2 underpinned Level 3. Each level contained 18 stand-alone modules and within each module there were three units. Units could be undertaken independently, horizontally or vertically. The completion of a notional 240 hour level (1, 2 or 3), either through formal learning experience or through recognition of prior learning (RPL), would lead to the award of a credentialed outcome.
I arranged for the Media Production Unit at the College to prepare the course documentation, which included an A3 course matrix and a descriptive brochure. When these were printed, I addressed the Chief Executive Officer and Senior Managers at the Authority on the proposed course. Following their support, and on the advice of Chas Collison, Victorian Trades Hall Council, Gail Rooney had also arranged for me to meet with members of the newly formed Equal Employment Opportunity Committee, and with the Authority's 14 union delegates, to discuss the implementation of the CWE. The outcomes of all the meetings were successful, and I was relieved to have support from management, the unions and the EEO Committee.

The course was advertised internally, however, expressions of interest were slow in coming forward. Then, on 25 April, the breakthrough came, and, as I wrote in my journal that evening:

_Today I spoke at length with Gary Towart, an Assistant Wharf Carpenter currently working as a cleaner. Gary appeared very interested in the Certificate, and asked about the way I had structured it. I had a copy of the flow chart pinned up on the wall. Gary asked if he would be able to do either Level 1 or Level 2. He also asked to take copies of information on the CWE away with him. Naturally, I gave him several copies to share around. Gary said he was particularly keen to improve his writing skills. ..._

_During our discussion, I happened to mention my active union involvement in the FTUV (Federated Teachers' Union of Victoria). This seemed to allay any fears about the Certificate and I believe he soon mentioned to several workers at the Port that I was a union member and, as such, 'one of them'._
During the next two months I met with many of the Authority's employees to discuss their undertaking units within the CWE; the objectives of the course; the general course content; the proposed entry criteria for each level and the learning methodology, which was to be based on andragogical method. A memo inviting expressions of interest in the course was sent to all employees and, as a result, arrangements were made for fifty-one employees to commence the CWE.

In addition to the Certificate of Workplace Education, the training which I identified as being needed, and which I subsequently scheduled, included Occupational Health and Safety training on the use of chain saws and working in confined places, which I arranged through the Department of Labour; fire fighting, to be conducted by the Norlane Fire Brigade; Save a Life programs, which were to be conducted by St John Ambulance; Level 2 First Aid, also to be conducted by St John Ambulance; Crane Chaser Starter/Refresher courses; Customer Service, Certificate in Supervision, Supervising People, Business Communications, Introduction to Computers and Train the Trainer to be conducted via GOTECh Ltd and an Advanced Management Program, to be organised by Vic Roads.

On the 27 June I completed my secondment at the Port of Geelong Authority and returned to the Gordon Technical College, where I was seconded to GOTECh Ltd. I immediately prepared a draft curriculum document, which included content from the Adult Literacy and Numeracy Competency Scales (Griffin and Forwood, 1991) and the Australian Second Language Proficiency Ratings (ASLPR) (Ingram and Wylie, 1991).

4.3 DEVELOPING, DELIVERING AND MARKETING THE CWE

The CWE Project Team, which comprised sixteen experienced and qualified subject specialists, included Suzanne Bozorth-Baines and Jeanette John, Coordinators, Geelong Basic Education Program, while the remaining fourteen members were Gordon staff. The Gordon team
comprised: Jenny Dalton, Head, Learning Skills Unit; Marilyn McIntosh, John Radalj and Ray Townsend, Learning Skills Unit; Jean Coburn, Head, Applied Languages Unit; Paul Paridaen, Applied Languages Unit; Julia Bates, Adrian Hann and Rod Wilde, General Studies; Lesley Edwards, Special Programs; Glenn Kelly, Electrical Department; Gordon Portway, Science Department; Margaret Scott, Women's Access and Jillian Whelan, Office & Administrative Studies. I also undertook to develop and deliver several units myself.

With support from the team, the curriculum for the pilot of the Certificate of Workplace Education was completed and work commenced on the preparation of learning resources. While all team members were experienced teachers, some had not been involved in the development of curriculum or the writing of learning resources, also, most team members had not delivered education or training in the workplace.

As Project Manager, I found the need to extensively support some team members in regard to their writing style, content and layout. Others I found I needed to encourage, lead and reassure, as they made the transition from the classroom to the workplace. Despite these challenges, each team member was highly motivated, enthusiastic and eager to produce work to a very high standard.

The design and development of curriculum and learning resources for the 54 units of learning, plus two optional mathematical units, was initially supported by the Victorian Education Foundation to the extent of $110,710 and GOTECH Ltd, on behalf of the Gordon Technical College.

In July 1991 the one year pilot for each of the three levels of the Certificate, which ranged from basic education to first level supervision, commenced. Classes were held in the Authority's Auditorium for Levels 2 and 3, and, due to the lesser number of participants, in the Meeting Room for Level 1.
The 51 participants, who were released from their workplace duties for three hours per week to attend classes, agreed to contribute an equivalent amount of personal time, or more if necessary, to achieve the desired learning outcomes and to demonstrate the generic competencies. In addition to the participants from the Port of Geelong Authority, two people attended Level 1 through the WorkStart program, under the auspices of the Department of Labour.

In July 1992, all the graduates from Level 1 progressed to Level 2, and all but two of the graduates from Level 2 progressed to Level 3. Other employees from across the Authority also joined both levels. Completion of the course was optional, however, twenty-three participants were awarded Certificates at a formal ceremony held at the Port of Geelong Authority.

Also in July 1992, Laurie Carmichael, Chair, Employment and Skills Formation Council, invited me to address the ESFC on the Certificate of Workplace Education at their next meeting to be held in September.

At my invitation, on 11 August 1992, Laurie Carmichael visited the Port of Geelong Authority and spoke with Gail Rooney, Peter Morgan (Chief Executive Officer) and Paul Claridge (a Level 3 participant and union delegate) on the implementation of the CWE.

Later, Laurie Carmichael recommended that the CWE be submitted to DEET, Canberra, for consideration as an AVC pilot, to be implemented for between 3,000-4,000 baseline workers at the Public Transport Corporation, Victoria, which, I felt, was a further indication of the success of the program. Then, as requested, on 21 September 1992 I addressed members of the Employment and Skills Formation Council on the CWE.

In early 1994 Margaret Scott, a CWE Project Officer, wrote an article about the CWE and two course participants. Titled 'Workplace Education: The Second Bite of the Cherry', the article looks at the career change of Gary Towart, the Assistant Wharf Carpenter who initially
expressed interest in the course and who later undertook both Levels 1 and 2, which required two years of dedicated study, and Brent Dew, also a Wharf Carpenter, who undertook Levels 2 and 3, which similarly necessitated two years of study. The article discloses:

For both Gary Towart and Brent Dew, the course has proved beneficial both personally and financially.

Gary completed Levels 1 and 2 of the CWE and believes it improved not only his knowledge and skills, but also his confidence. It has certainly opened up new opportunities as is evident from his successful application for the position of Stores Officer within the Authority. He has risen two levels in his job classification and is acquiring further new skills which will help his future job prospects.

Promotion from Wharf Carpenter to Administration Officer for Brent meant a change in direction away from labouring jobs. His new position calls on his organisation skills, as well as many of the communication skills he was able to improve by doing the CWE.

For both, the improvement in their knowledge and skills represents the added security of knowing they are better equipped to maintain their position in a changing workplace, or to be redeployed into other areas. (Scott, 1994, p 2)

To help market the CWE, I had also written several articles. These appeared in the media, both locally and interstate, and in periodicals, such as New Skills for Port Employees, *Training for Growth* (Wakefield, 1991b) and Three-Tier Certificate for Port of Geelong, *Update* (1992a).

4.4 EVALUATION OF THE CWE

Informal evaluation was ongoing since the inception of the course in March 1991. Judgements were repeatedly made about the worth of the program, its relevance and the extent to which it was meeting the needs of the participants and the industry. Evaluation of the training delivery commenced in July 1991 and feedback from participants was regularly invited. Those teaching the course willingly shared their joys on how well certain classes progressed, and, at times, their concerns over some participants’ needs not being fully met.

As Project Manager, I constantly sought feedback from the teachers (facilitators) and the students (participants) on the course content, learning methodologies and, in particular, the level of entry criteria and
the desired learning outcomes. By applying on-going evaluative measures, immediate rectification of some problems, such as required time for completion of a learning unit, was possible.

An interim evaluation was conducted in October 1991; the methods for data collection were two-fold. All participants were invited to complete a written questionnaire, also several participants from each level were interviewed. Each interview was recorded on audio tape and later transcribed by a word processing operator, which resulted in full transcripts being available for analysis. Following the interim evaluation, recommended changes to the program were communicated to the participants, curriculum writers, teachers, members of management at the Authority, union representatives and others interested in the developmental process. The findings from the interim evaluation indicated a need to rewrite the Level 2 business mathematics unit, and to considerably lower the level of mathematics in the Level 3 mathematical and statistical units.

In June 1992 a final evaluation was carried out, with the objectives being identical to the interim evaluation. The final evaluation was a more comprehensive process, involving recorded interviews with all participants. The findings indicated that the course had been well received by participants, members of management and union representatives at the Authority. When participants were asked in what ways they had personally changed, many cited higher levels of confidence, which positively impacted on their attitudes to the workplace and to further education, in addition to higher level knowledge and skills.

The course, based on andragogical method, offered both individual and group-based learning. Group-based learning was extremely well received, with participants commenting that group activities had led to group cohesion, collective problem-solving and decision-making, all of which, they felt, contributed to the success of the course (Wakefield, 1992b).
When discussing course improvement, some participants cited the need for a layout which would enable greater space for writing in the learning units; some suggested a revision of the unit sequencing, with either communication skills or mathematical skills preceding personal and interpersonal skills. Others suggested an orientation program, to enable participants to become more familiar with the content, prior to starting the course. Many participants contrasted the enjoyment of the new learning situation with negative feelings which they had experienced in relation to past schooling. When asked if they would recommend the CWE to others, the participants overwhelmingly said that they would.

In addition to my own evaluation of the course, in 1991 an allocation of $15,000 of the 1990/91 Commonwealth Adult Literacy Research funds was made available to the Transport and Storage ITB (Victoria) to examine 'integrated' and 'separate' basic education in the workplace. The focus of the evaluation was on the CWE offered at the Port of Geelong Authority and an industrial relations program developed at the Port of Melbourne Authority. The summary of the evaluation on the pilot of the CWE, which appears in Literacy on the Waterfront: Separated or Integrated Provision (1992), reads:

The CWE was introduced because of Port management's desire to raise the skill levels of its workforce. The initiative has generated good will. Workforce communication and morale have improved. Management's leadership has played a decisive role in the program's success. Program objectives are broadly accepted and there is a wide belief at the Port of Geelong Authority that the CWE is helping to improve productivity and provide career opportunities by improving levels of general education. ... Attempts have been made to provide flexible entry points, to recognise prior learning, and to assist articulation to some other programs. Modifying the program to be consistent with (currently evolving) state and national frameworks for generic skills, literacy and language should be a priority. (McGregor, 1992, p 22)

4.5 ACCREDITATION OF THE CWE

In September 1991, a draft submission for accreditation of the Certificate of Workplace Education was forwarded to the Curriculum and Accreditation Branch of the State Training Board. Given the generic application of the Certificate, it was recommended by Sue Christophers, Director, Curriculum and Accreditation Branch, that application for
accreditation be made to the Vocational Education and Training Accreditation Board (VETAB).

At the time of the draft submission, only generic competencies had been specified. At a meeting with Sharon Coates to discuss the Certificate in Adult Basic Education and Richard Carter, Head of Unit, Registration, Accreditation and Exams Branch, STB in October 1991, Richard explained that elements and performance criteria were also required, in accordance with the NTB guidelines.

Two days later, 25 October 1991, I met with Megan Etheridge, Deputy Manager, Standards Development, National Training Board, Canberra. Megan provided guidelines on the writing of elements and performance criteria and outlined the work which was being undertaken by the recently established Mayer Committee. Megan suggested that I forward a copy of the generic competencies identified for the CWE to Ann Borthwick at the Mayer Secretariat, which I did.

Following the development of elements and performance criteria, in May 1992 the curriculum for the CWE was forwarded to the Transport and Storage Industry Training Board (Victoria), with requests from both Peter Morgan, Chairman and Chief Executive of the Port of Geelong Authority and from Colin Oates, Corporate Training Manager of the Public Transport Corporation, where the course was also to be piloted, for the course to be recommended for accreditation. On 25 June 1992 a letter was written by Robyn Francis, Executive Director, Transport and Storage Industry Training Board (Victoria) to Professor Peter Chandler, Chairperson, VETAB, recommending the course for accreditation.

In addition to the recommendation from the Transport and Storage Industry Training Board (Victoria), recommendation was also required from the Designated Provider for General Studies, namely, Western Metropolitan College of TAFE.
After examination and evaluation of the course by members of the General Studies Consortium, on 12 August 1992 Jane Stewart, Executive Officer, General Studies Network Manager, advised via a telephone message that the 'recommendation for accreditation had been made'.

At a subsequent meeting with Robyn Francis, Transport and Storage ITB (Victoria) on 19 August, Robyn expressed concern as she had been informed that 'the CWE did not have the recommendation of the Designated Provider', which was contrary to what I had been advised by Jane Stewart. On my return to the Gordon, I immediately contacted Geoff Skardon, General Manager, GOTEC Ltd, and, as I later wrote:

*Geoff told me that he had received a message that at the meeting of the General Studies Consortium the previous day, a motion had been put up, and carried, to rescind the recommendation for accreditation of the CWE.*

*Geoff then added that the view was held that accreditation should be deferred for some six to eighteen months, awaiting the accreditation of the Adult Basic Education Framework.*

Despite the attempt to rescind the recommendation for the Certificate of Workplace Education to be accredited, the recommendation was upheld by Western Metropolitan College of TAFE, the Designated Provider. On 22 September 1992 the CWE was expected to be accredited by VETAB. In the evening I learnt from Sherinda Elsworth of the Registration, Accreditation and Exams Branch that, due to the lengthy agenda, consideration of the CWE had been deferred until 12 October. On 13 October Sherinda advised that a sub-group of the Board would be formed to specifically look at the content of the CWE.

On 2 December 1992 the CWE again went before the Board, but was not accredited as the Board required separate on-the-job generic competencies to be developed and incorporated.
In January 1993 I was advised by Colin Oates of the Public Transport Corporation of developments on generic competencies by the National Rail Corporation, Sydney. As GOTECH was, at the time, working with National Rail, I contacted Robyn Howlett, Manager, Training and Development, and sought permission to use content from their work, to which National Rail agreed. The generic competencies were being developed by a Consultant employed by National Rail, Bob Cooper, who had earlier been a member of the Standards Team at the National Training Board. Bob was familiar with the content of the CWE and, when I received copies of National Rail’s draft generic competencies, I found I was able to successfully incorporate them into the curriculum for the CWE.

With support from Richard Carter and Chris Stewart of the Registration, Accreditation and Exams Branch, STB, the curriculum documentation took shape, and, with the inclusion of the on-the-job generic competencies, the first to my knowledge to be developed in Australia, the course became more relevant to the workplace. Richard also suggested that the CWE be underpinned by the recently accredited Certificate in General Education for Adults (CGEA) (Foundation) (1993), previously titled the Certificate in Adult Basic Education (CABE), and the Certificate in Spoken and Written English, developed by the NSW Adult Migrant English Service (1993). Additionally, he advised that Level 1 of the CWE be focused on higher level skills and knowledge and that more workplace examples be incorporated, further, he recommended that the number of modules within the CWE be reduced from 18 to 16.

On 1 June 1993 the Certificates in Workplace Education were accredited by VETAB as three separate Stream 3000 courses, with accreditation being backdated to 1 January 1993. In July 1993 the Certificates were placed on the National Register and, in consequence, permitted to carry the National Training Board’s NFRO logo.

Credit transfers were approved by VETAB between units within the Certificates in Workplace Education and the TAFE National
Communication Modules; the Certificates in Occupational Studies; the Certificate in Supervision (Certificate in Team Leadership); Engineering Production Certificate and the Vehicle Industry Certificate. Further credit transfers were later negotiated between the National Fire Fighters’ Certificate and the South Australian Local Government Certificate.

Since gaining accreditation in 1993, the course has been actively promoted. In addition to workplace delivery, units from the CWE have been undertaken by several hundred labour market participants. From an international perspective, interest has been generated from Hong Kong, Indonesia, China, Malaysia, New Zealand, New Guinea, South Africa, United Kingdom and the United States of America.

In October 1994 VETAB endorsed the Certificate in Workplace Education Level 3 unit, Training and Development Skills, as underpinning the *Workplace Trainer Competency Standards*, Category 1 (Competency Standards Body - Assessors & Workplace Trainers, 1994). The CSB now lists GOTECH Ltd as a training provider for Workplace Trainer Category 1, and offers a brief description of the unit in their guidelines.

In December 1995 the Certificates in Workplace Education were reaccredited under the Australian Qualifications Framework (AQF) for a five year period as Certificates I, II and III in Workplace Education, and subsequently placed on the National Register.

4.6 CONVERSION OF THE CWE TO FLEXIBLE DELIVERY

In early April 1992 John Sayer, an Associate Director at the Queensland Distance Education College (QDEC), expressed interest in the CWE. Several visits by QDEC staff to discuss the course and visits by myself to QDEC to meet with Allan Bowen, Director of QDEC and Margaret Green, with whom I had been discussing the conversion of the course, followed.
In January 1993 a consortium was established between GOTECLtd and five Brisbane-based TAFE Colleges, who agreed to contribute $600,000 to convert the CWE to flexible delivery. A Brisbane-based Project Team was established, with Margaret Green, a Senior Teacher at QDEC, appointed as the Project Officer to oversee the conversion, with myself as Project Manager. In July 1994 the fifty flexible delivery units for the CWE were completed. As a result, the course is now offered by TAFE institutes and private providers across the country to a range of industries through a selection of learning modes.

4.7 SILCRAFT PTY LTD

In November 1991 I prepared a Training Plan for Henderson’s Automotive (Geelong), to offer units from the CWE as part of the Vehicle Industry Certificate (VIC) as well as ESL provision. The training was later funded through the Commonwealth Training and Skills Program (TASK), under the auspices of DEET. On DEET’s recommendation, in early 1992 I was contacted by Silcraft Pty Ltd to conduct a skills audit for their Corio plant, where automotive parts and accessories were manufactured.

The audit was based on an instrument which I prepared in consultation with Silcraft’s managers, namely, the Factory Manager, Manufacturing Manager and Personnel Manager; the Paint Shop Supervisor and with members of the Works Consultative Committee. The instrument initially sought information on the interviewee’s name, position, qualifications, present studies/training, country of birth, sex and age. These questions were followed by the skills audit, which was divided into two sections, Section A, Broad-based Generic Skills and Section B, Specific Skills. In addition to testing, interviewees were asked to rate their perceived knowledge and skills in specific areas by circling the relevant number on a numerical scale comprising a fixed number of six points, which was considered sufficient for differentiation to be made.

It was arranged that after I had prepared the draft document the Paint Shop Supervisor at Silcraft Pty Ltd would work through it, and make
recommendations for any necessary changes. Only minor changes were considered necessary, but, as the Supervisor had shown signs of nervousness during the interview, I was concerned that other interviewees might also be nervous about the audit. Unfortunately some interviewees were visibly distressed during the interview process. I later wrote:

When I reflect on the interview process, I realise that for many people, particularly early school leavers and those who have been away from education or training for a lengthy period, the fear of a formal interview to appraise their skills and knowledge is a frightening experience.

The audit was carried out via an interview with each of the 28 persons involved. Each interview lasted approximately forty-five minutes. When the interviews and assessments were completed, the assessments were evaluated, moderated and verified by myself with assistance from Jeanette John, Co-ordinator, Geelong Basic Education Program, whose experience in adult numeracy and literacy was beneficial to the results of the audit, particularly in regard to recommendations for future education and training. Confidentiality was stressed throughout the skills audit process, and for this reason results of the audit are not included. Following the skills audit I prepared a plan for the delivery of modules from the Engineering Production Certificate. As Silcraft Pty Ltd was to receive support from the Commonwealth Training and Skills Program (TASK), a detailed training plan was necessary and, importantly, one which met DEET’s stated requirements.

4.8 NATIONAL OFFICE SKILLS PROJECT

In early 1993 I was offered the role of Project Manager for the National Office Skills Project’s (NOSP) Workplace Training Project, funded by ACTRAC. The NOSP modules underpin the competencies developed by the National Office Skills Formation Advisory Body (NOSFAB) for clerical and administrative workers. The objective of the project was to
develop stand-alone, competency-based resources which could be undertaken in the workplace, with support from a workplace mentor.

In 1994 three modules were developed for piloting purposes, however, at a meeting in early 1995 it was decided by representatives from ACTRAC, NOSFAB, NOSP and myself, to remove the workplace focus and concentrate on flexible delivery, to enable the resources to be offered to a wider range of course participants.

4.9 TAFE PROFESSIONAL DEVELOPMENT IN ENTERPRISE TRAINING

Since late 1993, my involvement in consultancy has extended to the professional development of TAFE teachers in workplace education and training, particularly through a project funded by the Victorian Education Foundation, titled TAFE Professional Development in Enterprise Training. The VEF, in cooperation with the Office of Training and Further Education (OTFE), provided $500,000 towards developing TAFE teachers’ enterprise training, with funding and support for the project being $100,000 for 1994 and $200,000 for 1995.

The intention of the project was to develop a number of consortia across the State, with the view to encouraging TAFE Colleges to jointly develop expertise in enterprise training. Included in the initial consortium for the joint initiative were the Melbourne College of Textiles, Western Metropolitan College of TAFE and the Gordon Technical College, with each College receiving funding for the development of a structured training program to encourage TAFE personnel to be involved in the preparation and delivery of enterprise based training, including research and consultancy.

In 1993 I was invited to manage the project on behalf of the Gordon Technical College, which led to my having a close involvement in the mentoring and coaching of the program’s trainee consultants. In the Implementation Plan for 1994, the Victorian Education Foundation
described the new program as aiming to encourage the State Training System to develop 'structured training for TAFE personnel involved in enterprise based training' (VEF, 1994, p 1). Through my involvement in this project, I have found that while a number of teachers at the Gordon are interested in enterprise training and consultancy, the majority lack both the knowledge and skills to be involved, thus, extensive staff development appears to be necessary either through mentoring, coaching, workshops, seminars or through trainees securing places in relevant OTFE training programs or courses offered through higher education.

To assist such development, a number of TAFE Colleges have developed programs, these include the Orientation Program for Teachers Delivering Courses to Industry and Employee Relations in the Workplace, developed by Holmesglen College of TAFE; Applying National Competencies to Industry Training, Broadmeadows College of TAFE and Training Project Management, Western Metropolitan College of TAFE, the four of which articulate into the Graduate Certificate of Education (Industrial Education and Training) offered by RMIT. Also available is the Graduate Certificate in Training Consultancy, developed by Outer Eastern College of TAFE, which four Gordon staff completed in 1995.

During both 1994 and 1995, eight teachers from departments across the Gordon were involved in the enterprise training program, with training being primarily through mentor support, coaching and experiential learning. Under the auspices of the program, and external to it, I have been involved in mentoring, coaching and supporting a number of teachers, both directly and indirectly. Teachers, tenured and non-tenured and with training involvement of varying time-fractions, continue to make the transition from the classroom to the workplace through their involvement in the development of curriculum for specific industries; the delivery of on-site workplace education and training and through preparing and conducting skills audits, training needs analyses and competency analyses. As part of my involvement in the program, I conducted a skills audit for teaching staff at the Gordon to determine
whether or not teachers were prepared for their evolving roles and to
gauge the extent of staff development required (see Chapter 6).

4.10 INTERNATIONAL CHALLENGES

Like other TAFE Institutes, the Gordon is facing reduced recurrent
funding and increased competition in the region. In consequence, the
Institute is needing to become more pro-active in entrepreneurial
activities and is looking towards an increasing international market.

Following the identification of the need for off-shore development, in July
1994 I was asked by the General Manager, GOTECH Ltd, to submit an
application to present a paper at the 1995 American Society for Training
and Development (ASTD) Conference to be held in Dallas, Texas in June
1995. In December 1994 I received notification of acceptance of my
application. The paper, which I co-presented, was titled 'Changing the
Workplace - The Australian Experience in Competency-based Workplace
Education'.

In the main, my part of the presentation focused on the design of the
Certificates in Workplace Education as a major competency-based
workplace education project; the development of competency-based
resources for flexible delivery in the workplace; the development of
curriculum for workplace education from a skills analysis; the gaining of
national accreditation for course curriculum and the convergence of on-
and off-the-job generic competencies.

In early in 1995 I worked with a translator to prepare a Chinese brochure
on the Certificates in Workplace Education. Then, in May 1995 Lincoln
Wu, who oversees the international activities for the Gordon, asked me to
work with him to prepare an application for funding to conduct a
feasibility study on the implementation of the Certificates in Workplace
Education in the Shanghai/Nanjing Economic Belt, with support through
a joint venture with Nanjing Polytechnic College with whom, on 25
November 1994, we had signed a Letter of Intent to enter into cooperative arrangements for the provision and education and training services.

In January 1996 we were notified that our application had been successful, with funding support to be made available from the Commonwealth of Australia, acting through the Australian Agency for International Development (AusAID), for a total of $101,423 to fund the six month project. In consequence, I designed the research instruments for the study, which were translated into Chinese. I then spent eight weeks in China as the Education and Training Consultant to the project, which necessitated my overseeing the initial conduct of research in Nanjing. On completion of the project in September 1996, I will analyse the data generated from the research, then prepare a report for submission to AusAID and interested Chinese provincial Government authorities.

Additionally, I am currently assisting in negotiating the licensing of the Certificates in Workplace Education to a large gold mining firm in Indonesia.

4.11 CASE STUDY ANALYSIS

The intention of the analysis is to compare the knowledge and skills which I have found to be necessary to meet the evolving roles in enterprise training and consultancy, with the units of competence and elements listed in the Revised Victorian TAFE Teacher Competence Statements (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993) and the learning outcomes of the Graduate Certificate in Training Consultancy, developed by Outer Eastern College of TAFE in 1993.

An analysis of the case study indicates that each of the units of competence and their related elements are relevant, however, I have found that the unit of competence, 'Identify Learning/Training Needs', as Unit 1.0 reads, and in particular element 1.9, 'Identify the training needs of industry/occupation' (p 27), is underpinned by a sound knowledge of, and skills in, work force analysis, methods of research and data collection.
The analysis reveals the need for an ability to work as an effective team member; to empathise with the needs of others; to negotiate on a range of issues; to establish communication networks; to promote employee relations; to provide customer service; to conduct meetings; to make presentations to a range of audiences; to prepare documentation for course accreditation; to market and sell education, training and consultancy services; to be familiar with Occupational Health and Safety and Equal Opportunity legislation; to be politically aware; to be well acquainted with developments in workplace and training reform, knowledgeable of the VET System and able to write funding submissions.

A study of the Graduate Certificate in Training Consultancy, which comprises four modules: The Practice of Training Consultancy, Determining Industry Training Needs, Designing Training for Industry and Managing Commercial Services (which includes marketing and promoting training and consultancy services), appears to encompass many of the knowledge and skill requirements identified. The major exceptions being the legislation and application of Occupational Health and Safety, Equal Opportunity and Equal Employment Opportunity; the principles and processes for accreditation; the National Training Reform Agenda; the Vocational Education and Training System; industrial relations and employee relations. A program has been developed by Holmesglen College of TAFE, titled Employee Relations in the Workplace, and is available for TAFE teachers to undertake.

In addition to this, different areas of concentration and different forms of staff development are indicated as being necessary. The case study also raises the value of mentoring and coaching in the training process, and these methods of support for TAFE teachers making the transition to workplace education and training appear to offer many benefits. While from an international perspective, the case study demonstrates the potential for TAFE teachers working as consultants to undertake consultancy in China and South East Asia, which demands a knowledge of Chinese and Asian culture, economics, politics and language skills, which the literature also identifies (Lim, 1989).
5 RESULTS OF INTERVIEWS

5.1 RESULTS OF INTERVIEW ONE

The results of interview one are based on data collected from unstructured interviews with 40 teachers employed in TAFE Colleges in Victoria and Queensland. The interviews were conducted from 1992 to 1994, inclusive.

The interview questions, which primarily focused on workplace and training reform, included: 'What do you think led to workplace reform?' and 'Do you think award restructuring will help to improve the country’s economy?'. While the teachers' responses indicate some knowledge of the background to workplace reform, not one teacher was able to comprehensively describe the reasons for its implementation. Responses encompassed such views as:

- I don’t know what started it, but it’s clear that the Government has to do something about the national debt.
- It’s part of the overall plan for economic development.

Every teacher demonstrated knowledge of workplace reform, particularly award restructuring, with responses including:

- There’s been a push to become more flexible for a while now, award restructuring is just part of the overall strategy.

Although, some responses were negative:

- They’ll restructure our award, but they won’t pay us any more, not till we show improved productivity. I’m already teaching 26 hours a week, what more can I do?
- I guess we’ll end up with the secondary teachers, all under the one award.

All teachers were familiar with the term ‘multiskilling’, although interpretations of the term differed. Some teachers responded by saying:

- I think multiskilling only relates to the trade areas, not to the academic streams.
Does that mean we’ll be having larger departments, perhaps Fashion and Hairdressing together?

Multiskilling, I think it’s still a long way off, the unions don’t support it.

Few teachers were able to readily relate to such terms as ‘broadskilling’ and ‘upskilling’, although responses from teachers included:

Broadskilling, it’d be like someone retraining in another trade.

Upskilling, I suppose it means getting the skills to become an AST or a Head of Department.

While most of these responses reflect a positive attitude to the Government’s policies for reform, as well as a general understanding of the terms discussed, they do demonstrate a lack of knowledge of the events which preceded workplace reform, as well as an overall lack of confidence as to whether the responses given were correct.

In regard to the impetus for training reform, responses from teachers included:

Training reform, it will only happen if industry pays, the Government won’t.

The only way to achieve reform is to develop new systems to encourage workers to come forward to be trained, as it is, most don’t seem to be very interested.

Most teachers identified that training reform was necessary to underpin workplace reform, although no one was able to provide a comprehensive account of the events which foreshadowed the new Vocational Education and Training (VET) System, or the shift to the competency paradigm. When asking teachers what they thought of the new VET System, responses included:

I haven’t heard of it, has it just come out?

We don’t have it in our department.

VET System, we don’t have it in Queensland.

Responses to the question, 'How do you think the new VET System compares with the old apprenticeship system?' included:
I'm doing a Grad Dip, so I've heard about the new VET System, but I don't know how it compares to apprenticeships. We haven't discussed it much, not yet any way.

It's a long time since I served my apprenticeship, but, it suited me all right. I don't see any reason for the sudden push for change.

More knowledgeable responses included:

It'll save millions once all apprenticeships have moved away from the time served requirement.

Well, it will mean the boys getting through a lot earlier.

I also questioned many teachers on competency-based training. Most teachers were familiar with the concept of CBT and most had been directly involved in competency-based programs, and had been for some time. Also many had written, or were currently writing, competency-based curriculum or developing competency-based learning resources. The responses from teachers in regard to CBT included:

I don't know what all the fuss is about, we've been developing CBT programs for years.

It's just mastery learning with a new name.

I know what it is, but I'm only sessional, I don't know much about it.

As these responses demonstrate, knowledge and skills gaps exist for many TAFE teachers in relation to the country's shift towards a new Vocational Education and Training System. While information on the new system might well be disseminated across educational institutions and industry, my findings indicate that little information is being received, or, when received, actually read, heard, acknowledged, interpreted or applied, by those directly involved in the delivery of education and training, with the only exception being, to a greater extent, competency-based training.

5.2 RESULTS OF INTERVIEW TWO

Following the conduct of unstructured interviews with 50 Gordon Technical College staff over a three year period, which focused on six specific components of workplace education and training, including work force research, and which included several follow-up interviews, the
collected data were analysed to obtain both quantitative and qualitative results.

The analysis revealed that each of the 50 interviewees had expressed enthusiasm to be involved in workplace delivery, as well as an indication of their ability and willingness to be involved in the design and development of competency-based education and training resources. The majority of the interviewees, with the exception of four, demonstrated a commitment to resource development and delivery.

Of the 50 interviewees, 36 indicated an empathy with the needs of learners based in the workplace and 31 interviewees showed enthusiasm for involvement in entrepreneurial activities, for example, consultancy. Only six interviewees, however, indicated a reasonable level of knowledge of, and experience in, work force research. Eight interviewees indicated a reluctance to be involved in work force research unless working closely with an experienced consultant. Seven interviewees indicated a lack of interest in work force research.

In regard to the conduct of work force research, responses to questions included:

You've got me there. I really don't know anything about skills audits or training needs analysis.

I'm not familiar with skills audits. I haven't been involved in any training - I haven't had the opportunity. I don't think anyone in the department has. What was the other one you said? Training needs analysis, something like that? I haven't heard of that either.

The evolving roles in work force research appear to be the most daunting, not only for inexperienced or unqualified TAFE teachers, but also for many qualified, experienced teachers, with responses including:

Well, for me the worst part is all those acronyms and abbreviations. I don't know what most of them mean. I think I'm a bit old to learn now, anyway.

While experienced teachers readily made the connection between a learner's existing level of knowledge and skills, the entry level criteria and the desired learning outcomes, and were comfortable with face-to-face
questioning in this regard, many were reluctant to undertake more extensive or unfamiliar forms of research:

I suppose I have developed good questioning and interview techniques over the years, but, I don’t have any experience in the types of workplace research that you’ve mentioned. I don’t know anything about DACUM and Delphi, or whatever they’re called. I’m not sure that I want to know either.

Many teachers indicated an unwillingness to independently investigate research methods and techniques, with the view to utilising these at some future time:

I’ve certainly never thought about going to the library to find out more about things like skills audits, or DACUM. I’ve heard about them, yeah, but I don’t really know what they mean.

No, I don’t have the time. I’m busy enough with prep, teaching, corrections and a bit of curriculum writing. Besides, I never seem to know what’s going on, anyway. I wouldn’t even know the sorts of skills I’d have to have for research.

To further demonstrate the extent of reluctance, brought about, I feel, by a combination of heavy work loads, fear of the unknown and perhaps a fear of failure, responses received in regard to the potential involvement of teachers in areas such as training needs analysis, skills analysis and skills audits include:

It would be great to be involved, but I’d have to do a fair bit of training first, and there probably isn’t any money around for that. Perhaps you could come back to me next year.

Or, as one Head of Department said:

I want to get them out there, but they just don’t have the skills, or the confidence.

While one experienced teacher honestly expressed his view of work force research by saying:

I’m really not in the least bit interested.

The responses indicate that there is a large gap between the knowledge, skills and attitudes that are expected of TAFE teachers, and the knowledge, skills and attitudes that currently exist.
5.3 RESULTS OF INTERVIEW THREE

The three teachers to assist in this part of the study, and for whom profiles are prepared, are Paul Paridaen, a teacher/consultant employed under contract to GOTECH Ltd; Margaret Scott, a teacher/consultant employed under contract to GOTECH Ltd and Graeme O'Meara, a teacher employed in a permanent capacity in the Mechanical Technology department.

5.3.1 Profile one

Before joining TAFE, Paul had 10 years experience in Local Government and two years in the army, where he worked as an Instructor. He later worked for eleven years as a journalist. After taking out a Bachelor of Education degree in the early 1980s, Paul became a secondary school teacher, teaching English Language, English Literature, Media Studies, Drama and Social Studies. After seven years in the secondary school system, during which time he completed a Master's degree, Paul was appointed to the Applied Languages Unit at the Gordon Technical College. In June 1991 Paul joined the CWE project team, where, for the first time, he developed learning resources in oral communication skills, which he later delivered at the Port of Geelong Authority. Paul is currently working towards the completion of a PhD.

From late 1992 Paul assumed the dual role of teacher/consultant. The following extracts, which have been taken from the audio transcript of the interview, relate to the fulfilment of this role.

*Do you think your changing role has resulted from workplace reform?*

Yes. As far as I'm concerned, it was all part of the changing culture in the workplace. Employers were increasingly looking at not just providing training, but to create a change of culture and attitude in the workplace.

*I'd like you to think back to the first time you delivered training in the workplace. What was the program?*

Your program, the CWE.

*Did you experience any problems?*
I very quickly understood that there were some problems, some of the participants were very frightened, particularly Level 1. The first time I asked them to do a very simple exercise I had one person racing out crying. ... She came back during the break and apologised. She said that when she was in year nine she had this horrific experience, she had horrific memories of school.

It became clear to me that others had similar memories. I was a teacher, so I was guilty of stimulating the system that practically destroyed them. Since then I’ve noticed that I’m undoing a lot of damage that schools have done. This was interesting for me, because I was a victim of school myself. My own schooling was a dreadful experience, the worst that you could imagine.

*Do you think that your experience has enabled you to more readily empathise with those you are working with in the workplace?*

Oh absolutely, absolutely. Most students take on board that they are bad, because schools tell them they’re bad and adults tell them they’re bad. They take a labourer’s job and hang on to it for the next 40 years, and think they have made a success of their life.

*Would you briefly explain the type of work you are currently doing?*

The first thing I had to do was write a training plan for Huyck. I did a very practical skills audit within the hours. I had a meeting with the Consultative Committee and Production Manager and they gave me feedback as to what training they needed. I put it on butchers’ paper, then went back to the office and wrote a report. At the end the report was about a centimetre thick - CWE, Occupational Health and Safety and Certificate in Supervision. I conversed with management, union members, workers at different levels.

*Did you have to write training plans for DEET?*

I was involved with ATFIC and TASK, and of course we had the occasional demand for training without funding.

In regard to work force research, the following questions were asked and responses received:

*What would happen if a company asked you to do a full skills analysis, or said they would like you to do a training needs analysis, or DACUM. Are you confident in each of these areas?*

Yes.

*How, then, do you think our teachers can best learn about work force research?*

I think DACUM would be a good place to start, because it is fairly concise. You are out in front of the group, discussing what sort of training, skills and competencies they need.

5.3.2 Profile two

Margaret taught in the secondary school system for five years full-time and for some eight years part-time before joining TAFE. Her teaching mainly focused on Years 11 and 12, with some classes of Year 10. Her industrial
experience included a year as a Mine Librarian in New Guinea and five
months working in London as an interviewer at an employment agency.
After joining the Women’s Access department of the Gordon, Margaret
soon became involved in the development and delivery of maths units for
the CWE. Later her involvement spread to communication skills and
personal and interpersonal skills. In 1994 Margaret, who for some time
has been interested in adult learning and andragogical method,
commenced a Graduate Diploma in Maths Education through Deakin
University.

To help establish Margaret’s profile, to identify some of her experiences
during her transition from the classroom to the workplace and to elicit her
views on helping others to successfully assume a similar role, extracts are
included from the transcript of the interview. At the outset, Margaret was
asked to recall the first time she delivered training in the workplace.

What was the program?
CWE, the maths program.

Do you recall how you felt? Were you nervous?
Yes, I was terrified. The first thing I worried about was what I was going to wear.

Did you experience any problems?
No, and I enjoyed it thoroughly. Although, later I did experience problems with sexual
innuendo, sexist jokes and pictures, that sort of thing, but not at the Port.

Would you like to describe those incidences?
We were doing Communicating in the Workplace and they would use every opportunity to
joke. They also drew sexual pictures all over their books. ... There was then the incident of
when I put on the tape about body language, and they replaced the tape with their own soft
porn tape. But, when they put it on, it didn’t track. They knew what was on the tape as they
could see the snowy picture. They were hysterical and eventually they had to tell me what
the snowy figures were. My reaction was to laugh. Then I spoke to you about it. From then
on, I just pulled them into line.

Do you think your own personality had something to do with the positive
outcome?
I think so. ... I don’t intimidate people. I don’t create confrontational situations with people.
Recently I’ve been working with the cement workers. I didn’t have any trouble with them
either, but others have. It’s important to accept people for what they are, don’t judge them,
and value them as people. ... You also have to be aware of the needs of the people.
Following Margaret's success in workplace education and training, I asked questions to determine her views on the training of TAFE teachers for a similar role:

_What training do you think TAFE teachers should have to best prepare them for on-site workplace delivery?_

They have to be told about teaching adults. They need to know about adult learning and that it is different. Within that context, you have to get them to understand that they are not there just to transmit knowledge, but to elicit knowledge.

They need to know about participative, active learning. They need to know that people will get bored if the activities are not varied. You can't just show videos, you have to make it relevant. You tie everything in to what they know. You start where they are coming from, not where you are coming from. ... Most are second chance learners. Some are terrified.

_How do you try to overcome that fear?_

Talk to them, walk around, circulate. I put them in groups. Group activities are really important. Butchers' paper and pen, let them talk to one another so none of them feels picked on or threatened. None of the old tactics of victimisation, none of the tactics they associate with the formal structure of the classroom. You get them to share their ideas with others.

They weren't brought up in an era when education was done in groups, and you can use that to your advantage, because, for them, it doesn't feel like a classroom. You get them to share their ideas with others, so, if they are feeling really threatened, they can just sit and say the odd word. They feel more comfortable with their work mates, than to speak with you one to one.

As they are working in groups I circulate and I chat to them about all sorts of things - about football, their kids, the weather, what they do in the plant, anything.

As Margaret had primarily gained her knowledge and skills through experiential learning and mentoring, I questioned her on the combined method of training:

_You have acquired your knowledge and skills primarily through experiential learning and mentoring. How successful have you found this combination to be?_

I think it has been terrific.

In regard to other teachers delivering training in the workplace, the questions and responses were:

_Do you think that other teachers from the College could competently take on such a role?_

Not all of them.

_How do you suggest we find those who can?_
Find out who is interested. I think you also have to spell out to them that it is not the type of job when you can say that I want my time off. It is a job that is demanding, and very stimulating. You have to be very organised. You have to have good time management skills and prioritising skills.

It's not just being a teacher, it's a teacher and an administrator all rolled into one. It is a job that demands time, and it demands action.

5.3.3 Profile three

Graeme, who has a trade background, was initially employed by the Ford Motor Company of Australia Ltd. From his initial work in the Drawing Office, Graeme later became a Process Planner, which led to him spending time in New Zealand where he was involved in starting up a new plant. The only reason Graeme left Ford was to fulfil his desire to become a teacher, and, after completing nine years industrial experience, he gained a teaching position at Williamstown Technical School. Later Graeme was seconded to the Gordon, where he has taught a range of engineering subjects for the past 17-18 years.

To help establish Graeme's profile, to trace his transition from the classroom to the workplace and to identify his views on ways to develop other TAFE teachers to perform a similar role, extracts from the interview's transcript are included.

*What do you consider induced the change, and took you from the classroom to the workplace?*

The major change in our area was the reduction in the number of apprentices. ... It has reduced the work load in our department and we have looked for other avenues. That's the first thing. Secondly, private providers are getting that sort of work, and we decided to get into it too. I guess they are the two main things.

*How do most teachers feel about going out and doing outside work?*

Most don't like it. Some of the subjects that we've had to teach are the sort of subjects that students can't get motivated about. Teachers can't get motivated about them either.

*What preparation is there to help teachers make the transition from the classroom to the workplace?*

They're getting prepared as if it was a normal class. They're given the syllabus or curriculum to work to. They're told that this is what you have to teach, how many hours, how many students.
In 1993 Graeme spent six months at Shell Refining (Australia) Pty Ltd, Corio, working between six to eight hours per week delivering a training program.

*What was the program?*

The program was set up to teach each of the operators maintenance procedure, so I had something like 200 odd operators to train. I was fortunate as the program was already set up. I just had to deliver it.

*Do you recall how you felt at first? Were you nervous?*

I can still recall having sweaty armpits. I can still recall having to walk a long distance from where I went into Shell to where I had to give the sessions, it took me nearly 10 minutes to walk. It was quite a distance. I was reasonably confident, but I was a bit edgy as I hadn't done it before.

*How did the experience differ from your normal teaching experiences within the College?*

The biggest hassle was that most of the people had already done the operations that I was teaching. They just had to go through the official training, both theory and practice, and they had to be tested.

Graeme had recently been involved in work force research, with Paul Paridaen as his mentor. Questions were asked in this regard.

*Would you briefly describe the type of work you are currently doing?*

This year I’ve designed a skills audit and I then went through the process of doing the audit with 25 employees at Cheetham Salt. It included mathematics, communication skills, comprehension skills. There was some problem-solving and, apart from that, information about the person. All generic skills - probably the same as the ones you have done. It was through a combined interview and a questionnaire. It worked very well, except for a couple who just weren’t interested.

*You also developed competency standards, how did you do that?*

By physically standing beside the workers, with a leading hand. Talking about what they do and writing down all the procedures. Once I did that, I rough drafted them and took them back and they had a look at them and suggested changes and modifications. We’re at a point now where we are about to go back to the Consultative Committee with the competency standards.

Due to the shift that Graeme had made from teaching to work force research, I questioned him on the ease with which he had made the transition, his preparation for the transition and his recommended preparation for others.
A lot of research skills have been used by you. Have you experienced any difficulty?

I was fairly comfortable with the competency standards out in the workplace because the job I had at Ford was similar. I was out on the shop floor doing operational procedures, planning, all that sort of thing. I used to have to write down operations, what they did. So it wasn't unusual.

Did you actually have any training beforehand?

No, I've been working with Paul. I said 'skills audits, what's that?'. He gave me two or three examples. He explained the object of the skills audit and why these examples had these certain questions in. I pinched a lot of information out of the previous skills audits, and once I made something up, I showed Paul and he was fairly happy with it, so away I went.

What preparation do you think is necessary for such a role?

I think the best training you could possibly get would be to work as an assistant. To follow someone through from start to finish. That's sort of how I worked with Paul. ...

I think mentoring is ideal. I think it's great to be able to go back to someone and ask questions and get solutions. And not only that, the mentor has past experience. You can get a past competency standard, whatever, and go over that. To me that is the only way to do it.

5.3.4 General findings

The results from the interviews indicate that each of the interviewees was familiar with workplace and training reform, and that each had a knowledge of the award restructuring process and competency-based training. Although they were working in the consultancy field, not one of the interviewees was aware of the VET System. Additionally, one interviewee was unfamiliar with the NTB and the role that the NTB plays in the endorsement of competency standards.

5.4 ANALYSIS OF RESULTS

An analysis of the results reveals that while teachers appeared to be knowledgeable of workplace reform and award restructuring, they were unable to detail the events which led to workplace reform. The results also show that the teachers who were interviewed were cognisant of multiskilling, broadskilling and upskilling, however some lacked confidence as to the accuracy of their interpretation of what the terms actually meant.
In relation to the impetus for training reform, while each interviewee was able to confidently converse on the impetus behind reform, very few had heard of the VET System and not one teacher was able to accurately describe the components of the new System. This does not appear to be the fault of the teachers, for it seems that very little information had been circulated on the VET System within their Colleges.

All teachers interviewed demonstrated a reasonable knowledge of, and at times had extensive experience in, competency-based training. Many teachers linked CBT to criterion referencing, behaviourism and mastery learning.

Fifty-three teachers were interviewed in relation to TAFE's evolving role in workplace education and training. All interviewees indicated a close empathy with the needs of work based learners. It was found that in some instances such empathy had resulted from the teachers' personal experiences, either during their early years of schooling or through their work on the shop floor.

Thirty-four teachers showed an enthusiasm for entrepreneurial activities, including work in the field of consultancy. However, despite a large number of teachers wishing to be involved in workplace education and training, only seven indicated a reasonable knowledge of, and experience in, workforce research. Seven teachers expressed an unwillingness to be involved in workforce research.

The analysis further reveals that a teacher who is to deliver training or carry out assessments in the workplace needs a knowledge of workplace and training reform; the development of competency standards; industrial relations; curriculum design and development; competency-based education and training; adult learning - andragogical method; customer service; quality assurance; submission and report writing; workforce research; administrative procedures; human and physical resource management; sources of funds; budgetary control and the meaning of relevant abbreviations and acronyms.
The skills that appear to be necessary include the ability to present information to a range of audiences; to work in a team; to negotiate; to interpret, design and develop education and training curriculum and resources; to objectively assess the work of others; to empathise with the needs of others; to plan, prioritise and manage time; to make decisions and solve workplace problems; to motivate learners through a range of methods and group activities; to assist learners to achieve learning outcomes and defined competencies; to provide customer service; to write tenders, submissions, reports and training plans; to conduct skills analyses, task analyses, competency analyses, skills audits and training needs analyses; to produce quality outcomes; to manage both human and physical resources and to use relevant abbreviations and acronyms.

In addition to knowledge and skills, the analysis also indicates that certain attitudinal behaviour is also necessary. Amongst the attitudes that have been identified are the willingness to be flexible in regard to hours of work, dress, content, venue, resources, delivery and level of responsibility; the enthusiasm to learn new concepts, work practices, research methods and terminology; the will to be both efficient and effective; the motivation to gain new knowledge and develop new skills; the confidence to be challenged; the desire to help others and the potential to achieve desired outcomes.

Due to the breadth of knowledge, skills and attitudes required for a TAFE teacher to competently perform in the workplace, particularly when consultancy and work force research are also involved, extensive development is necessary.

Questions on the most appropriate methods of development to help teachers to make the transition from the classroom to the workplace revealed the value of observation, selective participation, independent inquiry, experiential learning and mentoring.
6 RESULTS OF SURVEY

Section 6 consists of the results of the skills audit conducted for teaching staff at the Gordon Technical College, Geelong in November 1994.

6.1 RATE OF RETURNS

The number of questionnaires sent to teachers across the College totalled 280 and of these 132 were returned, showing a return rate of 47 per cent. It is pointed out, however, that nine questionnaires were returned without being completed, as the addressees were on leave.

6.2 RESPONSE MATRIX

The results of the survey have been coded where possible (see Appendix D). Those questions which asked respondents to provide a free response rather than answering a fixed response were not able to be coded, due to the range of responses received. The information drawn from coded questions is presented in a series of frequency tables and graphs. These have provided an efficient means to readily analyse the responses. Questions which were not coded, due to their having free responses rather than fixed responses, have been summarised. Five cross tabulation tables which illustrate possible relationships between one question and another are also included.

The response matrix (Appendix E) comprises 115 columns, each of which is headed by a question number and 123 rows, each of which is designated by a respondent’s number. Included in the matrix are the coded responses.

6.3 ANALYSIS OF RESULTS

The analysis is broken into five sections, A, B, C and D in accordance with the survey instrument, plus a section for the cross tabulation tables. A brief account precedes each section.
6.4 RESULTS OF SECTION A: EMPLOYMENT DETAILS

The first section, which focuses on employment details, comprises ten questions, the responses to which are summarised on the following pages.

Teachers were not asked to identify themselves, only to provide information on their employment history.
Question 1

Which of the following categories describes your College employment?

Response

The results of this question can be seen in the frequency graph and table which appear on this page. From the graph it is possible to see that the majority of respondents (64%) were permanent staff and the remainder of the respondents were contract staff. There were no sessional staff surveyed, and all respondents answered this question.

<table>
<thead>
<tr>
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<th>Category</th>
<th>Frequency</th>
</tr>
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<tbody>
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</tr>
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<tr>
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<td>Contract</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Sessional</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 1: Frequency table for Question 1)

(Figure 1: Frequency graph for Question 1)
Question 2

How many years have you been teaching in the TAFE sector?

Response

The frequency table and graph demonstrate the employment stability of TAFE teachers. Of the respondents, eight had been in the system for over 21 years; 24 between 16-20 years; 27 between 11-15 years; 27 between 6-10 years and 25 between 3-5 years. Only 12 respondents (10%) had been teaching in the TAFE sector for less than three years.

The high retention rate of teaching staff indicates a strong likelihood that, unless relevant staff development has been undertaken, many skills which the teachers possess might have become obsolete.
Question 3

If you were employed as a teacher before joining TAFE, in which sector did you work?

Response

The lack of responses to this question indicates that the majority of those surveyed (55%) did not have prior teaching experience. Those with teaching experience were predominantly from the secondary education sector (31%).

<table>
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<th>Frequency</th>
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<td>Tertiary</td>
<td>4</td>
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<tr>
<td>4</td>
<td>Primary/Secondary</td>
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</tr>
<tr>
<td>5</td>
<td>Secondary/Tertiary</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 3: Frequency table for Question 3)
Question 4

How many years industrial experience did you have before joining TAFE?

Response

The frequency table and graph indicate that a significant number of respondents (69%) had in excess of six years industrial experience before joining TAFE. Of those surveyed, 35 respondents had been in industry between 6-10 years; 27 between 11-15 years; 17 had been employed in industry between 16-20 years and six respondents had been employed in industry for over 21 years before joining TAFE.

<table>
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<tr>
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</tr>
<tr>
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<td>1-2</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>3-5</td>
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<td>6-10</td>
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<td>4</td>
<td>11-15</td>
<td>27</td>
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<td>5</td>
<td>16-20</td>
<td>17</td>
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<tr>
<td>6</td>
<td>21+</td>
<td>6</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

(Table 4 : Frequency table for Question 4)

(Figure 4 : Frequency graph for Question 4)
Question 5

Prior to joining TAFE, did you have training experience in industry?

Response

The results of this question show that almost half of the respondents (48%) had training experience in industry before joining the TAFE sector.
Question 6

Have you been involved in any form of industry consultancy in relation to vocational education and training?

Response

The results demonstrate that a significant number of respondents (62%) have not been involved in any form of industry consultancy connected with vocational education and training.

<table>
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<td>47</td>
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<td>76</td>
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</tbody>
</table>

(Table 6: Frequency table for Question 6)

(Figure 6: Frequency graph for Question 6)
Question 7

Have you been involved in any fee-for-service activities while employed in TAFE?

Response

The frequency table and graph show that a significant number of respondents (41%) have not been involved in fee-for-service activities during their TAFE employment.

<table>
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<td>Yes</td>
<td>72</td>
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<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

(Table 7: Frequency table for Question 7)

(Figure 7: Frequency graph for Question 7)
Question 8

Has your present position required you to design or develop curriculum for a specific industry?

Response

The frequency table and graph show that a significant number of respondents (56%) have neither designed nor developed curriculum for a specific industry.

<table>
<thead>
<tr>
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<th>Frequency</th>
</tr>
</thead>
<tbody>
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<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>53</td>
</tr>
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<td>2</td>
<td>No</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 8: Frequency table for Question 8)

(Figure 8: Frequency graph for Question 8)
**Question 9**

Has your present position required you to deliver training/education in the workplace?

**Response**

The results of this question indicate that the majority of those surveyed (53%) have not delivered training/education in the workplace.

<table>
<thead>
<tr>
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<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Yes</td>
<td>56</td>
</tr>
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<td>No</td>
<td>65</td>
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</table>

*(Table 9: Frequency table for Question 9)*

*(Figure 9: Frequency graph for Question 9)*
Question 10

In which age bracket do you fall?

Response

This question reveals that the vast majority of those surveyed (97%) are over 30 years of age. Of the respondents, 55 are between 31-45 years of age while 64 are over 46 years of age.

<table>
<thead>
<tr>
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<th>Category</th>
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<tbody>
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<td>1</td>
</tr>
<tr>
<td>1</td>
<td>-30</td>
<td>3</td>
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<td>3</td>
<td>46+</td>
<td>64</td>
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<td>Total</td>
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(Table 10 : Frequency table for Question 10)

(Figure 10 : Frequency graph for Question 10)
6.5 RESULTS OF SECTION B: TAFE TEACHER COMPETENCE STATEMENTS

This section, which comprises 57 questions, includes content from the *Revised Victorian TAFE Teacher Competence Statements* (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993).

Teachers were asked to read each unit of competence and its accompanying elements, then answer whether or not they considered that they were able to demonstrate the elements as listed.
Question 11

Identify current and required competencies of participants

Response

This question, which focuses on the identification of learning/training needs, reveals the general high level of ability which respondents perceive they have to identify the current and required competencies of participants.

Each of the respondents to indicate an inability to identify current and required competencies of participants is employed in a permanent capacity and has extensive teaching experience. It can only be assumed that these respondents have either incorrectly interpreted the question or lack the ability to identify current and required competencies of participants.

<table>
<thead>
<tr>
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<th>Frequency</th>
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<td>No Response</td>
<td>2</td>
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<tr>
<td>1</td>
<td>Yes</td>
<td>116</td>
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<tr>
<td>Total</td>
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</table>

(Table 11: Frequency table for Question 11)

(Figure 11: Frequency graph for Question 11)
Question 12

Identify learning needs of participants

Response

This question demonstrates the general high level of ability which respondents perceive they have to identify the learning needs of TAFE participants.

Of the six respondents to indicate a lack of ability to identify learning needs of participants, five are employed in a permanent capacity and each has in excess of 16 years teaching experience in the TAFE sector. It is assumed that these teachers have either incorrectly interpreted the question or that they really do perceive that they are unable to identify the learning needs of their participants.

In one instance, the respondent is employed in a contract capacity and has limited teaching experience in the TAFE sector.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<td>No Response</td>
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<tr>
<td>1</td>
<td>Yes</td>
<td>116</td>
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<td>No</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>123</td>
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</tbody>
</table>

(Table 12: Frequency table for Question 12)

(Figure 12: Frequency graph for Question 12)
Question 13

Identify learning outcomes of program/course

Response

The results from this question indicate the general high level of ability of the respondents to identify learning outcomes of a program or a course.

Of the seven respondents to indicate their inability to identify learning outcomes of program/course, five are employed in a permanent capacity and each has teaching experience in the TAFE sector in excess of 16 years. It is assumed that these respondents have either incorrectly interpreted the question or that, although experienced, they are unable to identify the learning outcomes of a program/course.

Two respondents to indicate their lack of ability are employed in a contract capacity and have limited experience in the TAFE sector.

<table>
<thead>
<tr>
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<th>Frequency</th>
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<td>115</td>
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<td>7</td>
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</tbody>
</table>

(Table 13 : Frequency table for Question 13)

(Figure 13 : Frequency graph for Question 13)
Question 14

Identify training strategies for participants

Response

Like the earlier questions on learning and training, this question demonstrates the general high level of ability (94%) which respondents perceive they have in identifying training strategies.

Six respondents, however, have indicated their inability to identify training strategies for participants. Of these, three are employed on a permanent basis and have extensive teaching experience, thus, it appears that they have either incorrectly interpreted the question or that they are really not able to identify training strategies.

Three respondents to indicate their inability are employed on a contract basis, and each has limited teaching experience in the TAFE sector.

<table>
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<tr>
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<td>1</td>
<td>Yes</td>
<td>116</td>
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<tr>
<td>2</td>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

(Table 14: Frequency table for Question 14)
Question 15

Identifying training priorities

Response

Although the vast majority of respondents have indicated their ability to identify training priorities, 10 teachers surveyed (8%) have indicated that they are unable to do so. This may be due to the ambiguity of the question, their lack of knowledge of the Training Agenda or, as the response indicates, their genuine inability to identify training priorities.
Question 16

Identify training/education resources to match needs

Response

The frequency table and graph show that a large majority (89%) of respondents feel they are able to identify training/education resources to match needs, however, eight teachers have indicated their inability to do so, which may be attributed to their lack of experience, their lack of ability to interpret the question or a genuine lack of competence.

If eight teachers do lack competence in the identification of training resources to match needs, a significant skills gap is identified.
Question 17

Identify legal responsibilities associated with training/education

Response

The results of this question demonstrate that a significant number of respondents (47%) do not consider that they are able to identify legal responsibilities connected with training/education.

This situation could have resulted from either a lack of teacher training, as in the case of contract staff, or lack of staff development for both permanent and contract staff.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
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</table>

(Table 17: Frequency table for Question 17)

(Figure 17: Frequency graph for Question 17)
Question 18

Determine communication channels for identifying training/education needs

Response

The frequency table indicates that 33 respondents perceive that they are unable to determine communication channels for identifying training/education needs.

This result may relate to respondents not being able to interpret the question or to their lack of knowledge of the communication channels that are available.

The large number of respondents to indicate a lack of competence also raises the question of the quality and relevance of past teacher training.
Question 19

Identify training needs of industry/occupation

Response

While the frequency table shows that 75 respondents are able to identify training needs of industry/occupation, a significant number (35%) perceive that they are unable to do so.

This response could well be linked to a general lack of industry involvement since their joining the TAFE sector.

<table>
<thead>
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</table>

(Table 19 : Frequency table for Question 19)

(Figure 19 : Frequency graph for Question 19)
Question 20

Develop program/session outlines

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
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</table>

In response to this question, 118 respondents consider they are able to develop program/session outlines. Four respondents, however, indicated that they are not able to develop program/session outlines, three of whom have been teaching in the TAFE sector for many years, thus they have either not interpreted the question correctly or they are not competent in this important teaching role.

One respondent, indicating inability to develop program/session outlines is employed in a contract capacity and has limited teaching experience in TAFE.
Question 21

Identify existing resources/materials

Response

The frequency table shows that 120 respondents perceive that they are able to identify existing training/education resources. Two teachers have indicated that they are unable to do this. In one instance the teacher has extensive teaching experience in the TAFE sector and, it is assumed, has incorrectly interpreted the question. In the other instance, the teacher is employed on a contract basis and has limited teaching experience. In either case, the responses indicate cause for concern.

<table>
<thead>
<tr>
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</tr>
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<td>2</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

(Table 21: Frequency table for Question 21)

(Figure 21: Frequency graph for Question 21)
Question 22

Modify resources/materials

Response

The frequency table indicates that 120 teachers surveyed consider that they are able to modify resources/materials for training/education purposes. The two negative responses may be due to lack of opportunity to modify resources/materials or an inability to interpret the question.
Question 23

Develop new resources/materials

Response

The results from this question demonstrate that while 109 respondents feel that they are able to develop new resources/materials, 12 teachers do not consider they are able to do so, which may be due to lack of opportunity to be involved in such development.

<table>
<thead>
<tr>
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<th>Frequency</th>
</tr>
</thead>
<tbody>
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<td>12</td>
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</tbody>
</table>

(Table 23: Frequency table for Question 23)

(Figure 23: Frequency graph for Question 23)
Question 24

Identify existing training/education programs

Response

The table and graph pertaining to this question display the general ability of respondents to identify existing training/education programs. The 13 negative responses may be attributed to lack of knowledge of the TAFE system, lack of opportunity or an inability to interpret the question.

<table>
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<tr>
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<th>Category</th>
<th>Frequency</th>
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<tbody>
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<td>No</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 24: Frequency table for Question 24)

(Figure 24: Frequency graph for Question 24)
Question 25

Modify training/education programs

Response

The results indicate that 104 respondents consider that they are able to modify training/education programs. Seventeen respondents did not perceive that they could do so, which may be attributed to lack of opportunity, lack of need, lack of teaching experience, lack of teacher training or an inability to interpret the question.
Question 26

Develop new training/education programs

Response

A significant number of respondents (21%) indicate that they are unable to develop new training/education programs. Most likely this is due to their not being given the opportunity to do so, or to their not perceiving a necessity to do so. However, other factors such as lack of experience, lack of teacher training or an inability to interpret the question may also impinge on the findings.

<table>
<thead>
<tr>
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<th>Category</th>
<th>Frequency</th>
</tr>
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<tbody>
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<td>No Response</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>94</td>
</tr>
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<td>No</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 26: Frequency table for Question 26)

(Figure 26: Frequency graph for Question 26)
Question 27

Work with others to develop training/education and resources

Response

The high level of positive responses to this question (97%) indicates the extent of collaboration and teamwork of those responding, with 119 respondents perceiving that they are able to work with others to develop training/education resources.

The three negative responses may have resulted from respondents not having had an opportunity to be involved in such development or not wishing to be involved.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

(Table 27: Frequency table for Question 27)

(Figure 27: Frequency graph for Question 27)
Question 28

Train to meet syllabus/program requirements

Response

The frequency table demonstrates that the vast majority of those responding to the survey (95%) perceive that they are able to train to meet syllabus/program requirements.

Three respondents have indicated that they are unable to do this, which may be attributed to their lack of experience, lack of training, and, in one case, redeployment to curriculum development (as stated by the respondent on the survey instrument).
Question 29

Facilitate individual learning

Response

The frequency table displays that the vast majority of respondents (98%) consider that they are able to facilitate individual learning.

The three negative responses may be linked to lack of experience, redeployment away from teaching or an inability to interpret the question.
Question 30

Facilitate group learning

Response

Both the frequency table and the graph show that most respondents feel that they are able to facilitate group learning.

Three respondents have indicated that they are not able to do this, which may be attributed to lack of experience, lack of training, redeployment or an inability to interpret the question.
Question 31

Conduct practical sessions

Response

As the results of this question show, the vast majority of respondents (98%) feel that they are competent in the conduct of practical sessions. The one negative response may be attributed to the individual concerned being primarily involved in curriculum development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<td>2</td>
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<tr>
<td>Total</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 31: Frequency table for Question 31)

(Figure 31: Frequency graph for Question 31)
Question 32

Maintain a positive learning environment

Response

Both the frequency table and the graph demonstrate that the vast majority of respondents feel that they are able to maintain a positive learning environment. The two negative responses may be attributed to redeployment in one instance, and lack of experience in the TAFE sector in the other.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<td>2</td>
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<tr>
<td>Total</td>
<td></td>
<td>123</td>
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</tbody>
</table>

(Table 32: Frequency table for Question 32)

(Figure 32: Frequency graph for Question 32)
Question 33

Monitor participants' performance

Response

Both the frequency table and the graph show that 122 respondents consider that they are able to monitor participants' performance. The one respondent who indicated a lack of ability to do this has been away from teaching, concentrating on curriculum development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<td>122</td>
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<td>2</td>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 33: Frequency table for Question 33)

(Figure 33: Frequency graph for Question 33)
Question 34

Utilise a range of teaching strategies

Response

The vast majority of teachers (96%) responding to this question have indicated their ability to utilise a range of teaching strategies. The five negative responses may be attributed to lack of experience, lack of teacher training and redeployment.
Question 35

Operate equipment in the delivery of training/education.

Response

Although two teachers failed to respond to this question, the responses received indicate that 121 teachers of the 123 teachers responding to the survey in general are confident of their ability to operate equipment to assist in the delivery of training/education.
Question 36

Utilise training/education resources

Response

The frequency table and chart show that 121 teachers responding to the survey believe they can utilise training/education resources. The two negative responses may be attributed to lack of experience and teacher training in one instance and a likely inability of the respondent to interpret the question in the other instance.
Question 37

Utilise flexible modes of delivery

Response

From the responses received to this question, it appears that 115 respondents are able to utilise flexible modes of delivery. Eight respondents indicated their inability to do so, and this may be attributed to lack of experience, lack of teacher training and, in one instance, lack of opportunity.

<table>
<thead>
<tr>
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<th>Category</th>
<th>Frequency</th>
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</tbody>
</table>

(Table 37: Frequency table for Question 37)

(Figure 37: Frequency graph for Question 37)
Question 38

Maintain professional practice for the delivery of training/education

Response

The majority of respondents considered that they were able to maintain professional practice for the delivery of training/education, however three teachers indicated that they were deficient in this area.

In one instance the negative response may be attributed to lack of experience and lack of teacher training. In the other two instances the responses may be attributed to a likely lack of ability to interpret the question.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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</tbody>
</table>

(Table 38: Frequency table for Question 38)

(Figure 38: Frequency graph for Question 38)
Question 39

Plan assessments

Response

The frequency table and the graph display the extent (98%) to which the respondents feel they are able to plan assessments. In regard to the two negative responses, one may be attributed to lack of experience and lack of teacher training, while the other is considered to reflect a lack of ability on behalf of the respondent to correctly interpret the question.

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

(Table 39: Frequency table for Question 39)

(Figure 39: Frequency graph for Question 39)
Question 40
Create assessment instruments

Response

While the response received indicates that 109 respondents (89%) believe that they are competent in the creation of assessment instruments, 11 respondents (9%) considered otherwise. An examination of their responses to other questions reveals a general lack of teaching experience (in one instance only six months); a lack of opportunity or lack of interest and, in two instances, the likely inability of the respondents to correctly interpret the question.

<table>
<thead>
<tr>
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<td>2</td>
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<td></td>
<td>Total</td>
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</tbody>
</table>

(Table 40: Frequency table for Question 40)

(Figure 40: Frequency graph for Question 40)
Question 41

Modify assessment instruments

Response

The response received to this question, as indicated by the frequency table, reveals that 110 teachers responding (89%) perceive that they are able to modify assessment instruments. Of the 12 negative responses received, the majority of these may be linked to lack of experience in the TAFE sector, lack of opportunity or lack of interest and, in two instances, the likely inability of the respondent to correctly interpret the question.
Question 42

Conduct assessments

Response

In response to this question, all respondents (100%) have indicated their ability to conduct assessments.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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</thead>
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<td>0</td>
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<tr>
<td>Total</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

(Table 42 : Frequency table for Question 42)

(Figure 42 : Frequency graph for Question 42)
Question 43

Record assessment results

Response

Like the previous question on the conduct of assessments, all respondents (100%) indicated their ability to record assessment results.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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</tbody>
</table>

(Table 43: Frequency table for Question 43)

(Figure 43: Frequency graph for Question 43)
Question 44

Consult with others regarding assessment

Response

Along with earlier questions on assessment, this question reveals the ability of all respondents (100%) to consult with others on the assessment process.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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</thead>
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<td>Total</td>
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<td>123</td>
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</tbody>
</table>

(Table 44 : Frequency table for Question 44)

(Figure 44 : Frequency graph for Question 44)
Question 45

Maintain current knowledge of assessment practices

Response

While 117 teachers (95%) have indicated their ability to keep abreast with current assessment practices, six respondents have determined otherwise. Of these, three are relatively new to both teaching and the TAFE sector; one, most likely, has not interpreted the question correctly and two have either failed to interpret the question correctly or are simply not interested in keeping up to-date with current assessment practices.

<table>
<thead>
<tr>
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</table>

(Table 45: Frequency table for Question 45)
Question 46

Plan evaluations

Response

While 93 respondents (76%) have indicated their ability to plan evaluations, 29 respondents (24%) have stated otherwise. In the main, this may be attributed to lack of opportunity or lack of impetus, combined with a number of respondents employed in a contract capacity only being in the TAFE sector for a short time.
Question 47

Determine the timing of the evaluation

Response

While the majority of respondents (73%) have indicated their ability to determine the timing of an evaluation, a significant proportion (25%) have indicated their inability. Although 17 of the latter respondents are employed in a contract capacity, 14 are employed permanently, thus indicating either a lack of opportunity or a lack of impetus to be involved.

<table>
<thead>
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</tr>
</tbody>
</table>

(Table 47: Frequency table for Question 47)

(Figure 47: Frequency graph for Question 47)
Question 48

Conduct evaluations

Response

The frequency table shows that a large majority (77%) of teachers responding to the survey are confident in the conduct of evaluations. Of those who are not confident, 15 are employed in a contract capacity and 13 are employed in a permanent capacity.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<tr>
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</table>

(Table 48: Frequency table for Question 48)

(Figure 48: Frequency graph for Question 48)
Question 49

Record/report evaluations

Response

Both the frequency table and graph demonstrate that although 94 respondents (77%) are confident of their ability to record and report on evaluations, 28 respondents lack confidence and feel they are not competent in this respect. In regard to the latter, 15 are employed on a contract basis and 13 are employed on a permanent basis.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<td>Yes</td>
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</table>

(Table 49: Frequency table for Question 49)

(Figure 49: Frequency graph for Question 49)
Question 50
Contribute to organisational planning

Response

As the table and graph show, 101 respondents felt that they were able to contribute to organisational planning. Of the 21 respondents who considered they were unable to do so, 11 are employed in a permanent capacity and 10 are employed in a contract capacity. Their lack of ability in this regard may have resulted from lack of opportunity to be involved in such decision-making processes.

<table>
<thead>
<tr>
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(Table 50 : Frequency table for Question 50)

(Figure 50 : Frequency graph for Question 50)
Question 51

Plan management strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
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</thead>
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</tr>
<tr>
<td>Total</td>
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<td>242</td>
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</tbody>
</table>

(Figure 51: Frequency graph for Question 51)

While the majority of respondents consider that they are able to plan management strategies, a large number (44%) do not feel they are able to do so. This high figure is likely to have resulted from the traditional hierarchical structure which has existed for the planning of management strategies for training/education.
Question 52

Establish and maintain quality in the provision of training/education

Response

The frequency table and graph display the extent to which respondents perceive they are able to establish and maintain quality in the provision of training/education. However, 18 respondents have indicated their inability to do so. Of these, 12 teachers are employed in a contract capacity and may not have undertaken teacher training. However, six teachers are employed in a permanent capacity, and the mix indicates the need for staff development in the area of quality assurance.

<table>
<thead>
<tr>
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</table>

(Table 52: Frequency table for Question 52)

(Figure 52: Frequency graph for Question 52)
Question 53

Select personnel

Response

While the majority of respondents have indicated their perceived ability to select personnel, 45 respondents have perceived otherwise. This high figure would have resulted from lack of opportunity, particularly in regard to contract staff, to serve on selection panels.

<table>
<thead>
<tr>
<th>Response</th>
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</table>

(Table 53 : Frequency table for Question 53)

(Figure 53 : Frequency graph for Question 53)
Question 54

Manage personnel

Response

Of the 123 respondents, 70 (57%) have indicated their ability to manage personnel. Fifty teachers have considered that they are unable to manage personnel and of these 23 are employed on a permanent basis, and 27 are employed on a contract basis.

The high number of negative responses to this question indicates a need for both staff development and access to opportunity for teachers to expand their skills.
Question 55: Manage professional development.

Response:

As both the frequency table and graph clearly display, approximately half the respondents do not feel that they have the ability to manage professional development. This result demonstrates a lack of opportunity for many teachers to be given responsibility for professional development, either within their department or through the management of a college-wide program.
Question 56

Manage finances

Response

Approximately half the respondents have indicated their inability to manage finances. This result demonstrates a lack of development in an important administrative area and one which may affect a teacher's career.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
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<td>60</td>
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<td>58</td>
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<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

(Table 56: Frequency table for Question 56)
Question 57

Manage equipment

Response

The majority of respondents to this question (68%) have indicated their ability to manage equipment. However, 38 respondents perceived that they are unable to do so. The results indicate a lack of opportunity for teachers to assume greater responsibilities, despite their having hours within their load for administrative purposes.

<table>
<thead>
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<th>Response</th>
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<td>38</td>
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(Table 57: Frequency table for Question 57)

(Figure 57: Frequency graph for Question 57)
Question 58

Manage records

Response

The frequency table and graph show that a large majority of respondents perceive that they have the ability to manage records. The 24 negative responses may largely be attributed to lack of opportunity to manage records other than personal records relating to student assessment.

<table>
<thead>
<tr>
<th>Response</th>
<th>Category</th>
<th>Frequency</th>
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<td>2</td>
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</tr>
</tbody>
</table>

(Table 58: Frequency table for Question 58)

(Figure 58: Frequency graph for Question 58)
Question 59

Negotiate the delivery of training/education

Response

Although the large majority of teachers responded in the affirmative to this question, the result of 35 teachers indicating their inability to negotiate the delivery of training/education may be linked to inexperience in the TAFE sector and a general lack of involvement in consultancy, fee-for-service programs and other entrepreneurial activities, including workplace delivery.

The lack of negotiation with clients also indicates that at least 35 teachers are not employing andragogical method.
Question 60

Promote training/education

Response

This positive response (82%) indicates that most respondents consider that they are equipped to promote training/education. The 20 teachers who felt they were not able to do so are mainly contract staff, with limited experience in the TAFE sector.

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</table>

(Table 60: Frequency table for Question 60)

(Figure 60: Frequency graph for Question 60)
Question 61

Develop proposals, submissions and reports

Response

As both the frequency table and graph show, a large number of respondents (59%) feel they are able to develop proposals, submissions and reports. However, a significant number (39%) do not believe they are competent in these skills, thus indicating a need for staff development in these areas if the entrepreneurial base is to be broadened.
### Question 62
**Liaise with clients and industry**

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</tbody>
</table>

**Table 62. Frequency table for Question 62**

**Figure 62. Frequency graphs for Question 62**

---

The majority of respondents (80%) consider that they are able to competently liaise with clients. However, 24 teachers did not consider that they were able to do this, which may be attributed to general lack of experience, lack of opportunity or, in the case of industry, lack of impetus to be involved in entrepreneurial activities.
Question 63

Identify existing curriculum

Response

The vast majority of respondents (96%) indicate their ability to identify existing curriculum. The four negative responses may be linked to inexperience and possible misinterpretation of the question, particularly in the case of two experienced TAFE teachers.

<table>
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</table>

(Table 63 : Frequency table for Question 63)

(Figure 63 : Frequency graph for Question 63)
Question 64

Modify existing curriculum

Response

The perceived ability of the vast majority of respondents (93%) to modify existing curriculum demonstrates the wealth of opportunity that has been made available in this area. Eight respondents have indicated that they are unable to modify existing curriculum, which may be attributed to lack of opportunity or lack of identified need.
Question 65
Create curriculum

Response

As the frequency table and graph show, 92 respondents (75%) consider they are able to create curriculum. However, 29 respondents do not feel competent in this area, thus a need for staff development is indicated.
Question 66

Monitor use of curriculum

Response

Most teachers responding to this question perceived that they were able to monitor the use of curriculum. Sixteen respondents considered that they were unable to demonstrate this skill, indicating either a lack of opportunity or a lack of enthusiasm for teachers to expand their skills base in this area.

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</table>

(Table 66: Frequency table for Question 66)

(Figure 66: Frequency graph for Question 66)
Question 67

Work with others to develop curriculum

Response

This question which is similar to question number 27, confirms the high level of collaboration and teamwork which exists, particularly in the development of curriculum and learning resources. The positive responses (93%) also indicate the value of peer support in the TAFE sector.

<table>
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(Table 67: Frequency table for Question 67)

(Figure 67: Frequency graph for Question 67)
Question 68

Maintain professional practice for curriculum development

Response

Most of the respondents (90%) felt that they were able to maintain professional practice for curriculum development, thus demonstrating the extent of skills and knowledge in the field of curriculum. Ten respondents, however, indicated their lack of ability to maintain professional practice for curriculum development, and of these five teachers are employed in a permanent capacity, which indicates a lack of opportunity for them to be involved in such maintenance, a lack of identified need or a lack of motivation on their behalf.

<table>
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(Table 68: Frequency table for Question 68)

(Figure 68: Frequency graph for Question 68)
6.6 RESULTS OF SECTION C: PROFESSIONAL DEVELOPMENT IN ENTERPRISE TRAINING

This section, which comprises 45 questions, endeavours to identify the level of knowledge and skills which teachers perceive they possess, and their attitude, in relation to enterprise-based research, training and consultancy.

The first part of Section C is based on the learning outcomes identified by the Outer Eastern College of TAFE in their Graduate Certificate in Training Consultancy. The second part focuses on different types of workforce research and methods of data collection.
Question 69

Analyse the client/consultant relationship, customer service and ethical practice within the context of industry training consultancy.

Response

This question, and those that follow, required respondents to mark their responses as:

0 - not interested in being involved
1 - interested, no knowledge/skills
2 - interested, limited knowledge/skills
3 - interested, reasonable knowledge/skills
4 - interested, sound knowledge/skills

Thirteen respondents indicated that they were not interested in analysing the client/customer relationship, customer service or ethical practice within the context of industry training consultancy. Of those who were interested, only eight respondents (7%) indicated sound knowledge and skills in this area, and only 23 respondents (19%) indicated reasonable knowledge/skills in the area.
Question 70

Analyse commercial organisations in terms of their product, structure and decision making arrangements

Response

Fourteen respondents indicated a lack of interest in being involved in the analysis of commercial organisations in terms of their product, structure and decision-making arrangements. Of those interested in being involved, only nine respondents (7%) perceived that they possessed sound knowledge/skills in relation to the question and only 17 felt that their knowledge/skills base was of a reasonable level.
Question 71

Present a professional image as a consultant

Response

An analysis of the responses received reveals that 11 of the 123 respondents are not interested in presenting a professional image as a consultant. The responses received from those who are interested indicate that only 20 teachers (16%) feel that they possess sound knowledge/skills in this regard, thus indicating a need for extensive staff development on enterprise training and consultancy.
Question 72

Use appropriate computer packages to support and enhance services to clients

Response

Both the frequency table and the graph clearly show that only a limited number of respondents (9%) are confidently able to use computer packages to support and enhance services to clients. The responses received further indicate that an identical number of teachers are either not interested in the use of such packages or the enhancement of client services.

<table>
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</table>

(Table 72: Frequency table for Question 72)

(Figure 72: Frequency graph for Question 72)
Question 73

Conduct meetings relative to the role of an industry training consultant

Response

Although 123 teachers have responded to this question, only 16 (13\%) believe that they are able to competently conduct meetings relative to the role of an industry training consultant. Eleven teachers (9\%) have indicated a lack of interest in this regard.
Question 74

Conduct an oral presentation in a public forum on a given topic or issue

Response

Thirty-five respondents (28%) consider that they are able to competently conduct an oral presentation in a public forum, however 11 teachers are not interested in doing so. A further 14 teachers (11%), although interested, have indicated a general lack of knowledge/skills in this area.

<table>
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(Table 74 : Frequency table for Question 74)

(Figure 74 : Frequency graph for Question 74)
Question 75

Identify the phases in training development methodology

Response

Although a large proportion of respondents are interested in identifying the phases in training development methodology, a significant number (64%) have either no knowledge/skills or only limited knowledge/skills in such identification, thus indicating a need for staff development.
Question 76

Determine and use appropriate information gathering techniques for work force analysis in given situations

Response

Of the respondents to the survey, only 11 teachers (9%) have indicated that they are competent in the determination and use of information gathering techniques for work force analysis. The majority of respondents (72%) have indicated either no knowledge/skills or only limited knowledge/skills in this area.
Question 77

Conduct a training needs analysis in a given industry

Response

While 123 teachers have responded to the survey, only five (4%) believe that they are able to conduct a training needs analysis in a given industry and, as the table and graph show, 12 teachers (10%) are not interested in being involved in the conduct of training needs analyses.

The majority of respondents (85%) would like to be involved in training needs analysis, but feel they lack the knowledge/skills required.
Question 78

Choose an instructional design systems methodology

Response

The response to this question indicates that only 10 respondents (8%) believe that they can competently select an instructional design systems methodology. The majority of respondents (63%) believe that they are not able to do this, and 15 respondents (12%) have indicated their lack of interest.
Question 79

Write competency-based curriculum in a chosen field

Response

While 63 respondents (51%) have indicated that they are reasonably competent in writing competency-based curriculum, only 21 respondents (17%) believe that they possess sound knowledge/skills in this area. Six respondents (5%) have indicated their lack of interest in writing competency-based materials.

<table>
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Total 123

(Table 79 : Frequency table for Question 79)

(Figure 79 : Frequency graph for Question 79)
Question 80

Select the most appropriate training media in a given situation

**Response**

The majority of respondents (61%) have indicated their ability to select the most appropriate training media for a given situation. However, four respondents have indicated their lack of interest in doing so, and it is disconcerting to note that three of these teachers are employed in a permanent capacity and that each one has extensive experience in the TAFE sector. In the fourth instance, the teacher is employed on a contract basis and has limited experience in TAFE.

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<td><strong>Total</strong></td>
<td><strong>Frequency</strong></td>
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</tr>
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</table>

(Table 80: Frequency table for Question 80)

(Figure 80: Frequency graph for Question 80)
Question 81

Design competency-based learning materials

Response

The response to this question, which pertains to the design of competency-based learning materials, indicates that while 26 respondents (21%) consider that they have sound knowledge/skills in this area and 43 respondents (35%) believe they have reasonable knowledge/skills, 33 respondents (27%) consider they have only limited knowledge/skills and 14 (11%) have indicated that they have no knowledge/skills at all.

The response indicates a need for additional staff development on the design of competency-based learning materials.
### Question 82
Develop a strategy for the evaluation of a training program

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(Figure 82: Frequency graph for Question 82)

(Figure 82: Frequency table for Question 82)

**Response**

Fifty-seven respondents (46%) have indicated their ability to develop a strategy for the evaluation of a training program. However, a very large number of respondents (49%) have perceived that they are unable to develop such a strategy, while five respondents have shown that they are not interested.

The response to this question indicates a need for staff development on strategies for evaluating training programs.
**Question 83**

Market and promote training and consultancy services

**Response**

The frequency table and graph highlight that, although interested, 48 respondents (39%) have no knowledge/skills in the marketing and promotion of training and consultancy services. Fifteen respondents (12%) have indicated their lack of interest in being involved in this field of work.

<table>
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**Total** | 123

(Table 83: Frequency table for Question 83)

(Figure 83: Frequency graph for Question 83)
Question 84

Prepare plans for the provision of training and consultancy activities

Response

Although the majority of respondents are interested in the preparation of plans for the provision of training and consultancy, the responses reveal a need for staff development, as 86 respondents (70%) do not believe that they are competent in this area. Thirteen respondents have indicated their lack of interest in being involved in such an entrepreneurial activity.
Question 85

Sell training products and services

Response

Very few respondents (6%) considered that they possessed sound knowledge in this field, with the majority (60%) indicating their lack of ability.

A significant number of respondents (19%) have indicated a lack of interest in selling training products and services, thus highlighting the need for cultural change if the Gordon is to become more entrepreneurial.

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(Table 85: Frequency table for Question 85)

(Figure 85: Frequency graph for Question 85)
**Question 86**

Use appropriate record keeping and financial management strategies

**Response**

Most respondents (63%) have indicated that, while they are interested in using appropriate record keeping and financial management strategies, they lack the ability to do so.

Only 13 respondents have indicated sound knowledge/skills in this area and only 19 respondents have considered that they possess a reasonable level of knowledge/skills. The high figure of 14 (11%) demonstrates that a significant number of teachers are not interested in using record keeping and financial management strategies.

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**Total** 123

(Table 86: Frequency table for Question 86)

(Figure 86: Frequency graph for Question 86)
**Question 87**

Demonstrate appropriate human resource management skills in the context of the role of an industry training consultant

**Response**

The majority of respondents (60%) have indicated that, while interested in human resource management skills in the context of the role of an industry training consultant, they lack the knowledge/skills to work in this capacity.

Twelve respondents have, however, indicated sound knowledge/skills in this area and 23 respondents have indicated that they have reasonable knowledge/skills. Thirteen respondents have indicated a lack of interest in response to this question.
Question 88

Monitor the performance of contractors or other employees

Response

Most respondents have indicated that, although interested in monitoring the performance of contractors or other employees, they lack sufficient knowledge/skills to do so.

Only a small number of respondents (31%) consider themselves to be competent in this area, and 10 respondents have indicated a lack of interest.

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(Table 88: Frequency table for Question 88)

(Figure 88: Frequency graph for Question 88)
Question 89

Conduct an industry analysis to determine industry boundaries and to identify current and anticipated levels of activity

Response

The vast majority of respondents (69%) have indicated that while interested, they do not possess sufficient knowledge/skills to conduct an industry analysis. Only five respondents believe that they are fully competent in this area.

Eighteen respondents indicated a lack of interest in being involved in the conduct of industry analysis.

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(Table 89: Frequency table for Question 89)

(Figure 89: Frequency graph for Question 89)
Question 90

Conduct a labour market analysis to predict labour demand, then compare the findings to likely availability.

Response

Only two teachers responding to the survey have perceived that they are able to competently conduct a labour market analysis.

The majority of respondents (71%) indicate that, although interested, they lack sufficient knowledge/skills, while 21 respondents (17%) have indicated a lack of interest in being involved in the conduct of labour market analysis.

Table 90: Frequency Table for Question 90

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Figure 90: Frequency Graph for Question 90
Question 91

Conduct an occupational analysis to identify current and likely jobs, job duties, tasks and other related information

Response

Most respondents (72%) have indicated that, while being interested in being involved in the conduct of occupational analysis, they currently lack knowledge/skills in this area. Seventeen respondents have indicated that they are not interested in conducting an occupational analysis.

<table>
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**Total** | 123

*(Table 91: Frequency table for Question 91)*

*Figure 91: Frequency graph for Question 91*
Question 92

Conduct a job analysis to determine job components, including duties, tasks and knowledge, skills and attitudes.

<table>
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</table>

(Table 92: Frequency table for Question 92)

Most respondents (65%) perceive that they are not competent in the conduct of job analysis, however, they are interested in being involved. Although 15 respondents consider that they possess reasonable knowledge/skills in this area, and six respondents believe that they have sound knowledge/skills. Eighteen respondents, however, have indicated a lack of interest in the conduct of job analysis.

The responses to this question demonstrate the urgent need for staff development if the Gordon is to better respond to industry need.
Question 93

Conduct a task analysis to systematically analyse task behaviour

Response

A total of 84 respondents (68%) have indicated that, while interested in conducting task analyses, they are currently not equipped to do so. Of the total respondents to the survey, only 14 respondents have perceived that they possess reasonable knowledge/skills in task analysis, and only six respondents believe they have sound knowledge/skills in this regard.

A significant number (12%) are not interested in being involved in the conduct of task analyses.
Question 94

Conduct a competency analysis to identify the attributes which underpin job performance.

Response

Despite the country's adoption of a competency-based system for education and training, most respondents (67%) believe that they are not competent in the conduct of a competency analysis.

Only six respondents considered that they possessed sound knowledge/skills in this regard; 13 respondents felt that they had reasonable knowledge/skills and 16 respondents indicated their lack of interest in being involved.

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(Table 94: Frequency table for Question 94)

(Figure 94: Frequency graph for Question 94)
Question 95

Conduct a training needs analysis to determine training and non-training responses and to identify the existing gap

Response

The responses received show that most respondents are interested in conducting training needs analyses, although only six respondents (5%) feel that they are competent in this form of research.

Eighty-six respondents indicated that, while interested, they lack the necessary knowledge/skills and 14 respondents expressed a lack of interest.

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(Table 95 : Frequency table for Question 95)

(Figure 95 : Frequency graph for Question 95)
**Question 96**

Conduct a skills analysis to systematically identify the skills needed for a particular job

**Response**

The responses received demonstrate that very few respondents (6%) believe that they are competent in the conduct of skills analyses.

Although the majority of respondents (83%) expressed an interest in being involved in this form of analysis, 81 respondents have shown that they lack the necessary knowledge/skills to be involved. Thirteen teachers have displayed a lack of interest.

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(Table 96: Frequency table for Question 96)
Question 97

Conduct a skills audit to identify skills held by specific members of the work force

Response

Like the responses to the previous questions in this section, the majority of teachers responding to the survey would like to be involved in the conduct of skills audits, however only a small number (6%) perceive that they are competent. A large number of respondents (68%) have indicated a lack of knowledge/skills in this area, while 11 respondents have shown that they are not interested in being involved.

<table>
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(Table 97: Frequency table for Question 97)

(Figure 97: Frequency graph for Question 97)
Question 98

Collect data through formal interview method

Response

The frequency table indicates that 27 respondents perceive that they have sound knowledge/skills for the collection of data through interview method; 47 respondents perceive that they possess a reasonable level of knowledge/skills. However, the responses do indicate that a significant number (32%) believe they lack competence in this regard. Six respondents have shown that they are not interested in being involved.
Question 99

Collect data through informal interview method

Response

While teachers are frequently required to collect data from their students through informal interview method, a significant number (29%) have indicated that they do not perceive themselves to be competent in this method.

It is of concern to note that six teachers have indicated a lack of interest in data collection through informal interview.

(Table 99: Frequency table for Question 99)

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(Figure 99: Frequency graph for Question 99)
Question 100

Collect data through structured interview method

Response

The frequency table and graph display the extent to which respondents perceive they are able to collect data through structured interview, with 25 respondents believing that they have sound knowledge/skills in this regard and 45 respondents believing that they have reasonable knowledge/skills.

However, 43 respondents (35%) have indicated a lack of competence in this method of data collection and five respondents have indicated a lack of interest.
Question 101

Collect data through unstructured interview method

Response

While a large number of respondents (60%) have indicated their ability to collect data through unstructured interview method, only 24 respondents have considered that they possess sound knowledge/skills in this area.

A total of 37 respondents have shown that they need staff development in this data collection method, while seven respondents have expressed a lack of interest.

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(Table 101: Frequency table for Question 101)

(Figure 101: Frequency graph for Question 101)
Question 102

Collect data through record analysis

Response

A large number of teachers responding to the survey (48%) perceived a lack of competence in relation to the collection of data through record analysis. Of the 123 teachers involved, only 24 believed that they possessed sound knowledge/skills in this regard. Eight teachers indicated a lack of interest in being involved.

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(Table 102 : Frequency table for Question 102)

(Figure 102 : Frequency graph for Question 102)
Question 103

Collect data through brainstorming

Response

The collection of data through brainstorming is a popular group process in the teaching profession, yet 53 respondents (43%) indicated a lack of ability to collect data through this method.

It is of concern, also, to note that nine teachers have indicated a lack of interest in being involved in this common group process.

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(Table 103: Frequency table for Question 103)

(Figure 103: Frequency graph for Question 103)
Question 104

Collect data through nominal group technique

Response

While 102 respondents (83%) have shown an interest in the collection of data through nominal group technique, only six teachers perceive they possess sound knowledge/skills in this regard, while 72 respondents (59%) feel they lack ability. Thirteen respondents have indicated that they are not interested in being involved; eight did not respond.
Question 105

Collect data through force field analysis

Response

The frequency table and graph display a general lack of knowledge/skills in force field analysis. While 91 respondents (74%) are interested in being involved, only two respondents perceive that they possess sound knowledge/skills in this form of analysis. Seventy-eight respondents feel they lack competence in this area; 19 respondents have shown that they are not interested and 13 teachers did not respond at all.

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(Table 105 : Frequency table for Question 105)

(Figure 105 : Frequency graph for Question 106)
Question 106

Collect data through critical incident technique

Response

Although critical incident technique is popular in industry, only two respondents felt that they possessed sound knowledge/skills to apply this form of data collection technique. Eighty-one survey respondents (66%) considered they lacked ability in this regard, while 19 respondents indicated a lack of interest. Thirteen survey respondents failed to answer this question.

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(Table 106 : Frequency table for Question 106)

(Figure 106 : Frequency graph for Question 106)
Question 107

Collect data through Delphi technique

Response

As the frequency table and graph display, the majority of responses fall into category one, namely, interested, but no knowledge/skills. Despite 123 teachers responding to the survey, only one respondent indicated the possession of both sound knowledge and skills in this technique. Twenty-two teachers indicated a lack of interest in being involved; 14 teachers did not respond.
Question 108

Collect data through DACUM method

Response

Like the previous response on Delphi technique, the majority of responses fall into category one, with respondents being interested in DACUM, but having no knowledge/skills.

A total of 24 teachers, however, indicated a lack of interest in being involved, while 14 teachers failed to offer a response at all.
Question 109

Collect data through search conference method

Response

While 90 teachers (73%) responding to the survey have indicated their interest in search conference method, 83 lack competence in the method, and only two teachers believe they possess sound knowledge/skills.

Twenty-one respondents have indicated a lack of interest in search conference method; 12 respondents failed to answer this question.

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(Table 109: Frequency table for Question 109)

(Figure 109: Frequency graph for Question 109)
Question 110

Collect data through questionnaire-based method

Response

Although questionnaire-based method is common across both the TAFE sector and industry, 47 respondents (38%) have indicated their lack of ability to collect data through this method. Seven respondents have shown that they are not interested in being involved, while six respondents have failed to answer this question.

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(Table 110 : Frequency table for Question 110)

(Figure 110 : Frequency graph for Question 110)
Question 111

Collect data through computer-based questionnaire

Response

The majority of respondents (68%) have indicated that, although they would like to be involved in the collection of data through computer-based questionnaires, they currently lack the required knowledge/skills. Of the 123 teachers involved in the survey, only six felt that they were competent in this area. Thirteen respondents indicated a lack of interest in this type of research; six respondents did not answer this question.

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(Table 111: Frequency table for Question 111)

(Figure 111: Frequency graph for Question 111)
Question 112

Collect data through CODAP method

Response

The majority of respondents (69%) have indicated that they are interested in collecting data through CODAP method, however, only one respondent indicated sound knowledge/skills in this area, with a large number (54%) showing that, while interested, they have no knowledge/skills. Twenty-three respondents displayed a lack of interest in CODAP; 15 respondents did not answer the question.

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</table>

(Table 112: Frequency table for Question 112)

(Figure 112: Frequency graph for Question 112)
Question 113

Collect data through observation method

Response

Observation method, while commonly used for data collection in TAFE, is not considered to be of interest to twelve respondents.

Overall, the responses to this question indicate a much higher level of competency, however 59 respondents (48%) do not believe they are competent, thus indicating both a need for staff development and, in regard to those indicating a lack of interest, a need for cultural change.
6.7 RESULTS OF SECTION D: COMMENTS

This section comprises one question, which asks teachers to indicate whether or not they perceive that they are able to perform the evolving roles of the TAFE teacher, then invites teachers to add any additional skills which they feel are necessary, or comments which they would like to make.
Question 114

The evolving roles of the TAFE teacher appear to include those of proposal/submission writer, industry consultant, analyst, curriculum designer, program evaluator, workplace assessor and training/education manager. Do you consider that you are currently equipped to perform these roles?

Response

This question focused on the primary aim of the research. As the frequency table and graph clearly demonstrate, 83 respondents, 67% of the survey, believe that they are not equipped to perform the evolving roles of the TAFE teacher.

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(Table 114: Frequency table for Question 114)

(Figure 114: Frequency graph for Question 114)
6.7.1 Additional skills

The additional skills which respondents listed were:

- higher level literacy and writing skills than many staff currently possess
- industrial relations
- ability to work in a team
- resource management skills - human and physical
- computer-based data analysis
- customer service skills
- problem-solving techniques
- report writing
- personnel management skills
- counselling/support role skills
- excellent teaching skills
- managing groups and teams
- providing consensus-based leadership
- effective meeting techniques
- marketing and selling TAFE services
- effective communication skills with both management and shop floor operators and all employees in between
- more industry contact
- training in field of workplace education

While a number of these skills have traditionally been required for TAFE teachers, a large number of the skills cited above indicate that some respondents are viewing the teacher's role beyond the classroom. This is indicated by the inclusion of skills such as marketing and selling TAFE services and the need for effective communication skills at different levels across the workplace.
6.7.2 Comments

Following the initial distribution of the questionnaires, some teachers queried the value of a skills audit where a specific individual's knowledge and skills were not recorded. These queries came from four teachers who were interested in undertaking a future consultancy role. For this reason, the first page of the questionnaire was redesigned to include the respondent's name and the date of the response (see Appendix D). It is stressed, however, that the format which encouraged identification was only sent to four teachers, in response to their request.

Two respondents criticised the survey, one for the lack of sliding scales in Section B, which, it was felt, would enable more specific responses to be given to each question; one for the lack of inclusion of performance criteria to accompany each element. These are considered fair criticisms, although it is pointed out that the Revised TAFE Teacher Competence Statements (1993) do not have accompanying performance criteria, and, although the Graduate Certificate in Training Consultancy does have several detailed assessment criteria to accompany each learning outcome, the extent of descriptive content was considered prohibitive, given the already lengthy survey instrument.

Two respondents indicated a problem in determining their level of knowledge and skills. One respondent writes:

One does not know if some of these skills are possible until tested. It is only when you are dropped in the deep end that you learn where your skills are quite often. ...

And, while answering 'no' to Question 114, the other respondent explains:

I can perform many of the skills necessary for the TAFE teacher of the future, but cannot honestly answer yes to Question 114. At the same time, by answering no, I feel that I am underselling the considerable skills that I do possess.

Many teachers agreed that the role of the TAFE teacher was changing, however, some indicated that this was not in the best interest of TAFE:
I felt some areas of expertise were skill specific to admin, not classroom teacher. While this doesn't bother me, I'm wondering if the lines aren't being professionally 'blurred'; it almost calls for complete retraining, which appears neither cost-effective nor a realistic proposal to management. Or, am I cynical?

Another writes:

I feel that we as TAFE teachers should be given more time to attend to preparation of our own subject areas so that we can develop our students while we teach them, rather than get too involved in the many other fields of work (as in Q 114) we are asked to do.

Two respondents felt that industry consultancy should exist as a specialist role and should not impede teaching:

Although I agree with statement 114, I do not believe that every TAFE teacher should necessarily become equipped to deal with every listed role. We should not forget that development in specialist areas is vital, and it worries me that at times less emphasis is being placed on excellence in teaching.

or, as the other states:

Industry training consultancy is a specialised area. It is necessary for TAFE teachers to be involved in some way, particularly in the delivery of training. It is not necessary for them to be expert in all other aspects. Industry consultants need to be carefully selected, trained and employed exclusively in this specialist role.

Five respondents indicated their enthusiasm about the changing roles of the TAFE teacher, and some their wish to be involved in consultancy. One respondent writes:

The kind of consultancy which interests me (and my colleagues) is one in which our specific skills (analytical, experimental design, etc) would be employed by a particular organisation on a research project basis.

Another asks:

I've had 15 years running my own business which is good grounding for most of the skills suggested. Question: Why not ask for names on these surveys so that a skills database could be generated?

Another considers:

The role in 114 is exciting and one I would enjoy and believe I have much to offer - more resources, support and professional development is needed for there to be any likelihood of it being a reality.
As this respondent recognises, staff development is a key issue, which the following comments endorse:

The roles of TAFE teachers are evolving, yet it is difficult in many instances to get College support or training or Industrial Release. TAFE teachers need first hand industrial experience in the current workplace - min 6 months - 12 months. Too many teachers are too long out of the "real world" out there. College should invest time and money in its greatest assets - its teachers.

Another teacher adds:

We need years of training to update our knowledge of the high tech terminology which has little or no meaning to teachers who have spent most of their week teaching.

One avers:

Little time is set aside for teachers to capitalise on their knowledge/competencies other than in class. It is extremely important to develop the professional who is able to assimilate between College and industry with ease, and be encouraged to do so, with time allowances and pay being allocated for doing this.

while another writes:

I consider that one of the most important aspects of TAFE teaching is familiarity with current technology and practices in the relevant discipline(s), and training should be an ongoing process for our occupation. This appears to not be addressed, at least within the Gordon.

Yet, as one respondent importantly points out:

For TAFE to be responsive and relevant to the labour market and labour market aspirants, the types of skills referred to in this questionnaire are of high priority.

6.8 CROSS TABULATION TABLES

This section contains five cross tabulation tables, which enable comparisons to be made between the results of one question and those of another.
Cross tabulation of teachers employed on both a permanent basis and on a contract basis with indication of perceived levels of ability to write competency-based curriculum.

**QUESTION 79**

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</table>

*(Table 115: Cross tabulation table between Question 1 and Question 79)*

Question 1 asked teachers to describe their College employment. Question 79 asked teachers to determine their level of ability to write competency-based curriculum in a chosen field.

The cross tabulation table, which allows grouping of similar data to occur, reveals that 48 permanent staff (61%) perceive that they are able to write competency-based curriculum, whereas only 17 contract staff (39%) consider they are able to do so. However, 11 permanent teachers (14%) have indicated their lack of ability to write competency-based curriculum, as too have five contract teachers (11%). Thus staff development for both tenured and non-tenured staff appears to be necessary.
Cross tabulation of teachers employed on both a permanent basis and on a contract basis with indication of respondents' perceived ability to sell training products and services.

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</tbody>
</table>

(Table 116: Cross tabulation table between Question 1 and Question 85)

Question 1 asked teachers to describe their College employment. Question 85 asked teachers to indicate their perceived level of ability to sell training products and services. Twenty-two permanent teachers (28%) considered they were able to demonstrate these skills, while only four contract staff (9%) felt they could sell training products and services.

The cross tabulation table reveals that of those to indicate a lack of interest in being involved in this field of activity, 17 teachers were employed in a permanent capacity, representing 22% of the permanent staff to respond to the survey, while six were employed in a contract capacity, representing 14% of the contract staff to respond to the survey.

The responses further demonstrate the need for staff development and cultural change for both tenured and non-tenured staff, particularly if the College is to become more actively involved in the training market.
Cross tabulation of years of teaching in the TAFE sector with indication of respondents' perceived ability to sell training products and services.

<table>
<thead>
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(Table 117: Cross tabulation table between Question 2 and Question 85)

Question 2 asked teachers how many years they had been teaching in the TAFE sector. Question 85 asked teachers to indicate their perceived level of ability to sell training products and services.

The cross tabulation table reveals that of those to indicate a lack of interest in selling training products and services, the majority (78%) had been employed in the TAFE sector for over five years. To expand on this position, of those teachers to show a lack of interest, four had been working within the sector between 6-10 years; five between 11-15 years; eight between 16-20 years and one for over 21 years. There appears to be a need for staff development on the evolving roles of TAFE and the TAFE teacher.
Cross tabulation of teachers employed on both a permanent basis and a contract basis with the respondents' perception of their ability to currently perform the evolving roles of the TAFE teacher.

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</tbody>
</table>

(Table 118: Cross tabulation table between Question 1 and Question 114)

Question 1 asked teachers to describe their College employment. Question 114 asked teachers to indicate whether or not they consider they are currently equipped to perform the evolving roles of the TAFE teacher.

The cross tabulation table reveals that of the permanent staff to respond to the survey, 27 teachers (34%) perceived that they were able to perform the evolving roles of the TAFE teacher, while, of the contract staff, only five teachers (11%) perceived that they were able to.

Of those to indicate they are not able to perform the evolving roles of the TAFE teacher, 48 (58%) are employed in a permanent capacity and 35 (42%) are employed in a contract capacity. Based on these findings, staff development appears to be necessary on the evolving roles of the TAFE teacher for both tenured and non-tenured staff.
Cross tabulation of years of teaching in the TAFE sector with indication of respondents' perception of their ability to currently perform the evolving roles of the TAFE teacher.

**QUESTION 114**

<table>
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(Table 119: Cross tabulation table between Question 2 and Question 114)

Question 2 asked teachers how many years they have been teaching in the TAFE sector. Question 114 asked teachers to indicate whether or not they consider they are currently equipped to perform the evolving roles of the TAFE teacher.

The cross tabulation table reveals that of the respondents who perceived that they were able to currently perform the evolving roles of the TAFE teacher, 24 teachers (75%) had been employed in the TAFE sector for over five years.

Of the respondents who perceived that they were not able to currently perform the evolving roles of the TAFE teacher, 57 teachers (69%) had taught in TAFE for over five years. The results indicate the need for extensive staff development on the evolving roles of the TAFE teacher, in an effort to overcome the existing level of obsolescence.
6.9 CONCLUDING COMMENTS

The percentage of questionnaires to be returned, 47 per cent, was higher than expected and, in the main, respondents appear to have been motivated to work through the entire instrument. Although 40 respondents failed to answer all the required questions, which might be attributed to their lack of familiarity with the terms used, a lack of interest or, perhaps for some, a fear of commitment to the unknown. Those to respond to the questionnaire included 79 permanent staff and 44 contract staff.

An analysis of the responses reveals the extent of stability of teachers in the TAFE sector. According to the results, eight teachers had taught in TAFE for over 21 years; 24 between 16-20 years; 27 between 11-15 years; 27 between 6-10 years and 25 between 3-5 years. Only 12 respondents (10 per cent) had been employed in the TAFE system for less than three years.

In 1970 Malcolm Knowles raised the need for the 'prevention of obsolescence' (p 23), as obsolescence is likely to occur if adults do not keep up with social, technological and environmental change. The high retention rate of teaching staff could contribute to knowledge and/or skill obsolescence, particularly if relevant staff development is not offered and undertaken by the teachers.

Coupled with these findings are the number of years that many teachers have had in industry prior to joining TAFE, with 69 per cent of the respondents indicating that they had worked in industry for over six years before making the transition to the TAFE sector. Of these, 35 teachers had between 6-10 years in industry; 27 between 11-15 years; 17 between 16-20 years and six teachers over 21 years. Thus, the likelihood that the knowledge and skills which many teachers possess may have become outmoded, is reinforced, particularly if teachers have not kept up-to-date with technological innovations and changing work practices.
To further expand on this position, the responses reveal that the majority of the respondents, 97 per cent, were over 30 years of age. Of these teachers, 55 were between 31-45 years of age and 64 were over 46 years of age. An indication of the extent of knowledge and/or skill obsolescence is revealed in question 72, where 89 teachers, 72 per cent of the respondents, have indicated their perceived inability to use computer packages to support and enhance services to clients.

Also of concern is the high number of respondents, 64 per cent, who have indicated that they are unable to identify the phases in training development methodology; 41 per cent who have indicated that they do not have the necessary knowledge and skills to write competency-based curriculum; 68 per cent who perceive they are unable to conduct a task analysis; 43 per cent who indicate that they are unable to collect data through brainstorming and 48 per cent who believe they are not competent in the collection of data through observation method, yet brainstorming and observation are considered popular methods for data collection in the teaching profession.

A number of responses also indicate that some teachers lack competence in essential teaching skills, such as the ability to identify learning needs of participants; the ability to identify learning outcomes of program/course; the ability to identify training strategies; the ability to identify training/education resources to match needs and the ability to develop program/session outlines. Further, a large number of respondents, 47 per cent, indicate that they are unable to identify legal responsibilities associated with training/education.

The identified lack of competence demonstrates the need to measure actual performance against competency standards developed for the profession, as well as raising the question of the quality, relevance and application of teacher training.

While some educators and administrators may consider that not all TAFE teachers need to possess a broad range of knowledge and skills to equip
them for workplace education and training, curriculum and program development, consultancy, work force research and sales and marketing, from my own experience in working with a significant number of teachers who have made the transition to workplace education and training, I would argue that this is not the case. For, in a climate which emphasises the need for TAFE to respond to industry need and to become increasingly entrepreneurial, and in taking the Gordon as a sample, any teacher may be asked to make an immediate transition to workplace education and training. And while classroom knowledge and skills may greatly assist in the transitional process, without the broader range of knowledge and skills which have been identified, I would argue that teachers would not be able to demonstrate optimum performance.

The survey results indicate that for TAFE to respond to the demands which are currently being placed upon it; for TAFE to be 'relevant to the labour market and labour market aspirants' as one respondent writes, and for TAFE to overcome knowledge and/or skill obsolescence, extensive staff development in technological advancements, workplace education, training, research methods and consultancy is necessary.

The results from the survey demonstrate that the primary aim of the research can been achieved. In addition, the responses have helped to answer a number of research questions and test assumptions drawn.
7 DISCUSSION OF RESEARCH FINDINGS

This study tests three hypotheses relating to the role of TAFE, and in consequence the TAFE teacher, in workplace education and training, these are:

1 The NTRA has already had a significant effect on the role of TAFE in workplace education and training, and will continue to do so.

2 In consequence of the NTRA and the current and emerging roles of TAFE, the role of the TAFE teacher is evolving to meet new demands which are outside traditional teaching profiles.

3 Alternative methods for staff development are required across the TAFE sector to address the disparity which exists between the perceived role of the TAFE teacher in implementing the NTRA and the skills, knowledge and attitudes which TAFE teachers consider they possess.

To assist in testing these three hypotheses, seven underpinning assumptions were formulated, and, as part of the study, these were either supported or disproved. It is considered that each assumption has a direct bearing on the study, and it was from these assumptions that the research questions were developed. The assumptions, which will be discussed in sequence, are:

1 Workplace and training reform will have a major impact on TAFE, and, in consequence, the TAFE teacher.

2 The Vocational Education and Training System will have a major impact on TAFE, and, in consequence, the TAFE teacher.

3 Australia’s adoption of a new system for vocational education and training has placed TAFE colleges and institutes in competition with private providers, and with one another.
Vocational education and training curriculum is dictated by the needs of industry, without regard for the needs of the individual.

Competency standards developed by industry will impact on the performance of TAFE teachers.

In response to workplace and training reform, the role of the TAFE teacher is evolving, which necessitates the acquisition of new knowledge and skills, and the changing of some past attitudes.

The majority of TAFE teachers do not have the necessary knowledge and skills to equip them to appropriately respond to workplace and training reform, or to meet their evolving roles in workplace education and training.

This chapter will endeavour to balance a number of conflicting ideas, to reconcile contradictory evidence, to provide a range of interpretations of the results of the analyses and to argue why a particular interpretation of the data should prevail to support or disprove an assumption or to test an hypothesis. The chapter also provides a number of general interpretations, which have been advanced through the study.

The results of the four methods of research design are outlined in Chapters 3, 4, 5 and 6. This chapter takes the results to their next step by providing a discussion of the research findings. The discussion also embraces responses to the research questions, which were addressed throughout the study.

7.1 GENERAL INTERPRETATIONS

From the mid-1980s there has been a definite thrust towards work led recovery through workplace reform, with the Government developing strategies to achieve the country’s goals through macro-economic policies, long-term industry plans and micro-economic measures for the workplace, all of which being designed to encourage greater efficiency and
productivity. Workplace reform has introduced new and different styles of work organisation, many of which are accompanied by new technology, award restructuring, enterprise agreements and job redesign, and which have the capacity to encourage the achievement of a more highly skilled and more flexible work force.

There is also increasing acceptance, both nationally and internationally, that workplace education and training are key elements of economic strategy. For, although Australia has been slow to follow other countries where the knowledge that investment in human capital is a major factor in the achievement of national wealth, a wealth which results from the provision of high quality goods and services and the ability to meet a range of diverse education and training needs, the importance of vocational education and training has now come to the fore.

At the macro level, to enable Australia to more effectively utilise her primary, secondary and tertiary industries, the country's work force will need to become not only computer literate, but able to use technological skills and knowledge to effectively convert primary, secondary and tertiary industries to being 'knowledge-based'. While, at the micro level, the shorter life cycles for knowledge, skills, products and services will necessitate a work force which can readily adapt and keep up-to-date in a continuum of change, without the fear of such a work force becoming obsolete.

The major thrust towards the achievement of Australia's workplace and training reform appears to be through approaches which are nationally consistent. These will occur through the development of industry and enterprise competency standards, accreditation principles, curricula and training programs and by adherence to requirements for provider registration, recognition of prior learning and the awarding of credentials, all of which will be common across the country.

The demand for a competency-based approach to education and training has resulted, in part, from the notion that the content and assessment of
existing programs and courses concentrate more on theory than on realistic workplace practices. A criticism which has commonly been expressed against past trade and technical skills provision (Hermann, Richardson and Woodburne, 1976; Commonwealth of Australia, 1989a; Murphy, 1991). Should Australia totally move toward a competency-based system, it will encourage the provision of specific details on the competency requirements for both the trades and the professions. As such, the discourse of industrial standards and their achievement by the Australian work force has encouraged the professions to look towards the new model and to prepare competencies for 'best practice'.

In addition to easing the identification of further education and training needs, and underpinning industry and enterprise competencies, it is felt that the competency-based approach to education and training has the potential to increase articulation between different levels and different sectors of education, particularly through the formalising of procedures for recognition of prior learning, which gives recognition to both formal and informal learning experiences.

Although underpinned by sound educational theory and practice, and having been successfully trialed across different educational sectors since the early 1980s, Australia's recent move towards a competency-based system has spurred an abundance of criticisms to emerge (Ashworth and Saxton, 1990; Sandberg, 1991; Kinsman, 1992; Beevers, 1993; Jackson, 1993a and 1993b; Penington, 1993; Winning, 1993a and 1993b; Stevenson, 1994a and 1994b).

The competency-based system has been accused of over-emphasising 'individual' and 'predictable tasks', thus overlooking the more 'complex' tasks; ignoring the 'development and assessment of higher level abilities' which are necessary for 'adaptation, problem-solving, innovation and creativity' and, that as a result, 'such attributes as cooperation, autonomy, teamwork, spontaneity, responsibility, reliability, group effectiveness, and patience' will be ignored (Stevenson, 1994b, p 35). Martha Kinsman argues that CBET 'atomizes learning' (Kinsman, 1992, p 34) and that the
behaviourist approach does not take account of the importance of skill 'transferability', 'problem-solving' and 'critical thinking'. Although, Kinsman does add that several of these problems have been overcome through the inclusion of 'range statements', which describe the 'transferable application of skills' (p 34).

It is pointed out that many of the deficiencies which have been cited above are overcome by the Mayer Key Competencies (1992), which relate to general skills, knowledge and attitudes deemed necessary to underpin any competent performance, and which directly address the majority of concerns raised by these writers. Additionally, the competency-based system adopted by Australia offers a more holistic approach through the combination of elements of both behaviourist and cognitive psychology, which 'allows a perspective wider than individual performance' (Preston and Walker, 1993, p 119) and which further addresses concerns about atomising the learning process.

From a practical and experiential perspective, I, and many of my colleagues have found, and the evaluations demonstrate, that units from the Certificates in Workplace Education, which are acknowledged by VETAB as addressing the Key Competencies, encourage the 'development and assessment of higher level abilities'; facilitate 'problem-solving' and provide opportunity for participants to gain skills in 'cooperation, autonomy, teamwork, spontaneity, responsibility, reliability, group effectiveness, and patience' (Stevenson, 1994b, p 35).

Anne Winning (1993a) argues that the current trend focuses on economic rationalism, for, in demanding a flexible, highly skilled work force driven by the needs of industry, the question is raised on how competencies are defined and how the education and training to achieve such competencies are perceived, encouraging her to postulate that the achievement of specific, predefined learning outcomes and competencies does not take into account the importance of social implications. Despite these criticisms, Winning does acknowledge that 'there are some possibilities inherent in CBT for a more humanistic approach toward education'
(1993a, p 111), thus partly contradicting her earlier statement. A similar perspective is shared by Andrew Gonczi, who puts forward that although 'it is part of a conservative agenda to capture education in the interests of capital', it is also 'essential to equity policy' and 'the desire to increase life chances of individuals ... failed by the traditional education system' (1991, p 1). From my own experience, I too have found this to be the case.

At the time I was seconded as a training consultant to the Port of Geelong Authority in 1991, the Authority was a leader in waterfront reform, which included the implementation of new pilot industry awards. Additionally, and in accord with the Labor Government's commitment to economic rationalism which purported a reduction of Government intervention in the economy (Pusey, 1991; Moore, 1993; Trace, 1993; Valentine, 1993) and increasing privatisation of Government holdings, the Authority was facing moves to become privatised.

With the impact of both waterfront reform and privatisation in mind, the Chief Executive Officer, Senior Managers, the union delegates, the EEO Committee membership and many employees across the Authority identified the need for increased training provision. There were several reasons for such training, which, for the Authority, was considered to be a high priority. Firstly, there was the need to broad-, cross-, up- and multiskill a number of employees to enable downsizing to occur. Secondly, there was an identified need to provide generic skills training to enable Port employees to confidently move to a flatter management structure, and to meet the entry criteria to undertake future technical training. Thirdly, there was acceptance by key stakeholders that, prior to downsizing through voluntary redundancies, members of the work force should have the opportunity to gain additional skills to improve their future employment prospects.

From the perspective of investment in human capital, this posed an interesting situation, particularly in the delivery of the Certificate of Workplace Education during 1991-92. The Port of Geelong Authority was paying for the training of 51 employees, each of whom would be absent
from her/his workstation for three hours per week. And, while the Authority would gain through investment in general and technical skills for its remaining work force, those who obtained redundancy packages would take their newly gained knowledge and skills with them.

Many of the participants in the training programs were second chance learners; they were early school leavers, and many had recollections of unpleasant school experiences. Yet, they found they were able to achieve through the CWE, and, because of this, and the knowledge that the Authority was actively contributing to their future wealth of knowledge and skills, their level of self-confidence increased during the initial downsizing period, as too did their level of generic skills.

Similar situations also arose at Henderson’s Automotive (Geelong) where many employees were to undertake units from the Vehicle Industry Certificate, yet, in order to do so, a significant number were provided with ESL classes and basic numeracy and literacy. Further, following the Skills Audit which I conducted with Jeanette John at Silcraft Pty Ltd, some employees undertook ESL classes at Henderson’s to meet the entry requirements for the Engineering Production Certificate.

Thus, while the new system is strongly influenced by economic rationalism, in many cases it has broader social implications. As such, it has the potential to not only increase skill levels across the country, but to also bring about greater equality of opportunity for people living and working in Australia, for I have found that when a worker increases her or his generic skill levels, it is not only the worker who benefits, as her or his immediate family, friends and colleagues are also frequently affected in a positive manner.

Johnes (1993) differentiates between 'general' and 'specific' human capital (p 14), a differentiation which I have found has implications during the conduct of skills audits and the development of training plans, for it must not be assumed that workers across an enterprise will be able to demonstrate the entry requirements for vocational courses. Similarly,
award restructuring has encouraged many enterprises to invest in the acquisition of both general and specific human capital, for, without the underpinning generic skills, such as literacy, numeracy and communication skills, many workers would be denied access to skills training.

Australia's agenda for reform encourages individuals to reflect on their personal and work experiences; they are helped to have existing knowledge and skills recognised, not just for their immediate employment, but for their future education and training. Importantly, the competency-based approach to vocational education and training should encourage individuals to continue their learning through growing opportunity of access to education and training, which, in turn, should help them to lead a richer and fuller life. Through extrinsic reward and intrinsic motivation, individuals will be inspired to ask themselves the question, 'What am I going to make of myself?', instead of, 'Will I be able to get a job?'.

As this paper endeavours to show, the shift towards the competency paradigm has been imperative for the country's economic recovery, but this does not mean that the individual will, in any way, be neglected, for in many ways individuals will have an opportunity to become empowered. And through such empowerment, individuals will assume a higher level in society; they will be more independent, more motivated and, in consequence, more self-confident. The building of self-confidence is of particular importance to adult learners, as frequently such learners are those who have left school early, and, as such, do not hold formal qualifications. In consequence, many are second chance learners who, having not completed their secondary schooling, have re-entered the education and training system.

The move to a competency-based approach should encourage the achievement of higher skill levels and a more flexible, innovative work force, which in turn should lead to training reform and a healthier economy. Thus, the new system not only inculcates economic rationalism, but also demonstrates a marked orientation towards humanism.
As such, an overriding interpretation of the analyses, albeit from a broader perspective from the major thrust of the study, is an increasing dualism which may be ascribed to postmodernism. To further explore this notion, a dominant factor which has emerged through postmodernity is the emphasis on productivity, and much decision-making by both the public and private sectors is based on the principles of competitiveness and profit. Yet, combined with the emphasis on productivity is another which focuses on humanism (along with egalitarianism and individualism), and jointly, although often for different reasons, they encourage Government, employers, unions, employees, trainers and educators to work together to achieve major reform.

In relation to the country's adoption of national competency standards, from a practical perspective the impetus appears to have arisen from their perceived future use. In forming the framework for training and industrial reform, they are expected to augment the training agenda through their impact on curriculum development, assessment and increased provider recognition while, in the industrial arena, they are expected to provide the core to the formulation of new benchmarks which, in turn, should lead to the restructure of industrial awards and the development of enterprise agreements.

The new system has the capacity to increase productivity; to improve broad-based skills training; to enhance career opportunities for the workforce; to integrate off- and on-the-job learning; to assist in the development of skills-based career paths; to link formal and informal training arrangements; to converge general and vocational education; to explicitly identify the knowledge and skills needed to meet the demands of industry; to increase worker mobility and transferability and to help individuals become self-empowered through greater opportunity of access to formal and informal training provision.

In following the lead set by the United Kingdom, Australia has made the shift to the competency paradigm, particularly in the vocational fields. Such an adoption will enable Australia to more readily identify with her
international counterparts, where, in many countries, competencies are already accepted as the means to training and structural reform. In consequence, recognition for knowledge, skills and qualifications gained overseas will more readily be granted, due to the criteria for performance and assessment being established.

Assumptions

The assumptions examined during the study will now be discussed.

7.1.1 Workplace and training reform will have a major impact on TAFE, and, in consequence, the TAFE teacher.

Following the Mission to Western Europe, which was undertaken between August and September 1986, there have been definite moves towards the acceptance of award restructuring, described by Robert Bluer and Laurie Carmichael as 'an attempt by the trade union movement itself to achieve a fundamental reskilling and restructuring of the Australian work force' (Bluer and Carmichael, 1991, p 24).

From the perspective of training provision, the August 1988 National Wage Case has historical significance for TAFE and other training providers, as it links wage and salary increases with the demonstrated acquisition of higher level skills, and, as such, provides for skill-based career paths. In consequence, TAFE is under increasing pressure to respond to industry need. To provide an indication of these pressures, in April 1989 the Commonwealth Government identified six areas of improvement necessary for Australia's training system, each of which may be linked to award restructuring and to the TAFE sector. The areas are listed as:

- new demands for training and skills development at all levels of the work force;
- an increased emphasis on demonstrated competence rather than time served;
- more flexible, broadly-based and modular approaches to training;
- greater national consistency in training standards and certification arrangements;
- improved access to training for disadvantaged groups; and
- better articulation between different forms and levels of education and training.

(Commonwealth of Australia, 1989c, p iii)

To achieve workplace reform, the skill levels of the Australian work force will need to be increased; our workers must be able to adapt to change and they must be able to incorporate technological innovations with workplace practices and processes. The emerging cultural and structural changes which are occurring across the country necessitate the need for workers at all levels of the organisation to be more highly skilled, more accountable and more responsible for quality output. The shift from a hierarchical management structure towards decentralised management with broad-, cross-, up- and multiskilling has already seen, in several organisations, the creation of semi-autonomous work teams. The semi-autonomous structure enables members of work teams to gain greater skills and knowledge; individuals are encouraged to be more accountable; they are involved in problem-solving and decision-making and they have, in consequence, greater independence than the traditional hierarchical structure, while, concurrently, being part of a cohesive work environment. Also, unlike the hierarchical structure, objectives are holistic, no longer focusing on narrow, specialist functions as has been the practice in the past.

The country has moved away from Taylorism, and with the shift has come an increasing awareness of the need to meet the ever increasing demands of technological change, demands which affect work procedures and work life. This outcome-oriented approach to training represents a substantial leap in quality from the generally prevailing training arrangements which have existed between training institutions and industry. Thus, as we move towards a system of remuneration more closely related to skills and productivity, it has become increasingly necessary to develop competency-based training arrangements.
As the country's largest provider of vocational education and training, and with responsibility 'for vocational education at preparatory, operator, trade, technical and, in some fields, professional levels' (Goozee, 1993, p 1), TAFE has a major role to play in skill formation, industry revival and award restructuring.

In consequence of TAFE's challenging new role, many TAFE teachers will be led towards the conduct of workforce research; a greater involvement in skills formation; the design and development of industry/enterprise specific curriculum; course accreditation; credit transfer and dual recognition arrangements; more flexible methods of delivery and the development of policies for recognition of prior learning. TAFE teachers will also be encouraged to work with industry as their client, either wholly or in conjunction with community provision.

In 1991 Graham Chataway listed ten key implications for TAFE following award restructuring; a number of these have direct impact on the TAFE teacher, for example:

1. TAFE colleges need to adapt more quickly and realistically by providing both site-specific and off-the-job training in subject areas identified by companies as being representative of their most pressing short-term and long-term needs. ...

4. A flexible and responsive TAFE system that delivers an appropriate package of training is needed by industry; for example, the delivery of modules by TAFE accredited instructors for site-specific skills with successful exiting students being eligible for TAFE accreditation upon completion of generic modules. (Chataway, 1991, p 1)

My own experience, and that of many teachers at the Gordon who are now actively involved in workplace education and training, supports these statements. In addition to myself, many consultants are now assisting enterprises in the development and delivery of training modules to meet their specific short and long-term needs. Also, there is an increasing recognition by industry and enterprises of the value of modules and units from accredited courses, particularly in the generic skills area. This is particularly the case with the Certificates in Workplace Education, which are commonly being integrated with enterprise-specific training, and
which are being increasingly offered by TAFE colleges, institutes and private providers across the country.

Following the results of analyses revealed through this section, the assumption appears to be supported.

7.1.2 The Vocational Education and Training System will have a major impact on TAFE, and, in consequence, the TAFE teacher.

The thrust for the development of Australia’s competency-based system may be traced to a number of major efforts, aimed to address the country’s declining economic performance, particularly since the late 1980s when vocational education and training were closely scrutinised and a new system was identified as being necessary. Amongst these efforts is the Vocational Education and Training (VET) System, which, in providing a foundation for reform, has had a significant impact on TAFE institutes and colleges.

To achieve national reform, the VET System, which came into effect on 1 January 1994, is expected to:

- be responsive to industry concerns about the content and relevance of training
- actively engage industry in determining the direction of training reform
- be flexible enough to offer a variety of pathways to training, including school, TAFE and industry
- be based on an open and competitive training market consisting of both public and private training providers
- provide opportunities to disadvantaged groups to gain access to training and to achieve high quality outcomes, and
- focus on what individuals can do as a result of their training, rather than how long they have spent in the system.

(Commonwealth of Australia, 1994, p 99)

Many of the distinguishing elements of the national VET System, such as accreditation, recognition of training programs, registration of training
providers, recognition of prior learning, credit transfer, flexibility of
training delivery and a shift towards national credentialing, have resulted
from inter-governmental agreements. Initially, these agreements were
responsible for the formation of the National Framework for the
Recognition of Training (NFROT) and it is through them that moves
towards an integrated, national approach to training has been encouraged
to occur.

Another major component of the VETraining System is competency-based
training, regarded as 'the essential coordinating measure' responsible for
drawing the various elements together for the achievement of 'vocational
education and training reform' (VEETAC, 1993, p 2).

To expand on these, the Vocational Education and Training System may
be interpreted as having ten key elements:

- Course accreditation will be national, with courses being placed on
  the National Register by the National Training Board, further, such
courses will carry the NFROT logo, whereas, in the past, accreditation has
been State or Territory based.

- Nationally recognised credentials will be provided, instead of
different credentials being offered through the various States and
Territories.

- Industry identified competency standards and on-the-job
  competencies will provide the focus for curriculum development, which
will be designed to provide the knowledge and skills to underpin such
competencies, whereas, traditionally, curriculum has had a more general
focus, with its content, in the main, being determined by TAFE curriculum
planners, writers, and by appointed consortia and designated providers.

- Credentials will be provided on demonstration of achievement of
  competency, not, as in the past, on completion of a time-served
  requirement.
- Recognition of prior learning will be a formalised process, aimed at fast tracking the achievement of defined learning outcomes to underpin specific competencies, as opposed to being part of an inconsistent process across States and Territories.

- Flexible delivery will enable greater access to education and training by a diverse population, whereas, traditionally, access has been restricted to a limited number of providers, many of which only offered traditional learning methodologies.

- In addition to TAFE colleges continuing to offer vocational education and training, private providers are being encouraged to enter the market, whereas, until this time and since its formation in 1974, TAFE has had the monopoly.

- A nationally accepted hierarchy of awards will enable uniformity across States and Territories. In the past, awards have differed across States and Territories.

- Credit transfers and dual recognition arrangements will have a national focus and be formally structured, whereas, in the past, these have varied between States and Territories.

- Assessment will be criterion-referenced and related to identified competencies, not norm-referenced and related to the achievement of others.

The findings demonstrate that each one of these elements has a direct impact on the role of the TAFE teacher.

To expand on this statement, I refer to the case study, Chapter 4, which demonstrates involvement by myself and my colleagues in the design, development, piloting, evaluation and accreditation of the competency-based Certificates in Workplace Education, which, in 1993 were placed on the National Register and which subsequently carried the NFROT logo.
The on-the-job competencies for the Certificates were developed in conjunction with the National Rail Corporation, Sydney, where core competency standards were simultaneously being developed by Bob Cooper, a past member of the Standards Team at the National Training Board.

The Certificates encourage opportunity of access for all sectors of the work force; they place emphasis on the importance of Recognition of Prior Learning (RPL); they are offered in a flexible delivery format, and they are extensively offered by TAFE institutes and colleges and, increasingly, by private providers.

When reaccredited in December 1995, the Certificates were aligned to the Australian Qualifications Framework, and carry the nomenclature of Certificate I, II and III in Workplace Education, thus being part of a nationally accepted hierarchy of awards.

The Certificates also place emphasis on credit transfer and dual recognition arrangements, which have been supported by VETAB and which are adopted by recognition authorities across Australia.

Assessment for each unit of learning and each unit of competency is criterion-referenced and relates to the achievement of specified performance criteria, thus also converging off- and on-the-job learning experiences in accordance with the National Training Reform Agenda.

Following these varying analyses, there seems to be sufficient evidence to uphold the assumption that the VET System will have a major impact on TAFE, and, in consequence, the TAFE teacher.
7.1.3 Australia's adoption of a new system for vocational education and training has placed TAFE colleges and institutes in competition with private providers, and with one another.

The country's adoption of a new system for vocational education and training, in accordance with the Government's support for economic rationalism, has introduced an open and competitive training market, which, consisting of both public and private providers, has ended the training monopoly held by the TAFE sector.

Such were the perceived consequences of competition that in August 1990 the directorate at the Gordon Technical College posed an open challenge to the staff, writing:

We will be a College dependent on declining government handouts, concentrating on pre-employment courses for a shrinking group of school leavers OR we will become vibrant, exciting, busy, responsive and an integral part of industry training?

Put simply, the choice is ours ... (Gordon Technical College, 1990, p 6)

To further add to the challenge of competition from external providers came the Vocational Education and Training (College Employment) Act, which led to increasing competition between TAFE providers. And, as Clodhna Rae, President of the TCCAV wrote in 1993, there will be 'pressure on colleges to reform their employment practices' which 'will be brought about in part from the change in our financial circumstance and both inter and intra TAFE competition' (p 4).

Also from a Victorian perspective, in the State Training Board Annual Report 1992-1993 the priority issue to be addressed in the following triennium was stated as:

Promoting competition for funds between public and private providers to improve the quality and efficiency of service provision throughout the STS.
(State Training Board, 1994, p 17)
And while it may be argued that the competition being fostered between VET providers is being administered by Commonwealth and State agencies, in particular ANTA, DEET and in Victoria, OTFE, it has placed TAFE in open competition in the marketplace.

In 1995 the Director of the Gordon, Murray Cree, wrote in the College’s Annual Report for 1994 of the year being one of 'transition', during which time the College had 'readied itself for the increasing commercialisation and market competitiveness which will be key drivers in the years ahead' (p 7). And like Murray Cree, other TAFE Directors had also risen to the entrepreneurial challenge (Wilkins, 1995; Smith, 1995), as is evident in the Annual Reports for 1994 for Casey College of TAFE and the Western Metropolitan College of TAFE, the latter which cites major entrepreneurial activities across the College’s various Schools.

Competition from other providers has encouraged TAFE to adopt a more competitive pricing structure, and this is particularly evident in a recent memorandum written to Heads of Department at the Gordon, wherein John Maddock, the newly appointed Director, states, 'To succeed in this competitive training market, we must have the lowest possible cost structure' (1996, p 2).

While the assumption made is primarily supported by the documentary evidence provided in the literature review, other factors emerge which also establish the increasing levels of competition which TAFE, and, in common with other TAFE colleges and institutes, the Gordon is facing.

To again refer to the case study documented in Chapter 4, from early 1991, in my consultancy role, I was expected to generate funds for the College's commercial arm, GOTECH Ltd, and following the College’s restructure, Gordon Consulting. In June 1995 my position description was rewritten and my title changed to Team Leader - Research and Submissions.

On behalf of the Gordon Institute I regularly respond to calls for Expressions of Interest and Tenders. I write many submissions in direct
competition with private providers and other TAFE colleges and institutes, additionally, I am required to encourage departments and staff members across the Gordon to become increasingly pro-active in entrepreneurial activities.

Like myself, each of the three teachers interviewed for the establishment of teacher/consultant profiles (Chapter 5, Section 5.3) was also involved in income generation for the College. This was particularly the case with Paul Paridaen, the first teacher to be interviewed, who at the time of the interview was actively involved in the conduct of skills audits and the development of training plans for local enterprises under the auspices of TASK and ATFIC programs, funded by DEET, albeit having to compete with other providers also offering consultancy and training services. In one instance, while working as a consultant to a local engineering company, Paul found the Gordon to be in direct competition with a large metropolitan TAFE college working in the region.

In view of the above, I consider the interpretation of the documentary evidence should prevail, and that the analyses uphold the assumption given.

7.1.4 Vocational education and training curriculum is dictated by the needs of industry, without regard for the needs of the individual.

In 1991 the National Training Board identified the impact that the development of competency standards would have on the vocational education and training system, and, in consequence, the curriculum:

The first and most important outcome required of the national standards system is that it should lead to an effective, efficient, responsive and coherent national vocational education and training system. When this is achieved, the national standards system will contribute to improving the flexibility of Australia's economic structure. (NTB, 1991a, p 4)

The NTB’s position was clearly shared by the State Training Board, which, also in 1991, stressed that curriculum should both 'respond to' and
underpin 'identified industry training needs', as listed under Key Principles for Curriculum, the relevant principle reads:

Curriculum should respond to identified industry training needs and provide outcomes in terms of nationally approved competency standards. (State Training Board, 1991, p 10)

Later, in 1993, the development of competency standards was cited by the NTB as 'the starting point of Australia's CBT system' (NTB, 1993a, p 6). The statement demonstrates the extent to which industry-focused decision-making will have on curriculum development for vocational education and training, for, as the NTB explains:

Training and education providers are then to base their courses and training programs on enabling or assisting individuals to achieve these standards, knowing that this is what industry actually does, and wants people trained for. (NTB, 1993a, p 6)

Although vocational education and training curriculum will have learning outcomes and specific performance criteria, these will underpin units of competency, elements of competency and performance criteria, which, in the main, have been developed for industry or enterprise competency standards.

Thus, it would appear that the focus of vocational education and training curriculum is specifically orientated towards meeting the identified training needs of industry, and this may be interpreted to mean that neither the needs of the individual, nor through them society, are addressed.

In the Australian Training Review Perce Butterworth raises his concerns about industry dictatorship, arguing that 'high-level dependence on industry is questionable on a number of grounds', which leads Butterworth to also question industry's ability to 'clearly identify and articulate what competencies are required?' (Butterworth, 1992, p 22).

As a consultant with over five years experience in the design and development of curriculum and training plans for enterprises and industry,
I would argue that in the majority of cases industry is not capable of either identifying or articulating the full extent of competencies required. While those representing industry have a very sound knowledge of the demonstration of competency which they require, they commonly are unable to articulate the underpinning knowledge, skills and attitudes that are required for an individual to actually achieve the competency.

This is particularly the case in the development of broad-based generic skills, which, at times, appear to be an anathema to some industry representatives, which leads them to undermine the importance of generic skills such as speaking and interpreting English, literacy, numeracy, oral and written communication skills, mathematical skills and the important attributes that result from problem-solving, decision-making, working with others, team work, time management, motivation and goal achievement, to name a few. Also, due to the lack of knowledge and understanding of an individual’s education and training needs to achieve a defined competency, industry is increasingly turning to TAFE and private providers to identify what their needs actually are, and, following the identification of such needs, to seek their assistance in curriculum and program design and development.

Industry is commonly assisted by TAFE teachers and private providers through the conduct of skills analyses, skills audits and the development of training plans, and from these developments, curricula can be designed, developed, implemented, evaluated and validated, through a partnership between industry and educators.

Many industries appoint a Consultative Committee, which includes members of management, union representatives, team leaders, team members and an education and training consultant.

To provide an example of the development of a training plan, I include an extract from the transcript of the interview with Paul Paridaen, an experienced consultant, mentor and coach (Chapter 5, Section 5.3.1):
The first thing I had to do was write a training plan for Huyck. I did a very practical skills audit within the hours. I had a meeting with the Consultative Committee and Production Manager and they gave me feedback as to what training they needed. I put it on butchers' paper, then went back to the office and wrote a report. At the end the report was about a centimetre thick - CWE, Occupational Health and Safety and Certificate in Supervision. I conversed with management, union members, workers at different levels.

Or, as Graeme O'Meara, who was assisted by Paul Paridaen, his mentor, explains (Chapter 5, Section 5.3.3):

This year I've designed a skills audit and I then went through the process of doing the audit with 25 employees at Cheetham Salt. It included mathematics, communication skills, comprehensive skills. There was some problem-solving and, apart from that, information about the person. All generic skills - probably the same as the ones you have done. It was through a combined interview and a questionnaire.

Thus, there appears to be a direct involvement by educators in work force research, interpretation, analysis and the decision-making process in regard to future work force training and development. Such findings are confirmed by an analysis of the literature, which reveals the role which TAFE may assume in the conduct of 'skills audits for individual companies' (Hayton, 1990, p 8), and in workplace investigation, such as 'exploratory studies of workplace problems', 'analysis of training needs' and 'task analysis' (Field, 1990, p 56). Then in 1991 the role that TAFE teachers were filling in industry was identified as including 'industry liaison, fee-for-service and consultancy' (Chappell, 1991, p 27).

These writings further indicate that there is an identified need for TAFE teachers to be actively involved in consultancy, task analysis, the conduct of skills audits, training needs analysis, the development of training plans, on-site delivery and increasing industry liaison. However, while industry and individual enterprises are likely to develop competency standards, which will influence the curriculum decision-makers, there is no evidence to suggest that they will dictate the content of VET curriculum.

To provide an example of national curricula, Certificates I, II and III in Workplace Education underpin the core competency standards developed by the National Rail Corporation, Sydney in 1993, yet the Certificates have
a dual focus, that is, a focus on both the needs of industry and the needs of the individual. For, while underpinning the generic skills needs of industry, they also address the needs of the individual through emphases on RPL, flexible delivery, articulation, credit transfer, portability, multiple entry and exit points, ease of access and alternative methods of assessment to accommodate individuals who have traditionally been disadvantaged and learners with disabilities. It is stressed that without these essential features, which meet the requirements for accreditation, the Certificates would not have been accredited, and subsequently reaccredited, by VETAB. Other examples of National TAFE curricula which meet both the needs of industry, and the needs of the individual, are the TAFE National Communication Skills (NCS) Modules and the National Generic Management Skills (NGMS) Modules.

A number of conflicting ideas have emerged through this section, however, the assumption that VET curriculum is dictated by the needs of industry, without regard for the needs of the individual, is disproved. For, while the needs of industry strongly influence VET curriculum content, the needs of the individual do not appear to be disregarded.

7.1.5 Competency standards developed by industry will impact on the performance of TAFE teachers.

From the analyses it appears that industry competency standards will have a direct, indirect and systemic impact on the performance of TAFE teachers. The indirect impact will result from the development of curriculum to underpin industry and enterprise competency standards, as discussed in the previous section (7.1.4), and it is expected that the majority of TAFE teachers across the country will, in some way, be affected by such development. The direct impact will specifically relate to those TAFE teachers who are involved in work force research; consultancy; the development of training plans; the design and development of curricula, programs and courses and the delivery, assessment, evaluation and validation of programs and courses. The systemic impact will result from the strong likelihood that, in the future,
all TAFE teachers will be directly affected by competency standards developed by the Competency Standards Body - Assessors and Workplace Trainers. In 1992 the Workplace Trainer Competency Standards were published, then in 1993 followed the Competency Standards for Assessors. Both sets of standards are likely to impact on the competencies required for, and the performance of, TAFE teachers.

The Workplace Trainer Competency Standards were endorsed by the National Training Board in April 1992, however, they were subject to review, which commenced in September 1993. On 30 June 1994 the revised Workplace Trainer Competency Standards were endorsed by the NTB; in August 1994 they were released by the Competency Standards Body - Assessors and Workplace Trainers.

The Workplace Trainer Competency Standards are divided into two categories. Category 1 'applies to people who provide training in the workplace but for whom the training function is not a major part of their job' (Competency Standards Body - Assessors and Workplace Trainers, 1994, p viii). Included in Category 1 could be managers, supervisors, department heads, forepersons, leading hands, team leaders, team members, and workers from across all industries and at all levels. Category 2 'applies to those people for whom training is a large part of their job, or the full job function within a structured training context' (p viii), as such, the category would apply to training managers, training officers, training providers or teachers/trainers from educational institutions, as well as others involved in extensive training provision.

For each category, units of competency, elements of competency, performance criteria, range of variables statements and evidence guides are included. For Category 1 Workplace Trainer the units are:

UNIT 1  PREPARE FOR TRAINING
UNIT 2  DELIVER TRAINING
UNIT 3  REVIEW TRAINING

(Competency Standards Body - Assessors and Workplace Trainers, 1994, p 1)
For Category 2 Workplace Trainer the units are:

UNIT 1  PREPARE FOR TRAINING
UNIT 2  DELIVER TRAINING
UNIT 3  ASSESS TRAINEES
UNIT 4  REVIEW AND PROMOTE TRAINING

(Competency Standards Body - Assessors and Workplace Trainers, 1994, p 9)

It may be argued that TAFE teachers delivering training in the workplace should be able to demonstrate Category 2 Workplace Trainer Competency Standards. For this reason, I am citing some selected performance criteria which, I feel, may impact on the workplace teacher/trainer's role.

Under Category 2 Workplace Trainer, Unit 1, Prepare for Training, Element 1.1, Confirm the Need for Training, the performance criteria stress the need for knowledge and skills in 'investigation' and 'analysis':

- Information on training needs is collected using appropriate investigation methods
- Appropriate methods of analysis are used to interpret the information

(Competency Standards Body - Assessors and Workplace Trainers, 1994, p 10)

These two criteria are significant for TAFE teachers delivering training in the workplace, for the Category 2 Workplace Trainer Competency Standards, where relevant, may have to be demonstrated. Additionally, the performance criteria raise the need for the trainer to be competent in 'Appropriate methods of analysis', which may include the conduct of training needs analyses and skills audits, which, in turn, require a sound knowledge of research techniques and data collection methods.

In February 1993 the National Training Board endorsed the Competency Standards for Assessors, also developed by the Competency Standards Body - Assessors and Workplace Trainers. And although workplace assessors are commonly thought of as being managers, supervisors and
workers from across industry, workplace assessors may also be private providers or teachers from TAFE Colleges.

The Competency Standards for Assessors are divided into three units, as follows:

UNIT 1 PLAN ASSESSMENT
UNIT 2 CARRY OUT ASSESSMENT
UNIT 3 RECORD ASSESSMENT RESULTS AND REVIEW THE PROCEDURE

(Competency Standards Body - Assessors and Workplace Trainers, 1993, pp 3-7)

Should a TAFE teacher be required to fulfil the role of workplace assessor, which, in the area of on-the-job generic skills assessment is likely, and I refer to the Certificates in Workplace Education where this is already happening, the teacher may be asked to demonstrate the above competency standards.

To further expand on the need for TAFE teachers to meet the Workplace Trainer Category 1 and 2 Competency Standards, I cite a Gordon Institute of TAFE Intra-College memorandum written on this subject by Cathy Down. The following four areas are recommended for consideration by Gordon teaching staff, and are to be made available through professional development programs.

1 Workplace Trainer Category 1
   - for existing, new and intending sessional and short term contract staff who do not have approved teacher training qualifications.

2 Workplace Trainer Category 1 UPDATE PROGRAM
   - for sessional and short term contract staff who have undertaken some form of teacher training such as the Essential Skills for Teachers program, Part Time Teacher Training program or a Train-the-Trainer program.

3 Workplace Trainer Category 2
   - for teachers with either no teacher training, only introductory teacher training (as for 2 above) or with Workplace Trainer Category 1 qualifications.
Workplace Trainer Category 2 CONVERSION PROGRAM

- for teachers with approved teacher training. This program includes Workplace Assessor training. (Down, 1996b, p 1)

In a further memorandum, also dated 19 February 1996, Cathy Down explains that:

Current Institute policy is that all sessional and contract teachers should have a minimum qualification of Workplace Trainer Category 1. This would normally be in teachers' own time and at their own expense. The cost for existing teachers at the Gordon to update to Workplace Trainer Category 1 has been set at $18 (to cover materials) and for new teachers the cost is $50.00. (Down, 1996c, p 1)

While the costs are to be borne by the sessional and contract teachers concerned, they are minimal. And, what is evident through the above extract is the Institute's acceptance of Category 1 and 2 Workplace Trainer Competency Standards as meeting not only the needs of industry, but also the needs of TAFE.

Following an examination of the evidence, the assumption that competency standards developed by industry will impact on the performance of TAFE teachers is upheld.

7.1.6 In response to workplace and training reform, the role of the TAFE teacher is evolving, which necessitates the acquisition of new knowledge and skills, and the changing of some past attitudes.

Due to the increasing demand across Australian industry for workers to have a higher level of knowledge and skills, both general and specific, brought about by award restructuring; the development of competency standards; the recognition of the need for a more highly skilled and flexible workforce; Government encouragement for training provision and the need for education and training institutions to develop closer links with industry, work force research is increasingly being carried out by workplace trainers and teachers (Commonwealth of Australia, 1989a; Field, 1990; Hayton, 1990).
In 1990 the *National review of TAFE teacher preparation and development* (TAFE National Centre for Research and Development) identified over 180 skills relating to TAFE teachers. Additionally, personal qualities including 'critical analysis, interpersonal skills, independent learning, research and organisational skills' have been cited (Chappell, 1991, p 27).

Then in the TAFE Teaching Service Award (FTUV, 1992), the role of the TAFE teacher was broadened to include 'the conduct of training needs analysis and skills audits'; 'consultancy' and the 'conduct of TAFE or externally developed programs in industry and/or community settings' (p 18).

In *Planning New Directions* (STB, 1990), the need for TAFE teachers to be 'able to work in an increasingly commercial and competitive environment' was stressed (p 11), while in 1994 TAFE teachers were also expected 'to be involved in marketing' (National Promotion of TAFE/Western Australian Department of Training, 1994, p i).

Perhaps the most obvious demonstration of the evolving role of the TAFE teacher is through the *Revised Victorian TAFE Teacher Competence Statements* (Broadmeadows COT/Holmesglen COT, 1993), which highlight the likelihood of TAFE teachers being increasingly involved in a wider range of activities. Under each of the units of competence are elements of competence, and one which I feel should be mentioned here is element 1.9, 'Identify training needs of industry/occupation' (p 27), which requires a knowledge of, and skills in, work force research, data collection, interpretation, analysis, synthesis and an ability to report on specific findings.

A similar level of knowledge and skill appears to be expected in the Workplace Trainer Category 2 Competency Standards, where in Unit 1, 'Determine if Training Needs Exist' the performance criteria include 'Consultation and investigation skills necessary to collect and analyse'
information are correctly applied' (CSB - Assessors and Workplace Trainers, 1994, p 19).

The case study analysis (Section 4.11) draws on these, in addition to the learning outcomes of the Graduate Certificate in Training Consultancy, (Outer Eastern College of TAFE, 1993) to help determine the emerging knowledge and skill requirements for TAFE teachers, and, in the latter case, teacher/consultants. The analysis makes a direct comparison between these and my own experience as a TAFE consultant, and the findings are included in this section.

Valuable data were collected from the interviews, particularly in relation to knowledge, skills and attitudes held. The results of interview two (Section 5.2) indicate that some teachers perceived they were lacking in knowledge and skills:

I really don't know anything about skills audits or training needs analysis.

Or, as another replies:

I'm not familiar with skills audits. I haven't been involved in any training - I haven't had the opportunity. I don't think anyone in the department has. What was the other one your said? Training needs analysis, something like that? I haven't heard of that either.

When identifying specific concerns, one interviewee's response was:

Well, for me the worst part is all those acronyms and abbreviations. I don't know what most of them mean. I think I'm a bit old to learn now, anyway.

While one Head of Department explains that:

I want to get them out there, but they just don't have the skills, or the confidence.

In regard to attitudes held by some teachers, responses include:
I've certainly never thought about going to the library to find out more about things like
skills audits, or DACUM. I've heard about them, yeah, but I don't really know what they
mean.

No. I don't have the time. I'm busy enough with prep, teaching, corrections and a bit of
curriculum writing. Besides, I never seem to know what's going on, anyway. I wouldn't even
know the sorts of skills I'd have to have for research.

The survey indicates that attitudinal change is necessary if the Gordon is
to more widely respond to challenges brought about by workplace and
training reform. For example, when analysing the results of Question 85,
19 per cent of the respondents indicate a lack of interest in being involved
in the sale of training products and services, thus highlighting the need for
cultural change.

The interviews which led to the establishment of teacher/consultant
profiles (Section 5.3) provide information on the situations which may
occur when delivering training in the workplace; the ways that such
situations may be overcome and the knowledge, skills and attitudes which
are recommended to be demonstrated. For example, when reflecting on
problems which he experienced in the workplace, Paul Paridaen discloses:

I quickly understood that there were some problems, some of the participants were very
frightened, particularly Level 1. The first time I asked them to do a very simple exercise I
had one person racing out crying. ... She came back during the break and apologised. She
said that when she was in year nine she had this horrible experience, she had horrific
memories of school.

It became clear to me that others had similar memories. I was a teacher, so I was guilty of
stimulating the system that practically destroyed them. Since then I've noticed that I'm
undoing a lot of damage that schools have done.

This was interesting for me, because I was a victim of school myself. My own schooling was a
dreadful experience, the worst that you could imagine.

When also sharing problems experienced in the workplace, Margaret Scott
explains:

I did experience problems with sexual innuendo, sexist jokes and pictures, that sort of thing.

When asked if Margaret thought her personality affected the achievement
of a positive outcome, she replies:

I think so ... I don't intimidate people. I don't create confrontational situations with people.
Then, when making recommendations on the knowledge, skills and attitudes for successful on-site delivery, Margaret raises the importance of mentoring and coaching and the notion of action learning, which enables individuals to develop through the support of their peers:

They have to be told about teaching adults. They need to know about adult learning and that it is different. Within that context, you have to get them to understand that they are not there just to transmit knowledge, but to elicit knowledge.

They need to know about participative, active learning. They need to know that people will get bored if the activities are not varied. You can't just show videos, you have to make it relevant. You tie everything in to what they know. You start where they are coming from, not where you are coming from. ... Most are second chance learners. Some are terrified.

When asked about methods to overcome the fear which many second chance learners exhibit, Margaret advises:

Talk to them, walk around, circulate. I put them in groups. Group activities are really important. Butchers' paper and pen, let them talk to one another so none of them feels picked on or threatened. None of the old tactics of victimisation, none of the tactics they associate with the formal structure of the classroom. You get them to share their ideas with others. ...

In summary, the evolving roles of the TAFE teacher appear to have resulted from identified industry need, the generation of revenue through entrepreneurial activities and a continuing focus on the needs of the individual. More specifically, TAFE teachers are increasingly required to:

- liaise with industry and authorities on the design, development, implementation, evaluation and validation of courses and programs
- deliver training in the workplace
- make presentations to a range of audiences
- conduct workforce research, in particular, skills audits, skills analyses, training needs analyses and competency analyses
- perform administrative and management roles, which might include responsibility for the management of projects and project teams
- prepare, write and negotiate proposals, submissions, expressions of interest and tenders
- market TAFE products and services
To competently perform these roles, specific knowledge, skills and attitudes have been identified.

Knowledge is required of: workplace and training reform; the development of competency standards; Industrial Relations policies and procedures; OHS legislation; Equal Opportunity legislation; curriculum design and development; competency-based education and training; adult learning principles; pedagogical and andragogical methods; customer service; quality assurance procedures; submission and report writing; work force research; administrative procedures; human and physical resource management; sources of funds; budgetary control; sales and marketing techniques and the meaning of relevant abbreviations and acronyms.

Skills are required to: present information to a range of audiences; work in a team; successfully negotiate with others; interpret, design and develop education and training curriculum and resources; objectively assess the work of others; empathise with the needs of others; facilitate adult and independent learning; plan, prioritise and manage time; make decisions and solve workplace problems; motivate learners through a range of methods and group activities; assist learners to achieve learning outcomes and defined competencies; provide customer service; conduct work force research, particularly skills analyses, task analyses, competency analyses, skills audits and training needs analyses; prepare, write and negotiate training plans, proposals, submissions, expressions of interest and tenders; produce quality outcomes; market and sell relevant products and services; manage human and physical resources; use technology to assist in the vocational education and training process, and to interpret relevant abbreviations and acronyms.

The attitudes that have been identified include the willingness to be flexible in regard to hours of work, dress, content, venue, resources, delivery and level of responsibility; the enthusiasm to learn new concepts, work practices, research methods and terminology; the will to be both efficient and effective; the motivation to gain new knowledge and to
develop new skills; the confidence to be challenged; the desire to help others and the determination to achieve desired outcomes.

This section has endeavoured to provide a range of interpretations from the analyses, and concludes that in response to workplace and training reform the role of the TAFE teacher is evolving, which necessitates the acquisition of new knowledge and skills and the changing of some past attitudes. As to the extent of TAFE teachers who need to acquire new knowledge and skills, and change their attitudes towards entrepreneurial activities and work force research to accommodate their evolving work roles, this is not known. Thus, the conduct of both skills analyses and skills audits may need to be conducted across TAFE in order to provide this information.

7.1.7 The majority of TAFE teachers do not have the necessary knowledge and skills to equip them to appropriately respond to workplace and training reform, or to meet their evolving roles in workplace education and training.

An analysis of the literature reveals that a significant amount of a TAFE teacher's knowledge and skills at the time of entering a TAFE institute or college will rapidly become obsolete. This is primarily due to a lack of relevant staff development, although inappropriate teacher training has also been blamed (ASTEC, 1987; Commonwealth of Australia, 1989a; Woodburne, 1992; Woodburne, 1993).

The theory of obsolescence is also supported by Geraint Johnes (1993) who, when discussing human capital, cites the example of a worker's knowledge becoming 'obsolete', and that in 'order to compensate for this loss in human capital', the worker 'must devote additional time to training' (pp 10-12).

The analyses reveal that a number of TAFE teachers have not kept up-to-date with developments which affect the TAFE sector, for example, many do not possess a sound knowledge of either the background to reform or
the current reform process. To expand on this statement, in interview one (Section 5.1) responses received in relation to the Vocational Education and Training System include: 'I haven't heard of it, has it just come out?'; 'We don't have it in our department'; 'VET System, we don't have it in Queensland'.

The analyses also indicate that while a significant number of teachers are interested in becoming involved in workplace education and training, few teachers currently possess the knowledge and skills to competently perform the required roles, this is particularly the case where workforce research is concerned. These findings are reinforced by the results of the skills audit, where the responses to questions 89-113, which address workforce research and data collection, indicate that very few teachers perceive they are competent in this area.

The survey also reveals that a significant number of teachers are not interested in being involved in activities outside their normal teaching commitments.

An analysis of the responses received following the skills audit also indicates that several teachers lack competence in essential teaching skills, such as the ability to identify the learning needs of participants; the ability to identify learning outcomes of program/course; the ability to identify training strategies; the ability to identify training/education resources to match needs and the ability to develop program/session outlines.

In response to the question, 'Are TAFE teachers prepared for their evolving roles?', the results of the skills audit questionnaire, question 114, indicate that 83 respondents, 67 per cent of the survey, perceive that they are not equipped to perform the evolving roles of the TAFE teacher, for as one teacher explains:

The roles of TAFE teachers are evolving, yet it is difficult in many instances to get College support or training or Industrial Release. TAFE teachers need first-hand industrial experience in the current workplace - min 6 months - 12 months. Too many teachers are too long out of the 'real world' out there.
Of the respondents to perceive they were not able to perform the evolving roles of the TAFE teacher, 57 teachers (69%) had taught in the TAFE sector for over five years and of these teachers, 16 had been employed in the TAFE sector between 6 - 10 years; 18 between 11 - 15 years; 16 between 16-20 years and seven had been employed in the TAFE sector for over 21 years (see Table 119), thus the need for staff development to enhance teachers' levels of knowledge and skills is strongly indicated. And, as one respondent writes:

We need years of training to update our knowledge of the high tech terminology which has little or no meaning to teachers who have spent most of their week teaching.

Question 85 in the skills audit asked teachers to indicate their perceived level of ability to sell training products and services. It is interesting to note that the cross tabulation table (Table 117) shows that of the respondents to indicate a lack of interest in selling training products and services, the majority, 78 per cent, had been employed in the TAFE sector for over five years. To provide further information on this result, four teachers had been employed in TAFE between 6-10 years; five between 11-15 years; eight between 16-20 years and one teacher for over 21 years. Such responses indicate a need for cultural change if TAFE, and particularly the Gordon, is to become more entrepreneurial.

Thus, based on the study and the selected sample, the assumption that the majority of TAFE teachers do not have the necessary knowledge and skills to equip them to appropriately respond to workplace and training reform, or to meet their evolving roles, appears to be supported.

Hypotheses

Each of the hypotheses will now be discussed.

7.1.8 The NTRA has already had a significant effect on the role of TAFE in workplace education and training, and will continue to do so.
The study reveals that the NTRA has already severely impacted on TAFE and that it will continue to do so, through both the processes of reform (7.1.1) and the developing VET System (7.1.2). As outlined in 7.1.1, TAFE is under increasing pressure to respond to industry need through six major areas of improvement, and, to continue to be a key provider of workplace education and training, TAFE will need to actively address the emerging cultural, economical and structural changes which have occurred, and which are continuing to occur, across Australia.

An analysis of the findings indicates that this hypothesis is supported.

7.1.9 In consequence of the NTRA and the current and emerging roles of TAFE, the role of the TAFE teacher is evolving to meet new demands which are outside traditional teaching profiles.

The discussion on assumptions one to six (7.1.1 - 7.1.6) addresses the abovestated hypothesis.

As a result of analysis of the findings, which clearly identify the evolving roles of TAFE teachers and the diverse demands which are placed on them, this hypothesis is upheld.

7.1.10 Alternative methods for staff development are required across the TAFE sector to address the disparity which exists between the perceived role of the TAFE teacher in implementing the NTRA and the skills, knowledge and attitudes which TAFE teachers consider they possess.

TAFE teachers are expected to play an active role in workplace and training reform (Commonwealth of Australia, 1989a; STB, 1990; Field, 1990; Hayton, 1990; FTUV, 1992; Broadmeadows COT/Holmesglen COT, 1993) and as discussed in assumption number six (7.1.6), yet the study reveals that many TAFE teachers are not equipped to do so.
The discussion on assumption number seven (7.1.7) raises the concern that 'while a significant number of teachers are interested in becoming involved in workplace education and training, few teachers currently possess the knowledge and skills to competently perform the required roles' and that 'this is particularly the case where work force research is concerned'. Despite the statement made by the State Training Board in 1990 that TAFE teachers need to be able to adapt to change and 'able to work in an increasingly commercial and competitive environment' (p 11), there has continued to be much criticism on the lack of adequate TAFE teacher training and staff development (Byrne, 1991; Woodburne, 1992 and 1993). And, as this study has found, alternative methods for the development of TAFE teachers, such as mentoring, coaching and action learning, need to be implemented.

From an analysis of the findings, this hypothesis appears to be supported.

7.2 CONCLUDING COMMENTS

The primary aim of the research conducted in this study was to determine if TAFE teachers are prepared for their evolving roles in workplace education and training. As a result of the study and following analysis of the findings, it appears that currently TAFE teachers are not prepared for their evolving roles.

The study indicates that substantial staff development is necessary across the TAFE sector, in addition to cultural change, to enable TAFE institutes and colleges to effectively respond to the challenges which are being placed on them, and to the demands which they are increasingly expected to meet.

7.3 IMMEDIATE OUTCOMES FROM THE RESEARCH

On completion of the research and following the detailed analysis of findings, I prepared a comprehensive report which I titled 'Gordon Technical College, Skills Audit for Teaching Staff: Final Report'
(Wakefield, 1995a). I forwarded copies of the report to Murray Cree, Director, Gordon Technical College; Gary Buchanan, Deputy Director and Mary Crane, Manager, Human Resources. I also forwarded a copy of the final report to the Service Improvement Team: Quality of Teaching, and placed one copy on reserve in the library. As my research related to the VEF funded project, TAFE Professional Development in Enterprise Training, I sent copies to Michael Selway, Managing Director, VEF and Graeme Hall, the Project Manager.

As, at the time of inviting teaching staff to participate in the skills audit, I advised that I would make the results of the audit known, I prepared an article for inclusion in Drumbeat, the College’s fortnightly newsletter (Wakefield, 1995b). I later learnt from Gary Buchanan, the Deputy Director, that a number of staff, both teaching and non-teaching, had expressed their concerns to him that I had made my findings publicly known. On meeting with him he suggested that I write a follow-up article to present a more positive outcome of the audit and to assure teaching staff that the College’s situation was not unique, particularly in the areas of work force research and consultancy.

I had not anticipated such a sensitive reaction from my colleagues, and, on having this drawn to my attention, I followed the Deputy Director’s advice. I prepared a second article which included the areas where high levels of ability were identified, and which addressed the more positive outcomes of the research (Wakefield, 1995c).

I was later contacted by Graeme Hall who sought permission to include content from the final report on the skills audit in Open Training. Following my agreement to publish content from the report, the article appeared in the April 1995 edition under the title 'The Changing Roles of TAFE Teachers' (Wakefield, 1995d).

Other outcomes which followed my report on the College-wide skills audit included Mary Crane, Manager, Human Resources, seeking my recommendation for six key areas to target for staff development. Then,
when the investigation by the Service Improvement Team on the Quality of Teaching was concluded, I was pleased to read the opening paragraph in the introduction to their report, which related to my final report on the skills audit:

As indicated in the Skills Audit for Teaching Staff Final Report (Wakefield ‘95) the role of the TAFE teacher is changing dramatically. Teachers are now expected to perform many duties beyond the traditional teaching role, such as industry liaison, consultancy and entrepreneurial activities. (Dalton, 1995, p 2)

7.4 GENERAL REFLECTIONS

Before concluding this chapter, I feel I should point out that much of my own thinking, and the thinking of my colleagues involved in consultancy, is in response to the changing discourse of the institution and the field. Much of my research has been guided by the emerging needs of the Gordon and TAFE as a whole, particularly in the areas of professional development for TAFE teachers in enterprise training; competency-based education and training; the value of andragogy in the adult learning process and, with reduced Government funding and increased competition, the need for the Institute to become increasingly entrepreneurial and more competitive in the training market.

From my own perspective, the changing role of the TAFE teacher is a challenging one, and, while I have readily made the transition from classroom teacher to industry consultant, I am mindful that many TAFE teachers do not wish to follow a similar path.

When I reflect on the ways that my professional role has changed since 1991, I realise that it has been a period of constant growth, not only through my consultancy role, but through my doctoral studies, which have encouraged me to be more objective, more analytical and more critical, particularly of many traditional practices which have continued across the TAFE sector.
The study identifies the current and evolving roles of TAFE following the implementation of the National Training Reform Agenda and, in consequence, the role of the TAFE teacher. The evolving roles appear to have resulted from three contributing factors. Firstly, TAFE is making a significant effort to better respond to industry need, brought about by structural change, economic rationalism, the development of industry and enterprise competency standards, award restructuring and skill formation. Secondly, TAFE has lost the monopoly of the training market, and although TAFE is still the country's leading provider of vocational education and training, TAFE is facing increasing competition. Thirdly, TAFE is having to generate revenue through entrepreneurial activities to accommodate reductions in Government funding. Much of the burden of the challenges imposed on TAFE has fallen on the TAFE teacher, who, in many cases, is required to perform the dual role of classroom teacher and workplace educator and trainer and, in some cases, the multi-dimensional role of classroom teacher, workplace educator and trainer, work force analyst and entrepreneur.

Many TAFE teachers are now expected to not only be competent in the classroom and be knowledgeable of adult learning methodologies, but also to be able to design, develop, implement, evaluate and validate competency-based courses and programs; to liaise with industry in regard to education and training needs; to develop curriculum and resources to underpin industry and enterprise competency standards; to conduct work force research, in particular skills audits, skills analyses, training needs analyses and competency analyses; to prepare, write and negotiate training plans, proposals, submissions, expressions of interest and tenders; to manage human and physical resources and to produce quality outcomes, frequently without any formal training.
The results of the study, which encompassed five years of research, reveal that a large majority of the TAFE teachers interviewed and surveyed perceive that they are not prepared for their evolving roles. Further, a significant number of teachers are not interested in conducting activities outside the classroom.

In addition to the respondents who have perceived that they are currently unable to perform their evolving roles, some teachers have indicated their lack of competence in essential teaching skills, such as the ability to identify learning needs of participants; the ability to identify learning outcomes of program/course; the ability to identify training strategies; the ability to identify training/education resources to match needs and the ability to develop program/session outlines. The lack of competence in such important areas demonstrates the need to measure teachers' actual performance against competency standards developed for the profession.

The lack of competence in what are considered to be essential teaching skills raises the question of the quality, relevance and application of teacher training and the need for performance measurement, particularly as some of the respondents to indicate a lack of ability are tenured teachers with many years of experience in TAFE. Additionally, a limited involvement in decision-making processes, poor consultation and lack of opportunity may also be blamed for teachers exhibiting low levels of morale, poor motivation and low self-esteem, thus causing a significant number of teachers to not be interested in changing their work practices, adjusting to a new work environment, or becoming involved in entrepreneurial activities or work force research.

The implications of the research are that many TAFE teachers are ill-equipped to perform the roles that, in the future, may well be expected of them. The reasons for teachers not being competent in a number of areas appear to include a lack of investment in human capital, a lack of adequate teacher training and a lack of relevant staff development, which, it seems, have contributed to many teachers having neither the knowledge nor the skills to fulfil their evolving roles.
Recommendations

Following the study, it is recommended that:

1 Staff development, encompassing current teaching practices, technological advancements, workplace education and training, work force research and consultancy be offered to TAFE teachers.

2 TAFE Colleges and Institutes invite expressions of interest from teachers interested in making the transition from the classroom to the workplace, or being involved in entrepreneurial activities.

3 TAFE teachers be encouraged to work in teams, where knowledge and skills can be shared and, when necessary, teachers can receive additional support.

4 TAFE Colleges and Institutes establish mentors and coaches to assist in the professional development of TAFE teachers.

5 Knowledge and skills transfer through the mentoring process be combined with other developmental methods such as observation, independent inquiry, individual learning, experiential learning, action learning and group-based learning through workshops, seminars and formal offerings, to achieve quality outcomes.

6 Mechanisms for formally measuring and recording teachers' existing knowledge and skills, and monitoring progress through developmental processes, be put in place to enable relevant competencies to be demonstrated and recognition of prior learning received.

7 Articulation pathways be established with an emphasis on recognition of prior learning, to encourage TAFE teachers to articulate into graduate certificates, graduate diplomas and other TAFE and higher education courses.
8 The salary classification structure for TAFE teachers be revised to provide incentives for teachers to acquire higher academic qualifications; to assume greater responsibilities and to become more pro-active in entrepreneurial activities.

9 Competency standards be separately developed for TAFE teachers, based on the Revised Victorian TAFE Teacher Competence Statements.

The following recommendations are made for further research:

10 Research be conducted to investigate the most appropriate means of achieving cultural change across the TAFE sector.

11 Research be conducted to lead to the development of independent learning programs on work force research and methods of data collection.

12 Research be conducted to determine the actual performance of TAFE teaching staff involved in workplace training projects.

13 Research be conducted to identify and investigate the preparatory training needed for, and concerns raised by, TAFE teachers when making the transition from the classroom to the workplace.

14 Research be conducted to identify, develop and validate performance criteria, range of variables statements and evidence guides to complement the units and elements of competence identified in the Revised Victorian TAFE Teacher Competence Statements, to enable work to progress towards the achievement of competency standards for TAFE teachers.
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APPENDIX A

QUESTIONING STRUCTURE FOR

FORMAL INTERVIEWS
QUESTIONING STRUCTURE FOR FORMAL INTERVIEWS

1. Explain purpose of interview.
2. Did you have teaching experience before joining TAFE?
3. If so, what did it entail?
4. Where were you teaching?
5. How many years were you teaching?
6. Did you have industrial experience before joining TAFE?
7. If so, what did you do?
8. Where were you employed?
9. How many years industrial experience did you have?
10. Were you involved in any form of industry training before joining TAFE?
11. What made you apply for a teaching position in TAFE?
12. Where were you initially employed?
13. Did you stay in the same department?
14. Did you teach a range of subjects?
15. In what capacity were you initially employed - permanent, contract, sessional?
16. When you initially joined TAFE, did you expect to later be delivering training in a workplace setting?
17. Did you expect that you would be designing and developing curriculum for different industries?
18. What do you consider has induced the change, and taken you from the classroom to the workplace?
19. Do you think the change has resulted from workplace reform?
20. What do you consider to be the prime impetus behind workplace reform?
21. Are you familiar with award restructuring?
22. Would you briefly describe your understanding of award restructuring?
23 Are you familiar with the new VET System?
24 Would you describe the main components of the new system?
25 Have you received information through the College on the new VET System?
26 If so, what did you receive?
27 Have you attended any staff development activities on the new VET System?
28 Do you think that the country's move to a competency-based system will benefit vocational education and training?
29 If so, in what ways?
30 I'd like you to think back to the first time you delivered training in the workplace:
31 What was the program?
32 Where was it delivered?
33 How long ago?
34 Do you recall how you felt?
35 What was it like, were you nervous?
36 How did the experience differ from your normal teaching experiences within the College?
37 Did you experience any problems?
38 If so, what were they?
39 How long have you been delivering training in the workplace?
40 Based on your experience, what training do you think TAFE teachers should have to best prepare them for on-site workplace delivery?
41 You have been extensively involved in designing and developing curriculum for specific industries, what guidelines would you provide for teachers moving into this type of work?
42 In regard to consultancy, what problems do you think TAFE teachers might initially encounter?
43 How would you suggest teachers be trained, in order to be better prepared for industry consultancy?
44 You have acquired your knowledge and skills primarily through experiential learning and mentoring. How successful have you found this combination to be?
45 How long have you been working in your present consultancy role?
46 Would you briefly explain the type of work you are currently doing?
47 Do you think that other teachers from the College could competently take on such a role?
48 What preparation do you think would be necessary for them to do so?
49 Do you consider that many teachers would have the right attitude and temperament to assume a role such as yours?
50 Why? Why not?
51 As you are aware, the roles of the TAFE teacher are rapidly changing. Do you think TAFE teachers, in general, are prepared for the evolving roles?
52 Would you like to add any additional comments?

Thank you for your time and assistance.
APPENDIX B

SKILLS AUDIT QUESTIONNAIRE
HOW TO ANSWER THE QUESTIONS

Sections A and B require you to place a tick ☑ in the box which corresponds with your answer, for example:

Prior to joining TAFE, did you have training experience in industry?  
☑ Yes  ☐ No

SECTION A : EMPLOYMENT DETAILS

1. Which of the following categories describes your College employment?  
☐ Permanent ☐ Contract ☐ Sessional

2. How many years have you been teaching in the TAFE sector?  
☐ 1-2 ☐ 3-5 ☐ 6-10  
☐ 11-15 ☐ 16-20 ☐ 21+

3. If you were employed as a teacher before joining TAFE, in which sector did you work?  
☐ Primary ☐ Secondary ☐ Tertiary

4. How many years industrial experience did you have before joining TAFE?  
☐ 1-2 ☐ 3-5 ☐ 6-10  
☐ 11-15 ☐ 16-20 ☐ 21+

5. Prior to joining TAFE, did you have training experience in industry?  
☐ Yes ☐ No
6 Have you been involved in any form of industry consultancy in relation to vocational education and training? Yes □ No □

7 Have you been involved in any fee-for-service activities while employed in TAFE? Yes □ No □

8 Has your present position required you to design or develop curriculum for a specific industry? Yes □ No □

9 Has your present position required you to deliver training/education in the workplace? Yes □ No □

-30 31-45 46+

10 In which age bracket do you fall? □ □ □

SECTION B: TAFE TEACHER COMPETENCE STATEMENTS

This section is based on the Revised Victorian TAFE Teacher Competence Statements (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993).

Please read each unit of competence and its corresponding elements, then answer whether or not you consider that you could currently demonstrate the element as it is listed.

Unit 1.0 Identify Learning/Training Needs

11 Identify current and required competencies of participants Yes □ No □

12 Identify learning needs of participants Yes □ No □

13 Identify learning outcomes of program/course Yes □ No □

14 Identify training strategies for participants Yes □ No □

15 Identifying training priorities Yes □ No □
16  Identify training/education resources to match needs  Yes  No
  □  □

17  Identify legal responsibilities associated with training/education  Yes  No
  □  □

18  Determine communication channels for identifying training/education needs  Yes  No
  □  □

19  Identify training needs of industry/occupation  Yes  No
  □  □

Unit 2.0  Develop Training/Education and Resources

20  Develop program/session outlines  Yes  No
  □  □

21  Identify existing resources/materials  Yes  No
  □  □

22  Modify resources/materials  Yes  No
  □  □

23  Develop new resources/materials  Yes  No
  □  □

24  Identify existing training/education programs  Yes  No
  □  □

25  Modify training/education programs  Yes  No
  □  □

26  Develop new training/education programs  Yes  No
  □  □

27  Work with others to develop training/education and resources  Yes  No
  □  □
Unit 3.0  Deliver Training/Education

28 Train to meet syllabus/program requirements  Yes  No

29 Facilitate individual learning  Yes  No

30 Facilitate group learning  Yes  No

31 Conduct practical sessions  Yes  No

32 Maintain a positive learning environment  Yes  No

33 Monitor participants' performance  Yes  No

34 Utilise a range of teaching strategies  Yes  No

35 Operate equipment in the delivery of training/education  Yes  No

36 Utilise training/education resources  Yes  No

37 Utilise flexible modes of delivery  Yes  No

38 Maintain professional practice for the delivery of training/education  Yes  No

Unit 4.0  Assess Participants

39 Plan assessments  Yes  No

40 Create assessment instruments  Yes  No

41 Modify assessment instruments  Yes  No
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<th>Consult with others regarding assessment</th>
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<tr>
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<th>Maintain current knowledge of assessment practices</th>
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**Unit 5.0   Evaluate Training/Education and Resources**

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<th>Determine the timing of the evaluation</th>
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<th>Record/report evaluations</th>
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**Unit 6.0   Manage and Promote Training/Education**

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<th>Contribute to organisational planning</th>
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<th></th>
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<th>Establish and maintain quality in the provision of training/education</th>
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<tr>
<th></th>
<th>Manage personnel</th>
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<th>Manage professional development</th>
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<td></td>
<td>Manage finances</td>
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<td>----</td>
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<tr>
<td>57</td>
<td>Manage equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>58</td>
<td>Manage records</td>
<td>Yes</td>
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<td>59</td>
<td>Negotiate the delivery of training/education</td>
<td>Yes</td>
</tr>
<tr>
<td>60</td>
<td>Promote training/education</td>
<td>Yes</td>
</tr>
<tr>
<td>61</td>
<td>Develop proposals, submissions and reports</td>
<td>Yes</td>
</tr>
<tr>
<td>62</td>
<td>Liaise with clients and industry</td>
<td>Yes</td>
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**Unit 7.0 Develop Curriculum**

<table>
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<tr>
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<th>Identify existing curriculum</th>
<th>63</th>
<th>Yes</th>
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<tr>
<td>64</td>
<td>Modify existing curriculum</td>
<td>Yes</td>
<td>No</td>
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<td>65</td>
<td>Create curriculum</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>66</td>
<td>Monitor use of curriculum</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>67</td>
<td>Work with others to develop curriculum</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Maintain professional practice for curriculum development</td>
<td>Yes</td>
<td>No</td>
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</table>
SECTION C: PROFESSIONAL DEVELOPMENT IN ENTERPRISE TRAINING

This section endeavours to identify your current knowledge, skills and attitudes in relation to enterprise-based research, training and consultancy.

The first part of Section C is based on the learning outcomes identified by the Outer Eastern College of TAFE in their Graduate Certificate in Training Consultancy.

HOW TO ANSWER THE QUESTIONS

Please rank your responses by circling a number in accordance with the following scale:

0  Not interested in being involved
1  Interested, no knowledge/skills
2  Interested, limited knowledge/skills
3  Interested, reasonable knowledge/skills
4  Interested, sound knowledge/skills

For example:

Analyse the client/consultant relationship, customer service and ethical practice within the context of industry training consultancy.

Module 1.0 The Practice of Training Consultancy

69  Analyse the client/consultant relationship, customer service and ethical practice within the context of industry training consultancy.
   0 1 2 3 4

70  Analyse commercial organisations in terms of their product, structure and decision making arrangements.
   0 1 2 3 4

71  Present a professional image as a consultant.
   0 1 2 3 4

72  Use appropriate computer packages to support and enhance services to clients.
   0 1 2 3 4
73 Conduct meetings relative to the role of an industry training consultant.

74 Conduct an oral presentation in a public forum on a given topic or issue.

Module 2.0 Determining Industry Training Needs

75 Identify the phases in training development methodology.

76 Determine and use appropriate information gathering techniques for work force analysis in given situations.

77 Conduct a training needs analysis in a given industry.

78 Choose an instructional design systems methodology.

Module 3.0 Designing Training for Industry

79 Write competency based curriculum in a chosen field.

80 Select the most appropriate training media in a given situation.

81 Design competency based learning materials.

82 Develop a strategy for the evaluation of a training program.

Module 4.0 Managing Commercial Services

83 Market and promote training and consultancy services.
84 Prepare plans for the provision of training and consultany activities.

85 Sell training products and services.

86 Use appropriate record keeping and financial management strategies.

87 Demonstrate appropriate human resource management skills in the context of the role of an industry training consultant.

88 Monitor the performance of contractors or other employees.

The second part of Section C focuses on different types of workplace research and methods of data collection.

Part 2.1 Conduct Research

89 Conduct an industry analysis to determine industry boundaries and to identify current and anticipated levels of activity.

90 Conduct a labour market analysis to predict labour demand, then compare the findings to likely availability.

91 Conduct an occupational analysis to identify current and likely jobs, job duties, tasks and other related information.

92 Conduct a job analysis to determine job components, including duties, tasks and knowledge, skills and attitudes.

93 Conduct a task analysis to systematically analyse task behaviour.

94 Conduct a competency analysis to identify the attributes which underpin job performance.
<table>
<thead>
<tr>
<th></th>
<th>Conduct a training needs analysis to determine training and non-training responses and to identify the existing gap.</th>
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<tr>
<td>96</td>
<td>Conduct a skills analysis to systematically identify the skills needed for a particular job.</td>
</tr>
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<td>97</td>
<td>Conduct a skills audit to identify skills held by specific members of the workforce.</td>
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</table>

**Part 2.2 Use Data Collection Methods**

<table>
<thead>
<tr>
<th></th>
<th>Collect data through formal interview method.</th>
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<tr>
<td>98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect data through informal interview method.</td>
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<td>99</td>
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<td></td>
<td>Collect data through structured interview method.</td>
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<td>Collect data through unstructured interview method.</td>
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<td>Collect data through record analysis.</td>
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<td>Collect data through brainstorming.</td>
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<td>Collect data through nominal group technique.</td>
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<td>Collect data through force field analysis.</td>
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<td>Collect data through critical incident technique.</td>
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<td>Collect data through Delphi technique.</td>
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<td>Collect data through DACUM method.</td>
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</table>
109 Collect data through search conference method.

110 Collect data through questionnaire-based method.

111 Collect data through computer-based questionnaire.

112 Collect data through CODAP method.

113 Collect data through observation method.

SECTION D : YOUR COMMENTS

This section asks you to respond to a question in relation to the evolving roles of the TAFE teacher. Your personal comments are also invited.

114 The evolving roles of the TAFE teacher appear to include those of proposal/submission writer, industry consultant, analyst, curriculum designer, program evaluator, workplace assessor and training/education manager. Do you consider that you are currently equipped to perform these roles? Yes ☐ No ☐

115 Please add any additional skills which you feel are also necessary, or comments which you would like to make.


Thank you for taking time to complete this questionnaire.

Grateful acknowledgement is made to Broadmeadows College of TAFE, Holmesglen College of TAFE and Outer Eastern College of TAFE for their assistance and support in relation to this skills audit.
APPENDIX C

COVERING LETTER TO ACCOMPANY QUESTIONNAIRE
4 November 1994

TAFE TEACHER COMPETENCE STATEMENTS AND TAFE PROFESSIONAL DEVELOPMENT IN ENTERPRISE TRAINING

In July 1993 the Project Report on the Revised Victorian TAFE Teacher Competence Statements was jointly published by the Broadmeadows College of TAFE and Holmesglen College of TAFE. The Report included the recommendation that the competence statements be used as a framework for future research into training needs for TAFE teachers.

As part of my postgraduate research, I am conducting a skills audit to investigate the gap between the TAFE Teacher Competence Statements and the current skills held by teachers across the College. In addition, I am investigating the extent of professional development necessary for teachers to become involved, or in some cases more extensively involved, in enterprise training and consultancy. This has resulted from my role as the College's Project Manager for the project 'TAFE Professional Development in Enterprise Training', supported by the Victorian Education Foundation and OTFE.

In regard to the above, I now seek your assistance through voluntary completion of a questionnaire.

I ask that you:

* complete the attached questionnaire and return it within seven days via the internal mail, addressed to Lyn Wakefield, GOTEC Ltd

Should you wish to discuss the survey, please contact me via the GOTEC office.

I thank you for your assistance and will advise you of the outcomes.

Lyn Wakefield
APPENDIX D

CODED SKILLS AUDIT QUESTIONNAIRE
GORDON TECHNICAL COLLEGE

KNOWLEDGE AND SKILLS ASSESSMENT:

PROFESSIONAL DEVELOPMENT IN ENTERPRISE TRAINING

HOW TO ANSWER THE QUESTIONS

Sections A and B require you to place a tick (✓) in the box which corresponds with your answer, for example:

Prior to joining TAFE, did you have training experience in industry? Yes [✓] No []

SECTION A: EMPLOYMENT DETAILS

1 Which of the following categories describes your College employment?  [No Response = 0]
   Permanent  Contract  Sessional
   [1]  [2]  [3]

2 How many years have you been teaching in the TAFE sector?  [NR = 0]
   1-2  3-5  6-10
   [1]  [2]  [3]
   11-15  16-20  21+

3 If you were employed as a teacher before joining TAFE, in which sector did you work?  [NR = 0]
   Primary  Secondary  Tertiary
   [1]  [2]  [3]

4 How many years industrial experience did you have before joining TAFE?  [NR = 0]
   1-2  3-5  6-10
   [1]  [2]  [3]
   11-15  16-20  21+

5 Prior to joining TAFE, did you have training experience in industry?  [NR = 0]
   Yes [✓] No [ ]
6 Have you been involved in any form of industry consultancy in relation to vocational education and training?  

Yes  No

7 Have you been involved in any fee-for-service activities while employed in TAFE?  

Yes  No

8 Has your present position required you to design or develop curriculum for a specific industry?  

Yes  No

9 Has your present position required you to deliver training/education in the workplace?  

Yes  No

10 In which age bracket do you fall?  

-30  31-45  46+

SECTION B: TAFE TEACHER COMPETENCE STATEMENTS

This section is based on the Revised Victorian TAFE Teacher Competence Statements (Broadmeadows College of TAFE/Holmesglen College of TAFE, 1993).

Please read each unit of competence and its corresponding elements, then answer whether or not you consider that you could currently demonstrate the element as it is listed.

Unit 1.0 Identify Learning/Training Needs

11 Identify current and required competencies of participants  

Yes  No

12 Identify learning needs of participants  

Yes  No

13 Identify learning outcomes of program/course  

Yes  No

14 Identify training strategies for participants  

Yes  No

15 Identifying training priorities  

Yes  No
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<thead>
<tr>
<th></th>
<th>Identify training/education resources to match needs</th>
<th>Yes</th>
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<tr>
<td>16</td>
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<td>Identify legal responsibilities associated with training/education</td>
<td>Yes</td>
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<td></td>
<td>Determine communication channels for identifying training/education needs</td>
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<td>No</td>
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<td></td>
<td>Identify training needs of industry/occupation</td>
<td>Yes</td>
<td>No</td>
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**Unit 2.0  Develop Training/Education and Resources**

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<th>Develop program/session outlines</th>
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<td>Modify resources/materials</td>
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<td>Develop new resources/materials</td>
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<td>Develop new training/education programs</td>
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<td></td>
<td>Work with others to develop training/education and resources</td>
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### Unit 3.0 Deliver Training/Education

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<td>Train to meet syllabus/program requirements</td>
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<td>29</td>
<td>Facilitate individual learning</td>
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<td>Maintain a positive learning environment</td>
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<td>Monitor participants' performance</td>
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<td>Operate equipment in the delivery of training/education</td>
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<td>Utilise training/education resources</td>
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<td>Utilise flexible modes of delivery</td>
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<td>Maintain professional practice for the delivery of training/education</td>
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### Unit 4.0 Assess Participants

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<td>Modify assessment instruments</td>
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42 Conduct assessments  
NR 0  
Yes  No  
43 Record assessment results  
NR 0  
Yes  No  
44 Consult with others regarding assessment  
NR 0  
Yes  No  
45 Maintain current knowledge of assessment practices  
NR 0  
Yes  No  

Unit 5.0  Evaluate Training/Education and Resources  

46 Plan evaluations  
NR 0  
Yes  No  
47 Determine the timing of the evaluation  
NR 0  
Yes  No  
48 Conduct evaluations  
NR 0  
Yes  No  
49 Record/report evaluations  
NR 0  
Yes  No  

Unit 6.0  Manage and Promote Training/Education  

50 Contribute to organisational planning  
NR 0  
Yes  No  
51 Plan management strategies  
NR 0  
Yes  No  
52 Establish and maintain quality in the provision of training/education  
NR 0  
Yes  No  
53 Select personnel  
NR 0  
Yes  No  
54 Manage personnel  
NR 0  
Yes  No  
55 Manage professional development  
NR 0  
Yes  No
56  Manage finances  
NR > 0  
[ ] Yes  
[ ] No
57  Manage equipment  
NR > 0  
[ ] Yes  
[ ] No
58  Manage records  
NR > 0  
[ ] Yes  
[ ] No
59  Negotiate the delivery of training/education  
NR > 0  
[ ] Yes  
[ ] No
60  Promote training/education  
NR > 0  
[ ] Yes  
[ ] No
61  Develop proposals, submissions and reports  
NR > 0  
[ ] Yes  
[ ] No
62  Liaise with clients and industry  
NR > 0  
[ ] Yes  
[ ] No

Unit 7.0  Develop Curriculum

63  Identify existing curriculum  
NR > 0  
[ ] Yes  
[ ] No
64  Modify existing curriculum  
NR > 0  
[ ] Yes  
[ ] No
65  Create curriculum  
NR > 0  
[ ] Yes  
[ ] No
66  Monitor use of curriculum  
NR > 0  
[ ] Yes  
[ ] No
67  Work with others to develop curriculum  
NR = 0  
[ ] Yes  
[ ] No
68  Maintain professional practice for curriculum development  
NR = 0  
[ ] Yes  
[ ] No
SECTION C: PROFESSIONAL DEVELOPMENT IN ENTERPRISE TRAINING

This section endeavours to identify your current knowledge, skills and attitudes in relation to enterprise-based research, training and consultancy.

The first part of Section C is based on the learning outcomes identified by the Outer Eastern College of TAFE in their Graduate Certificate in Training Consultancy.

HOW TO ANSWER THE QUESTIONS

Please rank your responses by circling a number in accordance with the following scale:

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<td>0</td>
<td>Not interested in being involved</td>
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<tr>
<td>1</td>
<td>Interested, no knowledge/skills</td>
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<tr>
<td>2</td>
<td>Interested, limited knowledge/skills</td>
</tr>
<tr>
<td>3</td>
<td>Interested, reasonable knowledge/skills</td>
</tr>
<tr>
<td>4</td>
<td>Interested, sound knowledge/skills</td>
</tr>
</tbody>
</table>

For example:

Analyse the client/consultant relationship, customer service and ethical practice within the context of industry training consultancy.

Module 1.0 The Practice of Training Consultancy

69 Analyse the client/consultant relationship, customer service and ethical practice within the context of industry training consultancy.

70 Analyse commercial organisations in terms of their product, structure and decision making arrangements.

71 Present a professional image as a consultant.

72 Use appropriate computer packages to support and enhance services to clients.
73 Conduct meetings relative to the role of an industry training consultant.

74 Conduct an oral presentation in a public forum on a given topic or issue.

Module 2.0 Determining Industry Training Needs

75 Identify the phases in training development methodology.

76 Determine and use appropriate information gathering techniques for work force analysis in given situations.

77 Conduct a training needs analysis in a given industry.

78 Choose an instructional design systems methodology.

Module 3.0 Designing Training for Industry

79 Write competency based curriculum in a chosen field.

80 Select the most appropriate training media in a given situation.

81 Design competency based learning materials.

82 Develop a strategy for the evaluation of a training program.

Module 4.0 Managing Commercial Services

83 Market and promote training and consultancy services.
The second part of Section C focuses on different types of workplace research and methods of data collection.

**Part 2.1 Conduct Research**

89 Conduct an industry analysis to determine industry boundaries and to identify current and anticipated levels of activity.

90 Conduct a labour market analysis to predict labour demand, then compare the findings to likely availability.

91 Conduct an occupational analysis to identify current and likely jobs, job duties, tasks and other related information.

92 Conduct a job analysis to determine job components, including duties, tasks and knowledge, skills and attitudes.

93 Conduct a task analysis to systematically analyse task behaviour.

94 Conduct a competency analysis to identify the attributes which underpin job performance.
95 Conduct a training needs analysis to determine training and non-training responses and to identify the existing gap.

96 Conduct a skills analysis to systematically identify the skills needed for a particular job.

97 Conduct a skills audit to identify skills held by specific members of the workforce.

### Part 2.2 Use Data Collection Methods

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<td>Collect data through formal interview method.</td>
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<td>99</td>
<td>Collect data through informal interview method.</td>
</tr>
<tr>
<td>100</td>
<td>Collect data through structured interview method.</td>
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<tr>
<td>101</td>
<td>Collect data through unstructured interview method.</td>
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<tr>
<td>102</td>
<td>Collect data through record analysis.</td>
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<tr>
<td>103</td>
<td>Collect data through brainstorming.</td>
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<td>104</td>
<td>Collect data through nominal group technique.</td>
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<td>105</td>
<td>Collect data through force field analysis.</td>
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<td>106</td>
<td>Collect data through critical incident technique.</td>
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<td>107</td>
<td>Collect data through Delphi technique.</td>
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<tr>
<td>108</td>
<td>Collect data through DACUM method.</td>
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</table>
109 Collect data through search conference method.

110 Collect data through questionnaire-based method.

111 Collect data through computer-based questionnaire.

112 Collect data through CODAP method.

113 Collect data through observation method.

SECTION D: YOUR COMMENTS

This section asks you to respond to a question in relation to the evolving roles of the TAFE teacher. Your personal comments are also invited.

114 The evolving roles of the TAFE teacher appear to include those of proposal/submission writer, industry consultant, analyst, curriculum designer, program evaluator, workplace assessor and training/education manager. Do you consider that you are currently equipped to perform these roles?

Yes
No

115 Please add any additional skills which you feel are also necessary, or comments which you would like to make.

10 (UNCODED)

Thank you for taking time to complete this questionnaire.

Grateful acknowledgement is made to Broadmeadows College of TAFE, Holmesglen College of TAFE and Outer Eastern College of TAFE for their assistance and support in relation to this skills audit.
APPENDIX E

SURVEY RESPONSE MATRIX
| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 | Q22 | Q23 | Q24 | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 | Q33 | Q34 | Q35 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 | Q22 | Q23 | Q24 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
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| 107| 1  | 3  | 2  | 4  | 1  | 1  | 1  | 1  | 2  | 3  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 108| 1  | 5  | 0  | 3  | 1  | 2  | 1  | 1  | 2  | 3  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 109| 2  | 2  | 0  | 6  | 1  | 1  | 1  | 2  | 1  | 3  | 1  | 1  | 1  | 1  | 1  | 2  | 2  | 1  | 1  | 1  | 1  | 1  | 1  |
| 110| 2  | 2  | 0  | 3  | 1  | 2  | 2  | 2  | 0  | 2  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 1  | 2  | 1  | 1  | 1  | 1  |
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