

PAPER:

***FUTURE PATHS AND CHALLENGES FOR
QUALITY AND DIVERSITY IN VOCATIONAL EDUCATION
AND TRAINING***

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Abstract:

This paper reports on the findings from a series of case studies completed for a recent NCVER/ANTARAC project "Documenting Capable Organisations: Implications for Vocational Education and training" (Hase, Malloch and Cairns, 1998).

Ten Australian organisations, including a city council, a government office, a koorie school and a chemical company, were studied and a set of indicators for capability and success were identified.

The study was carried out by a partnership of researchers from Southern Cross University, Monash University and Northern Melbourne Institute of TAFE.

A grounded research methodology (Glaser and Strauss, 1967, Strauss and Corbin, 1990) was used. Interview data was analysed using "Scenario" a recent computer program developed by Brookes and Daley (1997) for the collation and analysis of qualitative data.

The case studies revealed a number of major factors that appear to be significant as essential features of organisational capability. The Capable Organisation is one which "draws on and adds to the individual capability of its members, their competence (current skills, knowledge and attitudes), their capacity (potential ability) and their values" (Hase, Malloch and Cairns, 1998:15).

Distinguishing features of capable organisations and the interaction of people within them included the importance of a learning culture, of partnerships, of the use of self managed teams and of the role of the trainer.

These findings and recommendations are related to vocational education and training and point to future areas for development.

A key implication of the study is that "Vocational education and training needs to focus on developing people for the modern workplace which is demanding holistic attributes that go beyond competence". (Hase, Malloch and Cairns, 1998:39). The organisations studied identified and stressed the importance to train for competence but also to more beyond this in training and learning.

This and other implications are explored in the paper and are related to the conference theme of quality and diversity in Vocational Education and Training research.