

Certificate IV in TAA:

How is it valued by early career VET practitioners?

Background

- Embedded 40104 Cert IV TAA into:
 - Associate Degree in VET
 - Bachelor of VET
 - Graduate Diploma of VET
- EEB321: Reflective Practice in VET:
 - Experiences of learners undertaking the Cert IV TAA

Overview of Research

- Continuation of paper presented at 2009 AVETRA conference
- Reports on an unfinished analysis using Nvivo
- Objectives of the TAA40104 Certificate IV in Training and Assessment to meet competency needs of
 - individuals
 - organisations
- Serendipitous sample of early career VET practitioners

Literature Review

- Objectives of the CIV TAA
 - single entry qualification
 - experienced and inexperienced participants
 - wide range of contexts, modes and students
 - provision of RPL vs skill development
 - acknowledgement of poor part practice
 - qualification requirement to teach CIV TAA
- Early concerns
- Authors' involvement

Methodology

- Sample size of approx. 100 (105)
- Students reflective work on TAA qualifications as part of the subjects EEB 321, EEB221 or EEB440
- Use of NVivo to analyse text and determine key/emerging themes
- Use of SPSS to analyse demographic and other quantitative data

Research Questions

1. How did you undertake your TAA40104 Certificate IV in Training and Assessment?
2. What did you learn by undertaking this qualification?
3. What do you still consider you need to learn in order to work effectively as a VET practitioner?

Indicative Findings: Participants

- 86.5 between 31 and 50 years old, median age range 41-50 and average age 43.4
- Approx. gender balance of 37 females and 36 men at time of analysis
- Most participants (80.2%) reported less than 10 years experience
- Most participants (72.6%) from NSW although all States and Territories represented except Tasmania
- 77.5% from TAFE and a further 13.6% from other RTOs

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Coding and analysis

- Initially three main codes:
 - experience of CIV TAA
 - learning
 - still to learn
- Five further groups emerged
 - confidence
 - rationale
 - selection of provider
 - value of qualification
 - workplace learning

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Rationale

- Improved practice
- Securing employment
- Career enhancement
- Understanding and working with Training Packages
- Understand VET system
- Cost of CIV TAA
- CIV TAA seen as opportunity and challenge

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Choice of Provider

- Need to study by distance
- Demands of employment
- Working for the provider
- Previous study experience
- Use of internet
- Personal recommendation
- Wish to learn at different workplace

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Value and Confidence

- Value of qualification
 - Well-regarded qualification
 - Minimum qualifications for entry
 - Employment opportunities
- Confidence
 - Group situations
 - Lesson management
 - Working with students
 - TPs and understanding of VET
 - Workplace learning

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How did you learn?

- Credit transfer
- RPL
- Group RPL processes
- Classroom delivery
- Assessment through presentation of evidence with gap training
- Combinations of the above

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What did you learn

- Curricular learning
- Modelling
- Learning outside the curriculum
- Learning from each other – collaborative learning

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Future learning

- Customisation
- Contextualisation
- Innovation
- Flexibility
- On-going experiential learning
- Collegial learning
- Deeper learning about teaching/training

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Conclusion

The tension between avoiding a “one-size-fits-all” approach and the need for a common base level qualification is strongly reflected by the comments made by the participants. The research confirms that reform is needed as well as a rethink of the concept of a single qualification for diverse workplaces. Emphasis is also needed on consistency and depth in the understanding of teaching and learning.

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