Work-based Learning and Foundation Skills in Community Providers

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The Research

Commissioned by the Commonwealth Government and facilitated by Community Colleges Australia.

The research aims to develop a better understanding of the extent to which community providers are delivering training including foundation skills through work-based learning arrangements and the styles of work-based learning that have been successful in up-skilling workers.
Community Colleges Australia (CCA) is the peak association that represents and provides services to community-owned, not-for-profit education and training providers.
CCA Vision & Mission

Our vision is for dynamic and vibrant Australian communities, informed and empowered through learning. To make our vision a reality, we work to empower the community education sector by:

• Increasing awareness of the sector and its place in the economic and social fabric of our nation;
• building business opportunities for our members; and
• advocating at all levels of government on the value of our members’ activities and programs.
1.36 million students in government-funded VET system (Jan-Sept 2015)

Total of 1889 training organisations:
- 54 TAFE & 14 other govt providers (63.6% of students)
- 377 community education providers (4.7% of students)
- 1499 private training providers (30.7% of students)

NCVER, 2015, Government Funded Students and Courses Jan – Sept 2015
Research Questions

To what extent are community providers providing work placements?

To what extent are community providers delivering work-based learning?

To what extent are community providers offering foundation skills to business?

What styles of learning have been successful for up-skilling workers?
Research stages

- Literature review

- Survey to 449 community providers - October 2015

- Semi structured interviews with a selection of providers – January to April 2016

- Final Report - June 2016
Community Providers?

- a registered training organisation (RTO)
- not-for-profit
- incorporated entity (company, partnership association, incorporation)
- focus on adult education
- serving a community or communities (may be geographical, cultural, or other common identity. May be more than one community.)
Community-based Adult Education Provider

A not-for-profit, community-based organisation with a primary focus on adult education. Community-based adult education delivers courses relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study.

Other training provider:

- ‘91 — Private education/training business or centre’ is a privately operated registered training organisation (‘private provider’).
- ‘99 — Other training provider not elsewhere classified’ are for-profit private training providers (e.g. private one-on-one music teachers, private tutors) and not-for-profit training providers (e.g. Mission Australia, Salvation Army)
5 Models for delivering work-based learning:

- Contracted WBL (Traineeship & Apprenticeship)
- Work-based learning for specific clients
- Operating a business specifically for training
- Mandatory work-based learning
- Work placement opportunities
What stops you doing more work-based learning?

• Funding
• Service large geographical area
• Limited capacity to develop relationships
• Lack of market awareness
• Shortage of willing or suitable employers
• Complex learner needs
• Not in our business plan
Community providers are very much involved in delivering foundation skills:

- 88% delivering classroom based accredited courses
- 89% integrating into VET
Foundation skills

What stops you doing more foundation skills?

- Inadequate funding
- Job Active contract changes
- Funding arrangements prohibitively complex
- Students unwilling
- Limited capacity
## Qualifications of Trainers

<table>
<thead>
<tr>
<th>Course</th>
<th>Trainer Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGEA or FSK</td>
<td>Relevant Degree, Grad Diploma or Diploma</td>
</tr>
<tr>
<td>FSK and foundation skills embedded in VET</td>
<td>TAELLN411</td>
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</tbody>
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Summary

• Community education providers are very much involved in the delivery of work-based learning including foundations skills

• Community education providers tend to delivery work-based learning via one or more of 5 models

• Networks within the community are important in building opportunities to delivery work-based learning

• Strong lines of communication and the industry reputation of trainers are critical to success in delivering work-based learning
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