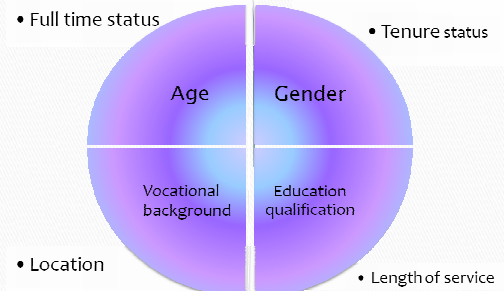


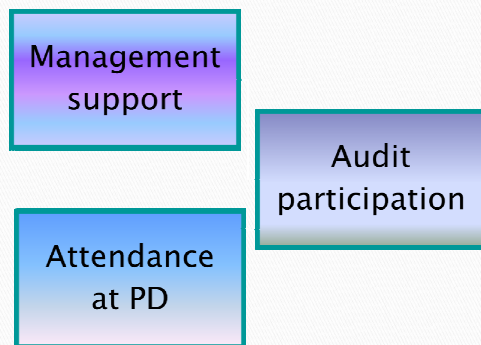
WEST SIDE STORY TAFE Practitioners and the AQTF 2007: Key Issues of Relevance and Management Support

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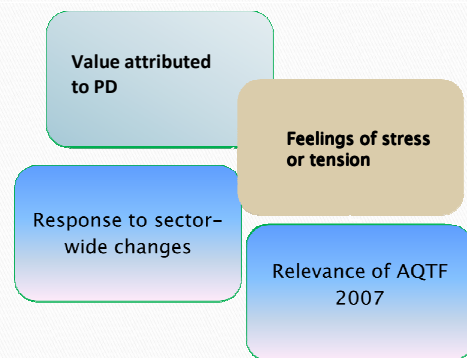
Practitioner characteristics



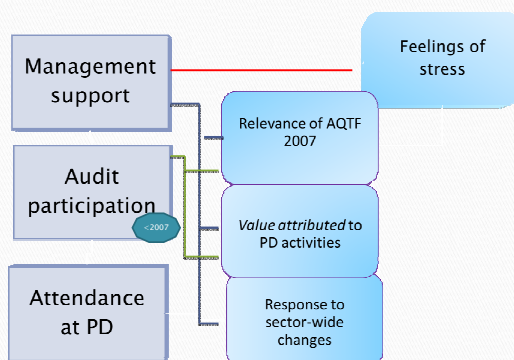
Extrinsic factors



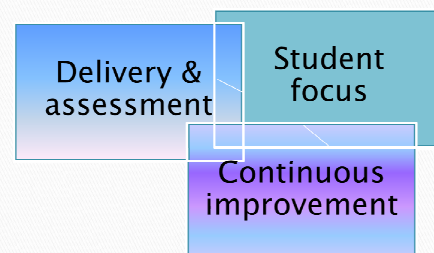
Intrinsic factors



Relationships between extrinsic and intrinsic factors



Quality academic practices



Academic aspects of delivery & assessment

- ▶ Meet the requirements of the Training Package / accredited course
- ▶ Familiar with the entire unit of competency
- ▶ Validate assessments

Student focus of academic practice

- ▶ Customise deliver and assessment strategies to meet the needs of students
- ▶ Seek, analyse, act on feedback from students
- ▶ Students aware of progress

Contributing to continuous improvement

- ▶ Currency of vocational, teaching & assessment competencies
- ▶ Make changes in academic practice in response to feedback, review and reflection

Relevance of role-related Standards to own practice

	LE	SE + LE	NAA+ME	Mean	SD
Industry	35.5%	67.9%	32.1%	2.90	1.04
PD	27.6%	79.4%	30.6%	2.90	0.91
CI	34.5%	74.9%	24.9%	3.05	0.86
Validation	52.1%	75.1%	24.9%	3.15	1.00
Learners	46.6%	84.4%	15.7%	3.28	0.79

NAA Not at all (1) | ME Minimal extent (2) | SE Some extent (3) | LE Large extent (4)

AQTF → Increase in focus on

	LE	SE + LE	NAA	Mean	SD
Paperwork	62.7%	90.2%	7.1%	3.50	0.75
Compliance	56.7%	92.9%	6.3%	3.49	0.65
Students	53.8%	83.0%	11.5%	3.31	0.88
Quality	47.0%	83.8%	9.3%	3.24	0.89
Industry	39.9%	80.6%	13.3%	3.15	0.87
Teamwork	31.3%	72.2%	21.4%	2.97	0.89

Perceived management support

Direct relationships

- ▶ Perceived relevance of the AQTF Standards
- ▶ Value attributed to PD
- ▶ Adaptation to sector changes
- ▶ Increased focus on academic practice issues
- ▶ Continuous improvement practices
- ▶ Experience of stress or tension

Perceived management support

Indirect relationships
via **perceived relevance**

- Student aspects of training and assessment
- Academic aspects of training and assessment
- Industry engagement

Practitioner characteristics

Females felt more supported by management and were more supportive of students than males

Contract staff felt more supported by management

Permanent staff attended more PD and perceived greater relevance of the Standards

Contract staff valued PD more

Practitioner characteristics

Part time staff made more improvements and were the most student-focused

Standards perceived as more relevant by those undertaking a uni teaching qual

CIV AWT attended more PD, but no difference in value of PD attended

Practitioner characteristics

Those with CIV TAA felt more supported by management and less stress than those with no involvement in CIV TAA

Those with an undergraduate vocational qualification (prior to 1998) lowest rating of relevance