



**Western Australia 2023**



**Exploring the issues of VET Research:  
a discussion of current activity and  
past learning**



**2.00 - Introductions – Who we are and what are our interests.**

**2.15. The wide world of VET – VET Research – My Knowledge.**

**2.30. – Deciding key common interests – priorities for today.**

**2.30 - Focus on Key Issues to a timetable.**

**3.45 – AVETRA network and operations.**

**- 4pm Close -**



## **AVETRA OctoberVET Western Australia 2-4 UWA Business School – 27.10.2023**

- OctoberVet in was a small seminar with 6 registrations.
- Following introduction we structured the discussion around participant questions rather than individual presentations. The topics explored are as below.
- Attracting detached youth to VET programs -what strategies work – how to form an investigation.
- The vital role plain and direct communication plays in bridging the gap between training on offer and detached youth.
- The complexity of adults transitioning between social roles and learning experiences. Becoming a teacher after being a student. Moving from certificates into higher degree by research. Adapting from a military service role to a civilian role.
- The critical importance of exploring and area to develop, test and refine the Research Question.



- Recognising that detached youth may not engage with classroom teaching, or even with simulated work, but may engage with a real job placement.
- The importance of VOCED as a critical research tool.
- Modelling how identity forms and changes.
- That identity is always in change, always multiple depending on the location and network, and consists not just of what the person constructs but also consists of what those outside perceive. There are known and unknowns, blind spots and the hidden.
- Identity is continually assaulted by multiple social discourses all seeking to enrol us, all seeking to tell us what we should believe, who we should relate to and how we should behave.
- Young people learning not just about doing, but about how to be from their teachers and supervisors.
- The use of deep studies for understanding complex situations – auto ethnography.

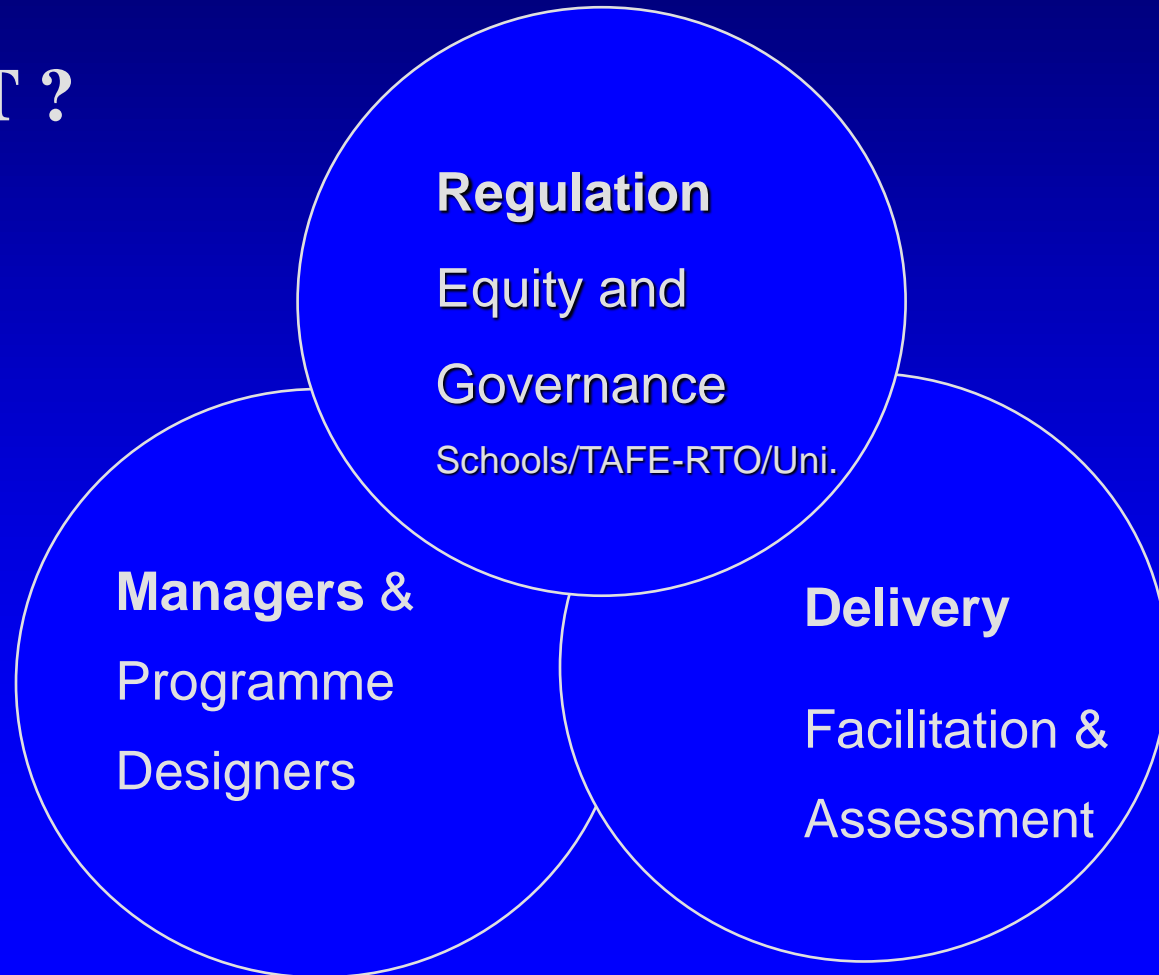


- Introducing research students to a wide range of research approaches.
- The irony of educational management that often consigns new or poor practitioners to disadvantaged groups while achieving staff are promoted ways from direct interactions.
- The vast width of what VET research can encompass – military training through to migration.
- The demise of TAFE as sole provider and the reaping of rich and cheap VET pastures for throughput and funding.
- The need for detached school pupils to have hands on activities.
- The economic viability of cheap courses in business with minimal facilities and guidance.
- The benefit AVETRA provides with a national mentoring network and access to 400k of VSA funding for Research Insights programs.

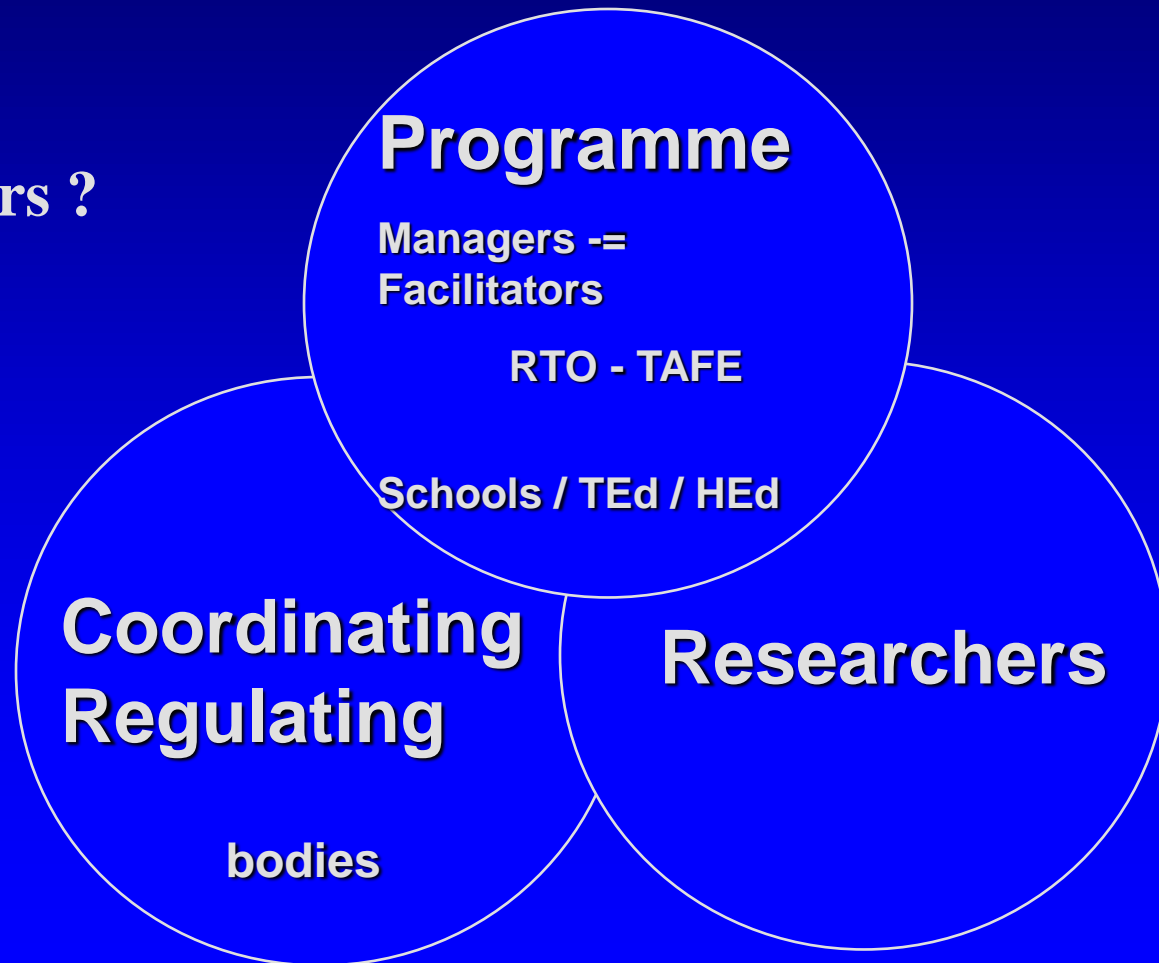


## What is VET ?

Education is Australia's  
third largest export earner-  
VET is the strongest  
contributor

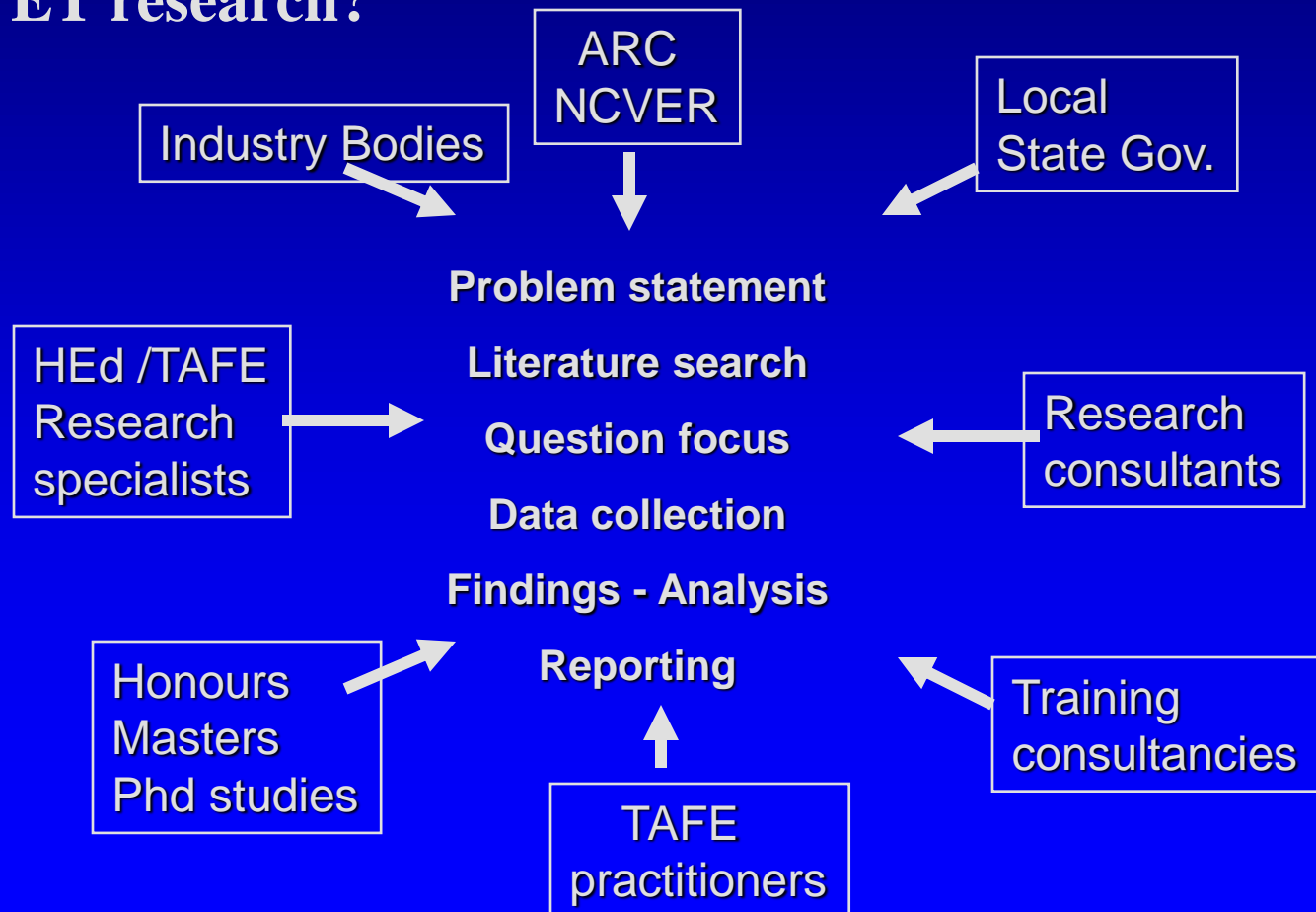


**Who are VET  
research players ?**





## Who does VET research?

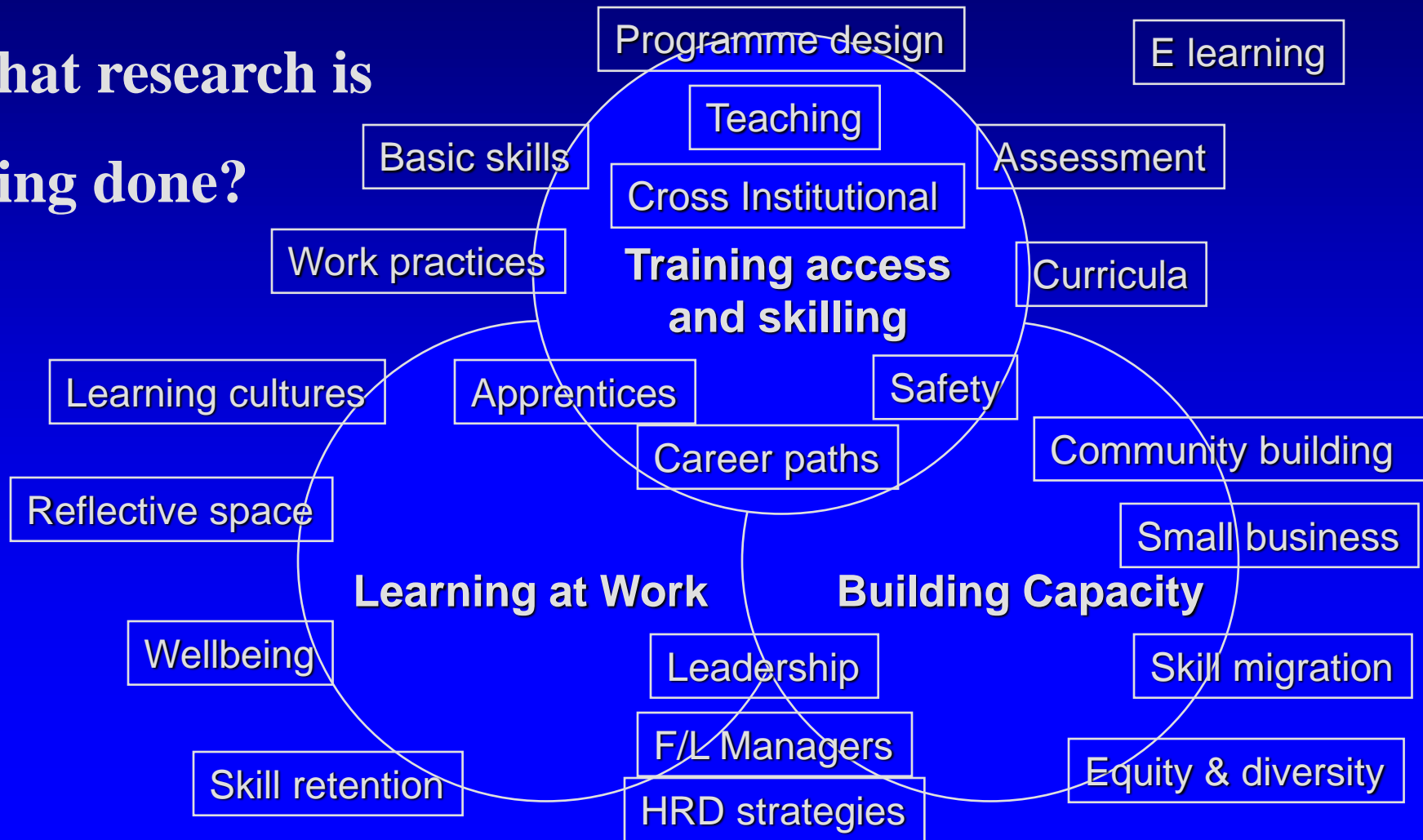


**What research is  
being done?**



# AVETRA -VET 2016

**What research is  
being done?**





## **The Vocational Education and Training landscape....**

*My biased interpretation!*

- 1. Education is the 3<sup>rd</sup> largest export earner.**
- 2. Producing \$2 billion annually**
- 3. Online learning has grown 35% since 2010**
- 4. Government funds 1.8 m places annually**
- 5. VET has 3.9 m students annually**
- 6. There are more than 4.6 k providers**
- 7. Certificate III training package are the core focus**



## **The Vocational Education and Training landscape....**

- 1. The top 100 largest providers manage 50% of all students.**
- 2. Over 2,000 small providers have less than 100 trainees.**
- 3. VET is three times the size of H Ed, but has 35 times the providers**
- 4. A core of top 5 training packages enrol the majority of trainees**

**Business S / Construction / Health / Property / Finance**



## **The Vocational Education and Training landscape....**

- 1. 60% of trainees complete courses, and 80% gain employment**
- 2. Many smaller enrolled courses have far lower outcomes.**
- 3. Private providers manage the majority of VET trainees.**
- 4. TAFE manages 25% nationwide with wide variations and finances.**
- 5. Fee help management has encouraged significant bad practice.**
- 6. Schools. Enterprises, Universities and community organisations are 15%**



## **The Vocational Education and Training landscape....**

- 1. Courses increasingly play catch up with work and job changes**
- 2. Training times may be at odds with industry needs**
- 3. The erosion of the TAFE market share comes with infrastructure issues**
- 4. Management of 4.6k organisations is onerous**
- 5. There are 7 very different funding systems**
- 6. Completions in many minor areas are very poor**
- 7. Some qualifications do not lead to job and organisational enhancement**

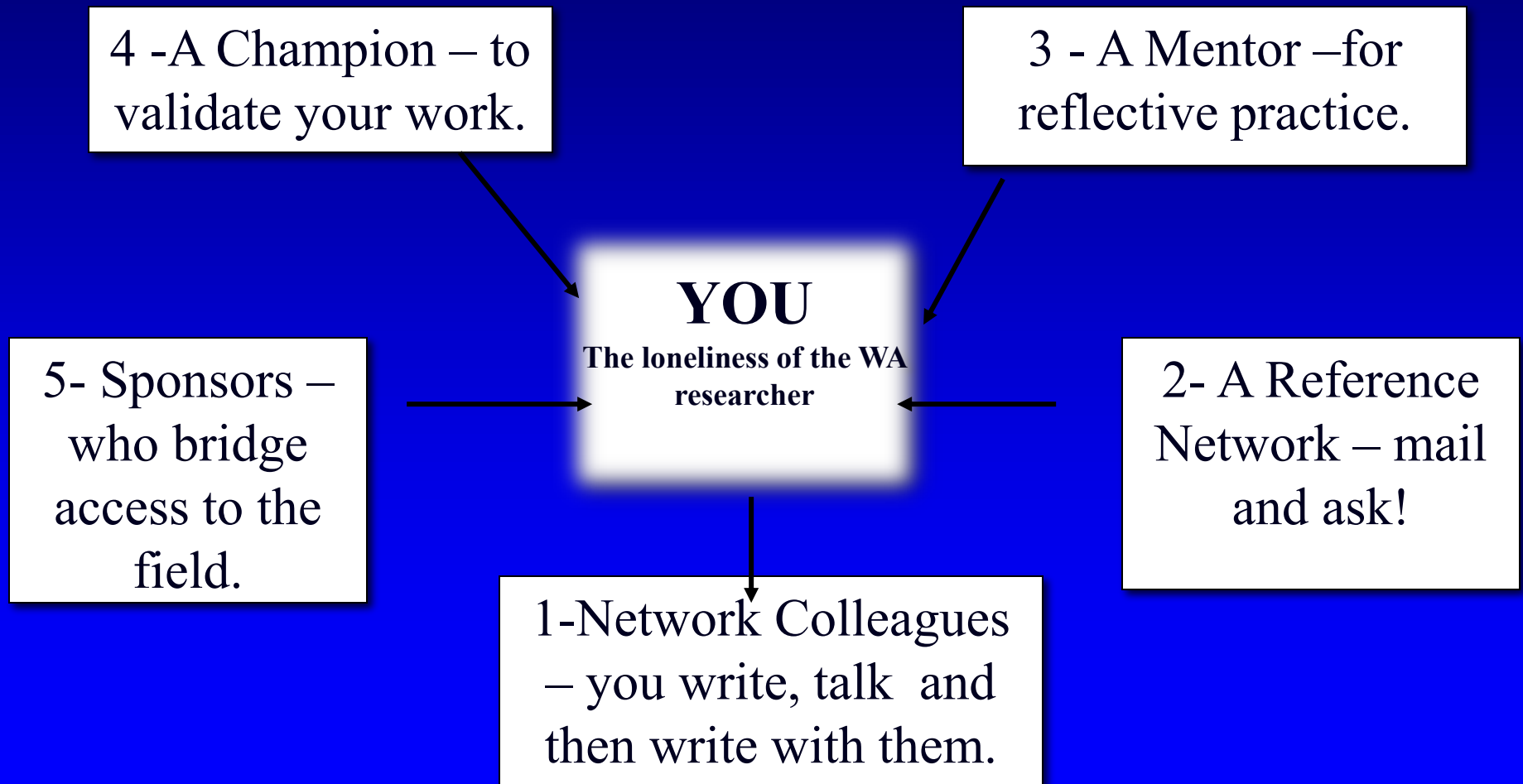


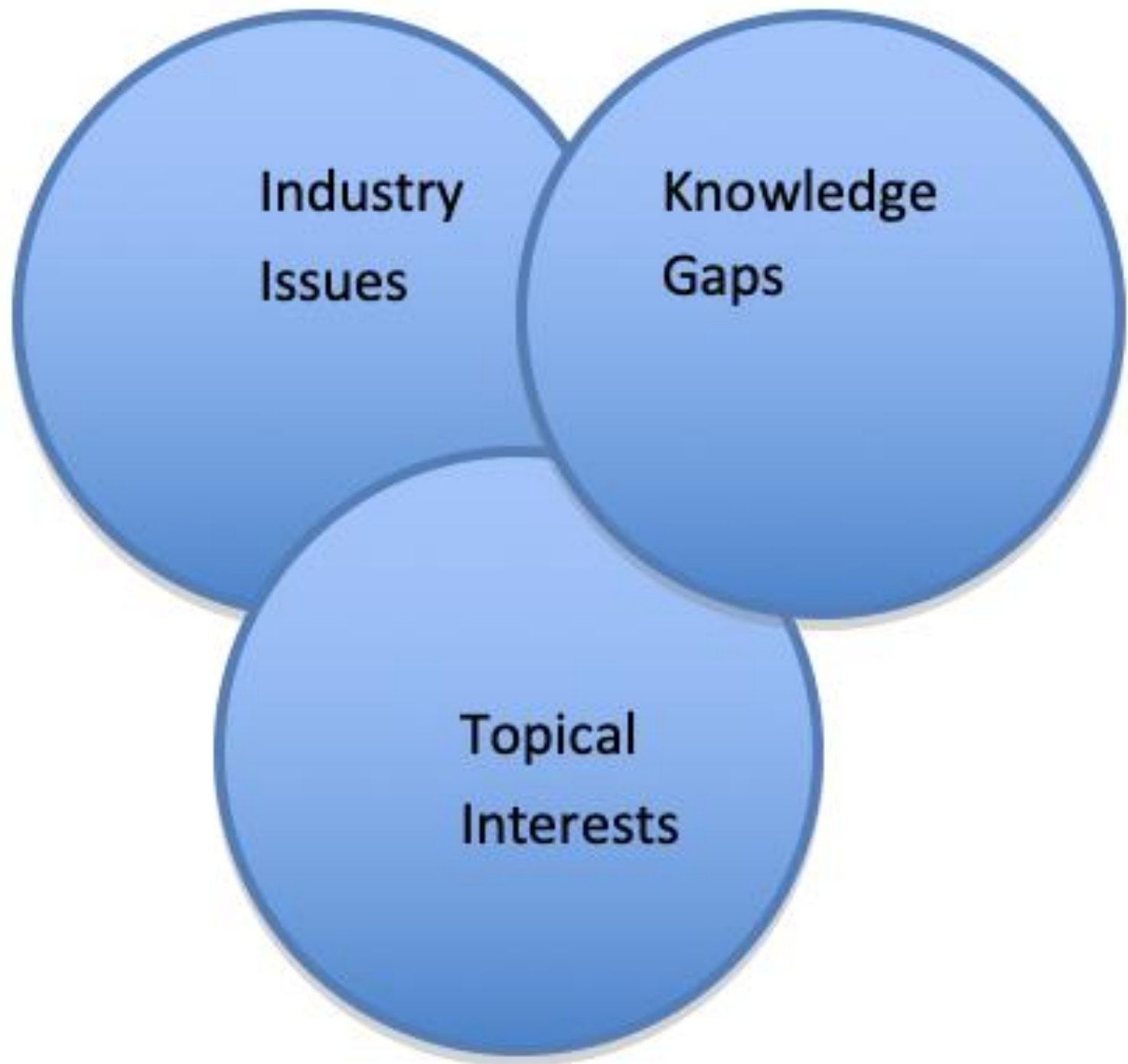


## **The Vocational Education and Training landscape....**

- 1. The sharing, online and gig economy is changing the face of work.**
- 2. Traditional skills and work are being eroded by automation and robotics**
- 3. The nature of work is displacing the manual with the virtual**
- 4. Social patterns of community, ownership, and nationality are changing**
- 5. Continual learning and flexibility are required.**

# Starting in research....

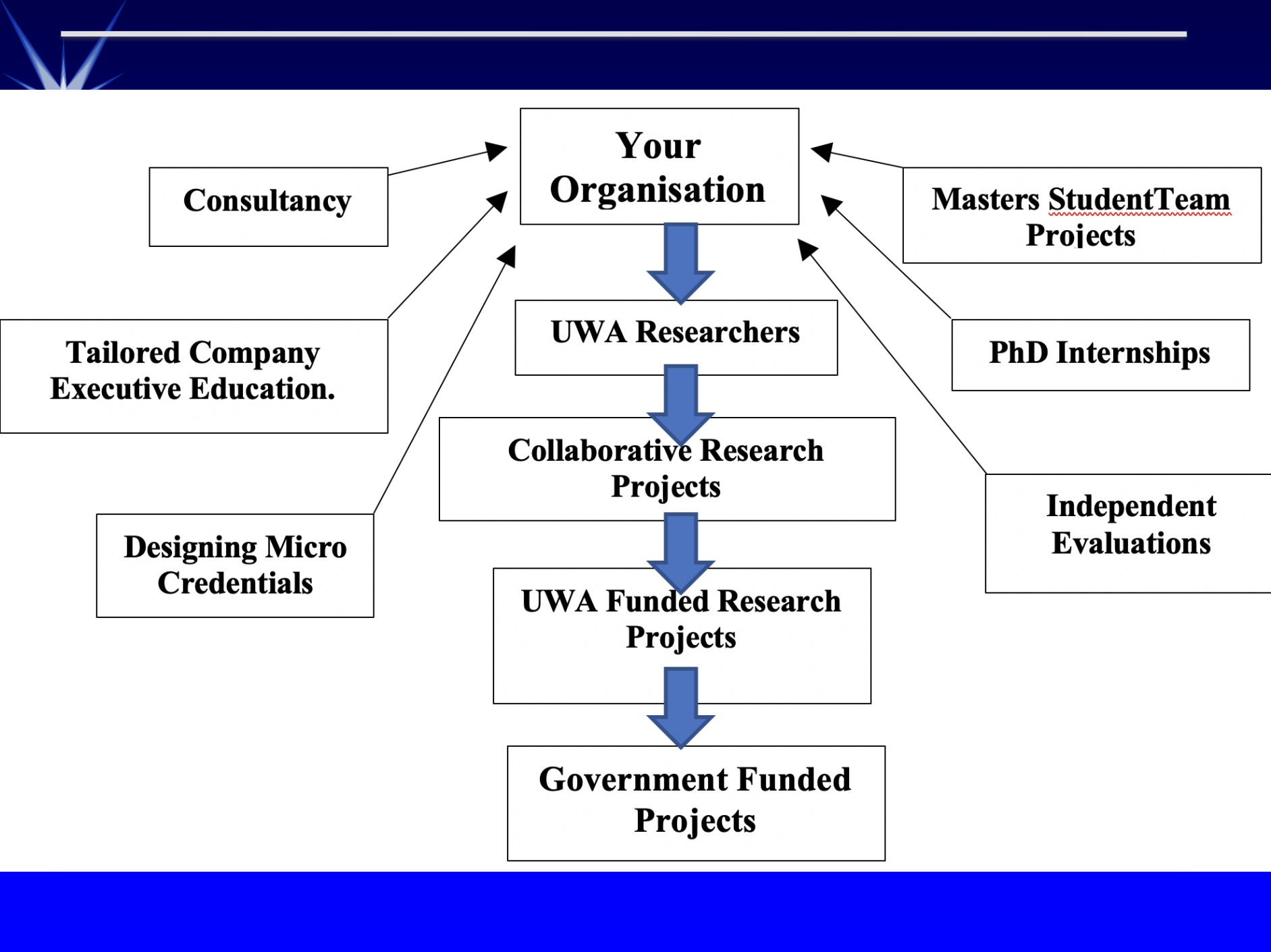






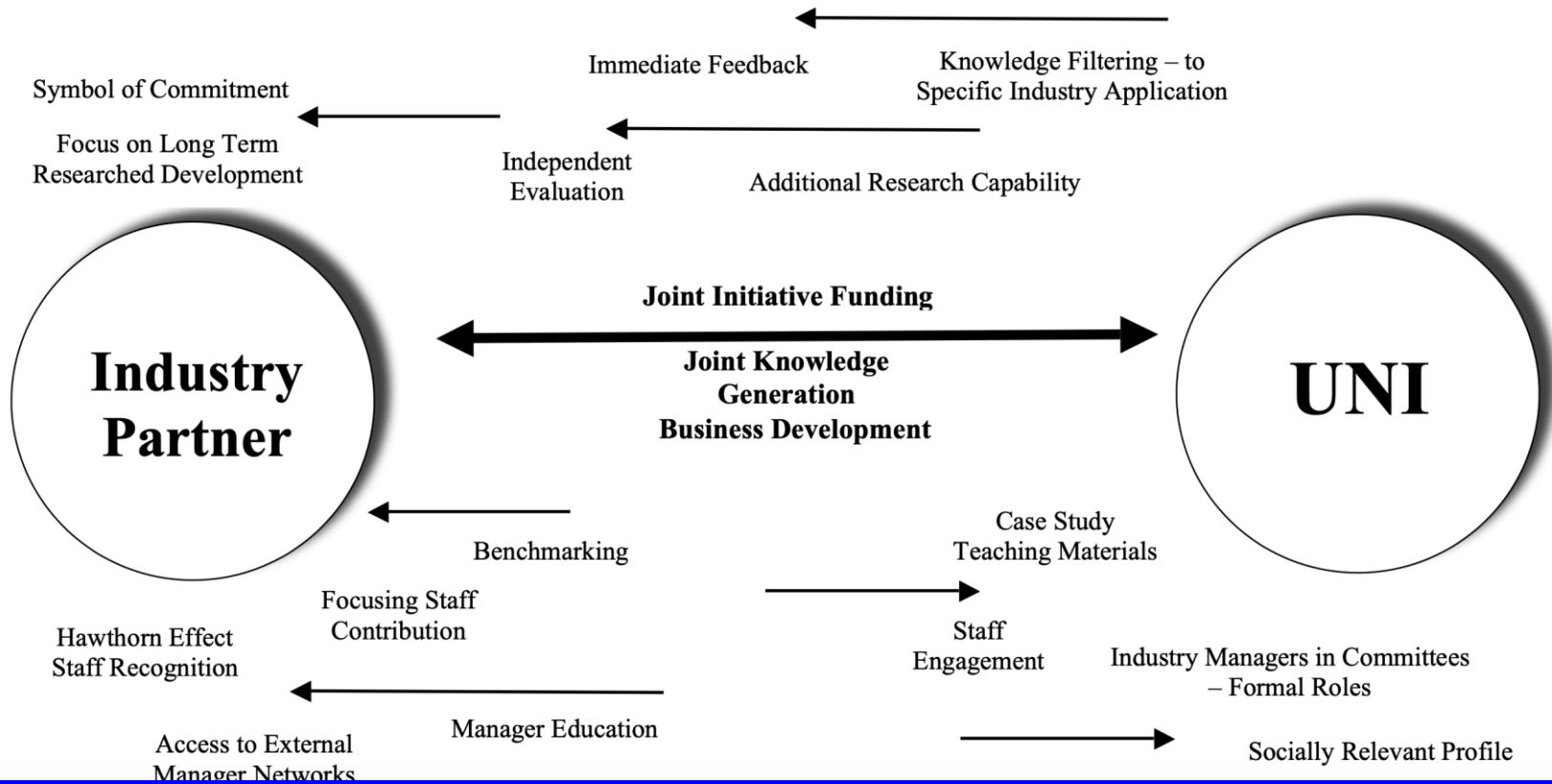
Researcher's  
expertise and  
interests in  
policy

Industry  
agenda for  
improving  
practice



# Research Engagement

## The Benefits of Collaborative Research





## Six VET research tips....

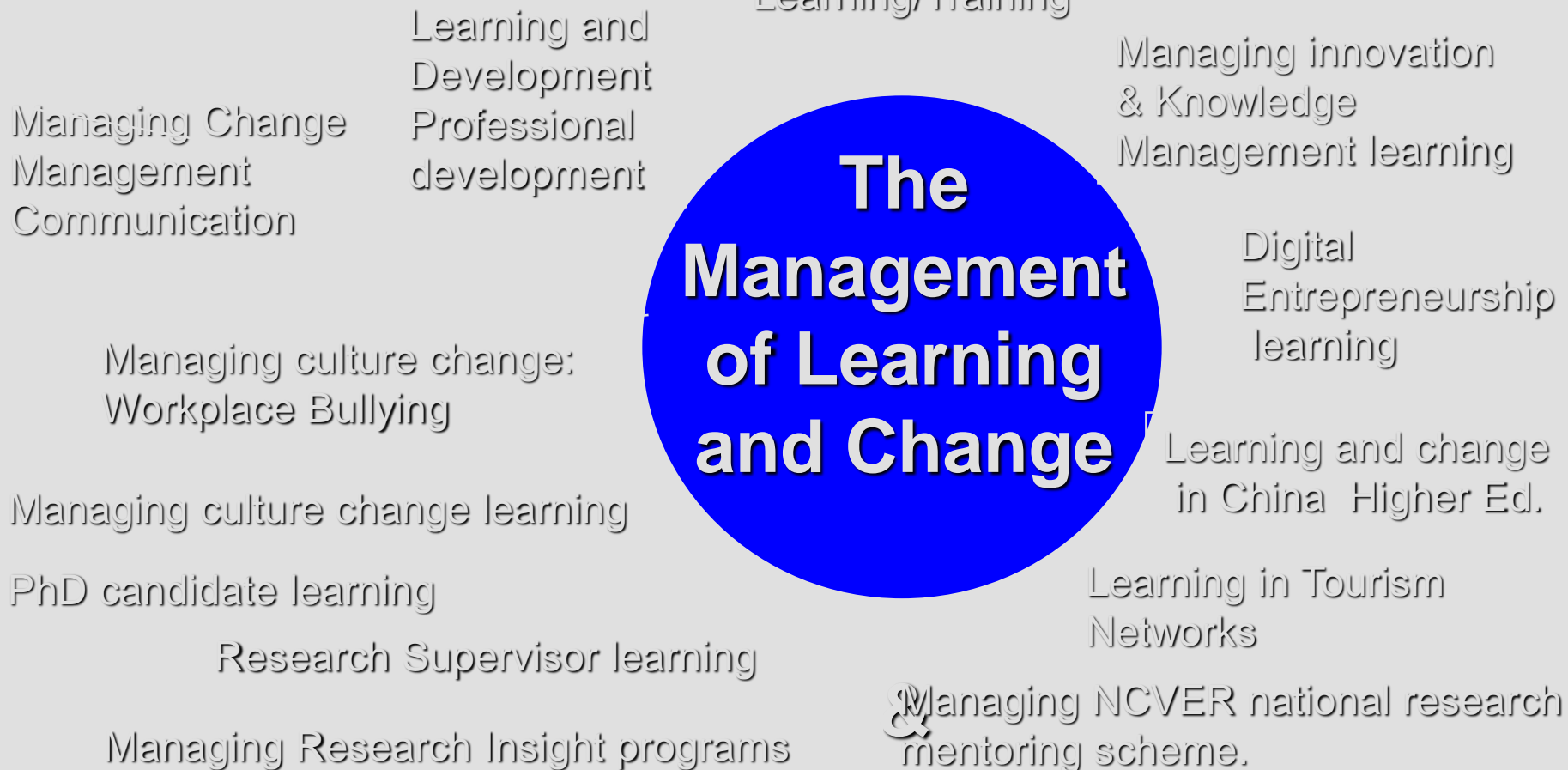
- 1. Start with VOCED on NCVER Site**
- 2. Join AVETRA.**
- 3. Focus on field issues and networks**
- 4. Collaborate: above, below, around, and outside.**
- 5. Focus on national, local and media priorities**
- 6. Support VET colleagues in word and deed**

*Always use two recorders....*





**LBP : *my focus* .....**



# What I know....

## OCTOBERVET

LOCAL VET ★ SHARING KNOWLEDGE

- I managed a large UK VET organisation with 80 staff for 10 Years.
- Personnel Officer for disadvantaged young people a UK Vet organisation.
- I am a qualified trainer, assessor, assessor manager and licenced IIP consultant.
- Lectured and design units in: VET, Managing Training, HRD, HRM, Management, Leadership. Change Management, Knowledge Management, Cross cultural management, Entrepreneurship, Innovation, PhD management, and Research Methods.
- I have at lectured at 7 institutions in 5 countries.
- I have authored 100 academic publications.
- I have supervised over 30 HDR candidates, and examined 27.
- I have been an AVETRA Executive member for 17 years.
- I have gained funding for collaborative industry research from more than 20 organisations, with industry reports.
- I have been Chief Investigator on two Australian Research Council grants, four National Centre for Vocational Education Research grants, and a current Victorian Skills Authority grant.
- I have been Associate Dean research and served on most academic boards and committees within Universities.



### APPLY FOR your AVETRA Membership NOW!

Membership includes an electronic subscription to the *International Journal of Training Research (IJTR)\** and to the researchers' magazine *Research Today*, each with two editions a year.

Membership is for the Calendar year 1/1 through 31/12 each year.

#### Fees:

	Price (Exc GST)	GST	Total
Full Membership	\$163.64	\$16.36	\$180
Student Membership	\$81.82	\$8.18	\$90
Retired Membership	\$81.82	\$8.18	\$90
NCVER Member (Employed by NCVER)	\$81.82	\$8.18	\$90

\* If you would like to subscribe for hard copies of the IJTR journal it is an extra \$20 per year.

– Research Journal – Reduced Conference Fees – Practicing Network – Research projects



## Issues from our discussion:

- VET perceptions by employers, parents and prospective trainees require research to develop strategies to deflect myths.
- Much VET research is carried out by Training Council gathering through consultation to determine employer and trainee needs.
- There is often a wide gap between pragmatic VET consultation and University based theoretical research with a significant outcome and understanding gap.
- The diversity of VET research form separate silos with little cross communication.



## **Issues from our discussion:**

- Evidence based research needs to focus on the current and future issues of VET to produce potential solution not just critique.
- Students and VET educators need to be enrolled into VET research projects
- The focus on Stem, science, technology, engineering and maths, needs to be balanced by a focus on Sceem, social, creative, emotional and entrepreneurial mindset.
- Are we skill training or developing personal capability and adaptability?





## **Issues from our discussion:**

- Training enterprises are often disadvantaged from teaching new skills due to the lack of technology.
- There is a significant gap in learning modes and assessment criteria between VET AQF levels and University levels.
- Currency of skills for lecturers is an increasing VET issue.
- The speed of workplace change indicates that a focus on personal development and general capability may be more relevant than narrow skills based training. Adaptability and ability to change and grow is critical.



## **Issues from our discussion:**

- The VET community is now disparate with more than 50% managed by private providers. Traditional forums are not accommodating or representing the current community width.
- Research forums and the research focus needs to recognise this change and give significant attention to collecting evidence that will illuminate system issues and increase participation and effectiveness.





[AVETRA.org.au](http://AVETRA.org.au)