BACK TO THE FUTURE

Competency-based training in health

COMPETENCY-BASED TRAINING

Competency-based training:

- was introduced in the 1980s.

- Focusses on the outcome of the training

- the outcome is measured against specified standards not against other students

- the standards relate to the relevant industry (Smith & Keating, 1997, p. 102).

- flexibly delivered, involving self-paced approaches where appropriate

- performance oriented

- Assessment allows for the recognition of prior learning

- Training packages known as 'second generation CBT' (Barratt-Pugh & Soutar, 2002) were introduced after 1997 and now dominate.

COMPETENCY-BASED TRAINING

The benefits of CBT are:

- more flexible, broadly-based and modular training arrangements
- national consistency in training standards and certification
- better articulation of on-the-job and off-the-job training and credit transfer between courses
- national recognition of competencies, however attained (RPL)
- an open training market
- equitable access to vocational education and training
- A transparent and accountable system in which the quality is auditable

ELEMENTS AND PERFORMANCE CRITERIA

BSBAUD402 Participate in a quality audit (CIV in TAE):

1 Review auditee documentation	1.1 Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit
	1.2 Request relevant organisational documents from auditee, and review and check the adequacy of these documents
	1.3 Amend reviewed documents, and determine and source any further documentation required
	1.4 Resolve issues which arise with auditee and relevant parties

COMPETENCY-BASED TRAINING

Although CBT is attractive in principle, enterprises and RTOs are still struggling with how to deliver it well.

- Training can be 'too enterprise specific'
- Lack of teaching skill can impact on the learning experience.
- Assessment tasks are said to be 'too easy' letting people qualify too easily
- Generic trainers without content specific expertise
- Suspicion of 'over RPL-ing"
- Conclusion: teachers and trainers, both in RTOs and in enterprises, needed high-level educational skills and qualifications in order to deliver CBT properly (Smith et al. 2010, p.60-61)

VET TEACHERS

- There are significant capability gaps in VET teaching (Australian Productivity Commission 2011)

- Lack of standardisation in teaching and training (Wheelahan & Moodie 2011)

- Big question marks over the Certificate IV in Training and Assessment (TAE) (Precision Consulting 2008; Robertson 2008; Clayton 2009; Smith, Yasukawa & Hodge 2015)

- Growth in casualisation of teaching staff – high turnover

LEADERSHIP IN VET

- 'Leadership is a meaningless word in a static society. It has significance only in a world of movement and change'. (Darsie 1938)

- It is 'a sector that needs saving through effective leadership' (Kelly, Izatt White & Rouncefield 2005).

WHAT ARE LEAD VOCATIONAL TEACHERS (LVTS)?

- LVTs are qualified teachers with at least 10 years of experience

- Teachers who are at the top of the TAFE Queensland pay scale

- Elected by their manager to the role

- LVT roles are negotiable

- A form of career progression for advanced level teachers

WHAT WERE THE LEAD VOCATIONAL TEACHERS ASKED ABOUT?

- Job roles and functions

- The value & effectiveness of teacher leadership

- Values, behaviours/attributes

- Career needs

RESEARCH DESIGN
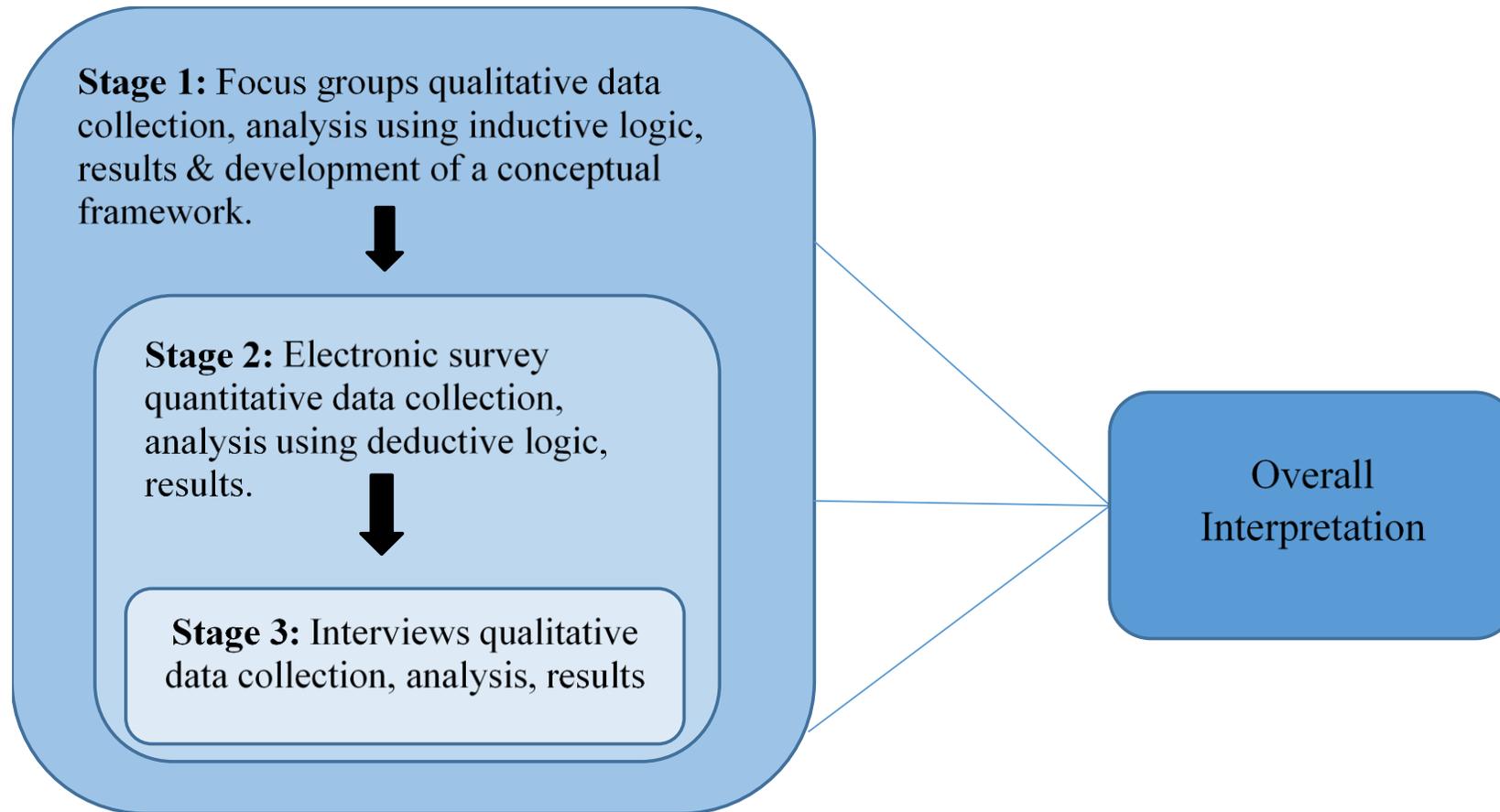
THE RESEARCH PROCESS

- **2009-2014 - A three stage multi-method design:**

- **2009**: Four focus groups drawn from nine institutes – 25 participants

- **2011**: An electronic survey distributed to 738 LVTs across 13 institutes – 245 respondents (33% completion rate)
  - Evenly distributed according to gender
  - 55% between the ages of 50-59
  - 23% under 50
  - 39% (n=96) had a degree, 53% had post-graduate qualifications
  - 73% had been working for TAFE Queensland for over 15 years

- **2014**: Eight interviews: 1 LVT, 4 LVT Coordinators, 2 School Directors, 1 HR Manager.

ASIDE FROM TEACHING, WHAT DO LVTS DO?

Administration and low-level management

- The most common duty was course coordination with 66% (n=17) of focus group members and 74% (n=181) of the survey respondents stating that was their main duty.

- '…so really, it's up to me, I suppose to unofficially be the team leader and do all those extra functions' (FG4K)

- I think there is a lot of waste…there's a lot of waste of human time and paper. Terrible waste' (Interviewee MC -LVT)

THE ELEPHANT IN THE ROOM (BLACK & REICH 2010)

Audit culture which means that extensive amounts of time is utilised 'on "paperwork" related to compliance' (Black & Reich 2010, p.1)

- It's the administrative part of an LVT, that having to deal with systems... Like, I have never seen any audit in twenty years, anything at all that has ever looked at my teaching quality (FG4B).
- Its 'the tail wagging the dog...', (FG4J).
- 'The whole idea of continual over the top auditing is just wasting more time that should be given to teaching quality.' (Survey Q9, No.7).
- Even though the students don't have quality and somehow they will pass and if we keep trying to push people through like a sausage machine, we are going to lose our industry credibility and we rely a lot on industry credibility (FG2A).

LVT SATISFACTION WITH COMPLIANCE MEASURES AND TAFE ADMINISTRATION

How have you felt about the following changes that have occurred in the TAFE sector since you have been working within it?		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Total
Increase of compliance measures	N	7	89	93	56	0	245
	%	3.0	36.0	38.0	23.0	0.0	100.0
TAFE administration processes	N	3	64	109	65	3	244
	%	1.0	26.5	45.0	26.5	1.0	100.0
TAFE administration of compliance measures	N	2	80	104	53	3	242
	%	1.0	33.0	43.0	22.0	1.0	100.0

CAN QUALITY ASSURANCE PROCESSES ACCURATELY MEASURE TEACHING AND LEARNING QUALITY?

I feel comfortable/satisfied		Always	Mostly	Sometimes	Only a little	Never	Total
	(n)	5	37	55	88	60	245
that the quality assurance processes provide an accurate method by which teaching and learning can be measured	%	2.0	15.0	22.5	36.0	24.5	100.0

DEPROFESSIONALISATION OF TEACHING

Avis (2005, p.210) explicates the effects of performativity on the teaching workforce as:

- Loss of control

- Intensification of labour

- Increased administration

- Perceived marginalisation of teaching

- Stress on measurable performance indicators

Gleeson et al. (2015, p.80) state:

'By far the greater challenge to professionals working within and across sectors has been the de-professionalising effect of market and audit reform on teachers' work.

QUALITY ASSURANCE?

Skills Australia (2010) asked the crucial question:

'Do we currently have a quality system in VET that is the worst of all worlds — bureaucratic but ineffective?' (p.12).

'…somehow the more figures we use, the more the great truths seem to slip through our fingers. Despite all that numerical control, we feel as ignorant of the answers to the big questions as ever' Boyle (2001)

IMPACT ON LVTS

The changes in TAFE & negative impacts

Impact of change on level of:	%	Number
meaningfulness	43.7	107
satisfaction	51.6	126
trust in their organisation	57	139
sense of community	42	102
sense of purpose	38.5	94

CONSULTATION

The survey showed that:

61% (n=148) were only a little or never satisfied with the level of consultation with teaching staff when change was implemented.

LVTs believed that:

- there has been ''... *little direct consultation or inclusion of existing TAFE teachers…they are not listening to or using their LVT teachers in the current business model for education. Our skills and knowledge have been ignored*' (Q9, No.83)

LVTs wanted:

- '*forums*' (Q19, No.4) and to have a '*real consultation*' (Q19, No.138)
- '*open discussion*' (Q19, No.171), as many decisions being made were *not* '*educationally sound*' (Q19, No. 144).
- In fact, being '*listened to would be good*' (Q19, No. 37), as would being allowed to '*contribute*' (Q19, No. 36), as well as being '*allowed to be involved in all the decisions affecting the team, we know our team, students and employers*', (Q19, No. 42).

WHAT WOULD LVTS LIKE TO DO?

- training product and resource review and development (65%, n=159)

- teacher mentoring (52%, n= 127)

- educational leadership (64.5%, n=158)

- curriculum development (51.5%, n=126)

- research (46%, n=113)

- professional development (48%, n=118)

- leadership training

- Make the LVT role formal and accountable

COMPETENCY-BASED TRAINING

What does this all mean for the health system?

- Introducing it into Nursing?
- Competency based training for doctors? (CanMeds)
- Transferrable skills
- Teacher capability
- Standardisation
- Assessment
- RPL
- The transfer between private and public health institutions
- Compliance, administration and auditing