

Research Priorities for 2004

National Strategy Objective 1

Industry will have a highly skilled workforce to support strong performance in the global economy

Determining future work skills needs

How can VET respond to the challenges presented by contemporary workplaces where permanent full-time employment is no longer the norm, the way work is organised is changing rapidly and where an array of general and personal attributes are sought in addition to technical skills?

In an environment where it is increasingly insufficient to consider industry and enterprises in isolation in looking to the skill needs of the Australian workforce, what are the drivers for future skill needs and how can VET best respond?

What will be the workforce of the future and how can VET respond?

What will the growing concept of 'organisational capability' mean for skilling the workforce?

How can the fields of VET and human resource development learn from and cooperate with each other to boost knowledge, capability and know-how?

Continued work on future demand for VET project.

Innovation

What partnership models between providers and industry might best drive and support innovation, particularly so that skills keep pace with new and shared technology?

How can skills be developed across industries that are sharing technology but use different work models?

Placing VET in a globally competitive market

How can the opportunities and comparative standing of VET be maximised in a global economy?

Are the skill profiles of Australian industries internationally competitive?

Continued research via globalisation and VET project.

Sustainable investment in the system

Continuation of work on resourcing VET project.

What is the appropriate mix of funding from governments, industry and individuals, particularly in meeting the needs of a contemporary workplace?

What are the best mechanisms and funding models to lever investment and support clients?

How can we capture the total VET effort, not just the publicly funded component?

National Strategy Objective 2

Employers and individuals will be at the centre of vocational education and training

Meeting the needs of a range of VET client groups

How can good practice in engaging small and medium enterprises in VET be replicated?

How can the VET needs of sub-groups within equity groups, who are particularly disadvantaged, be met?

How can diversity management be built into the core business of VET?

How effective are existing career development services and arrangements?

How can effective methods and processes for recognition of prior learning be implemented?

How do we develop more sophisticated and meaningful methods of reporting performance and outcomes of the VET sector for those people who face barriers for learning, particularly for people with a disability?

Further research arising out of the work already done on older/ existing workers in 2003.

Further research arising out of the work already done on employment outcomes for people with a disability in 2003.

Client learning styles and teaching practices

What are the main learning styles and what are the most effective teaching practices in VET?

How can teaching and learning be more holistic and meet the training needs for the 'whole' person?

Learning pathways

What is the extent and nature of the movement of clients (including young learners) between available pathways?

How can an integrated learning system be achieved?

Branding and image of VET

Continuation of work on branding and image of VET.

Quality

What is the best way to influence service providers to take responsibility for continuously improving the quality of their services and products to better meet the needs of their clients and strive for best practice?

What are the key factors in improving quality outcomes for people in lower level qualifications and traineeships?

Consistency of outcomes

How do we achieve consistent standards in the quality of outcomes without stifling the ability to innovate, use flexible approaches and to customise to meet individual and/or group needs?

VET Professionals

What is the amount, source and effectiveness of investment in professional development for VET staff? To what extent does cross-cultural awareness and inclusive teaching, in general, factor?

What is the optimum mix of individual/organisation/system investment in the development of VET knowledge workers?

Continuation of research into enhancing the capability of VET professionals.

National Strategy Objective 3

Communities and regions will be strengthened economically and socially through learning and employment

Building social and economic capital

What is the role of VET in the building of social and economic capital in communities and regions?

What is the role of VET in those communities that are vulnerable? How can the contribution of VET to social and economic development in communities be defined and measured?

What are the appropriate models/processes for VET to engage in partnerships at the local and regional level to assist social and economic development?

What strategies should be used to get a better match between demand and supply of skills at the regional level?

National Strategy Objective 4

Indigenous Australians will have skills for viable jobs and their learning culture will be shared

Partnerships and involvement in decision making

How are Indigenous people participating in decision making in the VET sector? How can active and meaningful involvement and influence be improved?

What role does VET fulfil in capacity building and governance in Indigenous communities?

Participation, retention and attainment

A program of research that results in a thorough investigation of pathways that are pursued by Indigenous students in different locations (urban, regional, remote)

A program of research that results in thorough investigation of Indigenous participation and attainment in VET focussing on the role of Indigenous support units and other forms of support

A separate research project to specifically examine VET provision for Indigenous people in correctional institutions and prisons