

What works where you are?  
The implementation of training  
packages in rural Australia:  
Support document

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This document was produced by the author(s) based on their research for the report *What works where you are*, and is an added resource for further information. The report is available on NCVER's website:  
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# Appendix 1

## Literature review

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### Introduction

A considerable amount of research has been undertaken into education and training in rural, regional and remote communities in Australia, particularly by the Centre for Research and Learning in Regional Australia (CRLRA). These and other studies have consistently highlighted the extensive economic and social changes that are impacting upon non-metropolitan Australia. The five most significant changes considered to be influencing rural communities have been the downward trend in world prices for agricultural and mining commodities, technological change, changes in consumer taste and lifestyle and revisions in government policy such as the lowering of trade barriers, the deregulation of the financial system and the increased regulation to protect the environment (Centre for Research and Learning in Regional Australia, 2002).

Changes such as these have resulted in shrinking rural community economies, the retraction of various government and other services such as banking in rural towns, high youth unemployment and an attendant relocation of rural population to the cities (Centre for Research and Learning in Regional Australia, 2000; Loechel & Kilpatrick, 2003; Melville & Hawke, 2002).

Given these circumstances, a number of authors have proposed that there is a clear role for vocational education and training to play in providing regional and rural communities with the essential skills and knowledge that they will need to manage the far-reaching changes that are impacting upon them (Australian National Training Authority, 1998; Falk & Golding, 1999; Regional Australia Summit, 2000; Sidoti, 2001b). Training that addresses both technical and generic skills and knowledge is required, and with new approaches to managing the environment there will be a concomitant demand for training for those who are engaged in agriculture, forestry, conservation and land management and associated businesses (Centre for Research and Learning in Regional Australia, 2002).

The extent to which vocational education and training can meet this demand in an effective way will, however, be largely influenced by how well training providers are able to overcome the constraints that face them when providing training away from the major centres in regional Australia.

### Factors impacting on training provision in rural communities

The factors that have an influence upon the effective delivery of training in rural communities have been broadly discussed in the research into vocational education and training (Centre for Research and Learning in Regional Australia, 2002; Evans, 2001; Kilpatrick & Bell, 1999; Kilpatrick, Hamilton, & Falk, 2001; Owen & Bound, 1998). Geographical isolation, small

numbers of learners, limited training markets, high delivery costs and constraints relating to funding are all seen in some ways to impede the provision of quality training. Further, the limited availability of appropriate workplaces and skilled teachers and trainers restrict the options and opportunities for rural learners. Mismatches between the training needs of various stakeholders, limited understanding about training in general and training packages in particular, and competition between providers are also considered influential inhibitors to quality training outcomes.

## Geographic isolation

By their very nature many rural communities are geographically isolated and both trainers and learners are hampered by having to travel long distances to access training (Noble, Hill, Smith, & Smith, 1999). As training providers are generally centrally located in main centres within regional Australia, learners are generally drawn from the broad-ranging areas that surround these centres (Sidoti, 2001b). Where public transport is not available, this factor becomes an even greater issue. As a consequence, access to vocational education and training for people in rural communities can be what Owen and Bound describe as 'limited and difficult' (Owen & Bound, 1998, p.3).

## Limited training markets

Rural and regional training markets are limited and learner numbers for various training programs can, as a consequence, be quite small. Generally training providers servicing rural communities are operating in what is commonly described in the literature as numerically 'thin' training markets (Noble et al., 1999). Given the small numbers of learners, training providers are unable to provide extensive course offerings because of high delivery costs. Thus, rural learners have limited choice with regard to programs of study (Kilpatrick & Bell, 1998a).

## Costs and funding

Smaller numbers and extensive areas to service, mean that the unit costs per contact hour for training providers who are operating outside metropolitan areas are a significant concern. Apprentices and trainees are generally dispersed in workplaces across the regions, and the time and travel required for teachers and trainers to monitor training and conduct assessment, are much higher than for their colleagues in the cities (Kilpatrick & Bell, 1998b).

It is suggested that the additional costs incurred by training providers in rural communities under the New Apprenticeship system have not necessarily been fully accounted for in the allocation of government funding. TAFE Directors Australia (TDA) have noted the impact of this on regional institutes, with some TAFE institutes reducing the hours of off -the-job training and others ceasing to provide training in certain areas because of low numbers and the high cost of travel for teachers to support just a few learners (TAFE Directors Australia, 2000).

At the same time, rural communities have certain expectations about the training that can be offered to them. This is seen to be particularly true of public providers.

The expectation of the community is that TAFE institutes will provide for disadvantaged groups and will offer a range of programs of study including areas of relatively low demand...In many cases, however, there is no explicit funding for community service obligations or for offering low demand programs which are, nevertheless, important skill areas for local industry (TAFE Directors Australia, 2000, p.2).

Similar concerns about the reduction of programs and the consequent loss of choice or training opportunities for rural learners have also been expressed in the research (Centre for Research and Learning in Regional Australia, 2002; Sidoti, 2001a; Sidoti, 2001b).

## Availability of competent teachers and trainers

Kilpatrick and Bell describe a range of issues relating to teachers and trainers that impact upon training provision in rural communities. Not only are technically skilled people difficult to attract and retain in rural areas, it is also noted that they need to possess a much broader set of skills and knowledge to deal with the diverse loads that they encounter (Kilpatrick & Bell, 1998b). Furthermore, distanced as they often are from major centres, teachers and trainers involved in delivery in rural communities are greatly disadvantaged with regard to their access to ongoing professional development. Distances, costs of travel and the unavailability of people to replace them make access to professional development sessions quite difficult (Kilpatrick et al., 2001).

As noted by Simons et al. the implementation of training packages has required teachers and trainers to interpret the packages in order to:

‘... develop new learning and assessment pathways that are more responsive to the needs of industry and more closely linked to the localised contexts in which enterprises operate’ (Simons, Meyers, Harris, & Blom, (forthcoming), p.53)

To successfully undertake these tasks, vocational education and training practitioners need not only to be technically current, but also require professional interaction with their colleagues and ready access to supporting resources (Simons et al., (forthcoming), p.14). Teachers and trainers in rural areas do not have the same ready access that their colleagues in the cities generally have.

## Limited availability of workplaces

With the introduction of training packages and New Apprenticeships there has been a distinct transition to considerably more training being carried out in the workplace. Training packages require assessment to be conducted in the workplace, but in rural communities this shift to workplace training has made delivery and assessment much more difficult for training providers servicing what may be vast regions. As Evans suggests, metropolitan and rural conditions vary greatly in this domain:

... a rural TAFE institute is required to look much further afield, and to work much harder to negotiate for sufficient appropriate traineeships or apprenticeships to maintain viable courses (Evans, 2001, p.3).

At the same time, the limited number of large employers in these communities means that learners must gain their vocational and generic skills and knowledge within small businesses. Research indicates that the lack of rural enterprises with the infrastructure to either support training or to provide the breadth of learning experiences for learners, are impediments to successful training implementation (Kilpatrick & Bell, 1998b).

## Diversity of training needs

One significant factor which can impact upon training provision in rural communities is the potentially disparate views of stakeholders in relation to the training that is required. Kilpatrick and Bell suggest that national standards, and therefore training packages, ‘do not always cater for the broad range of skills required for rural jobs’ (Kilpatrick & Bell, 1998b, p.7). It is contended that this demand for multi-skilling must be acknowledged by training providers and the training delivered needs to address this fact (Butler & Lawrence, 1996; Centre for Research and Learning in Regional Australia, 2002; Owen & Bound, 1998). Such an approach may be somewhat at odds with the specifications of training packages under some circumstances. For example, Kilpatrick et al. note there is sometimes low demand for some units of competency because the level of specialisation is not readily available or useable in rural communities with thin markets (Kilpatrick, Falk, & Harrison, 1998).

Billett notes that employers in local enterprises in rural and regional Australia want the outcomes of training ‘tightly aligned to their activities and goals’ (Billett, 2000, p.23) For this reason there can be a mismatch between national and state training imperatives and the needs of local employers. For the individual trainee or apprentice, there is still the need, however, to fulfill the requirements for a training package qualification.

To some extent these tensions between diverse needs can be offset by training providers acknowledging the unique requirements of the communities that they are servicing. Billett identifies the following as important in enhancing the quality of rural provision:

- ✧ local planning
- ✧ local facilitation of courses to address the needs of local enterprises, groups of enterprises and local providers of vocational education programs
- ✧ tailoring of provisions to enterprise needs
- ✧ negotiation of content and refinement of outcomes (Billett, 2000, p.25)

Research indicates that there is still a lack of understanding by employers and communities of the potential and possibilities of training in rural areas (Centre for Research and Learning in Regional Australia, 2002). As a consequence, there has been recognition by government of the need to develop a ‘culture of training’ in regional Australia and to disseminate information about training packages and vocational education and training generally (Commonwealth of Australia, 2000, p.281).

## Competition between training providers

The policy of user choice has opened up the training market with many more providers engaging in training provision across regions and across states. But, as a number of authors suggest, such competition can have detrimental effects in thin markets (Centre for Research and Learning in Regional Australia, 2000; Kilpatrick & Bell, 1998b; Noble et al., 1999). In the first instance, ‘the concept of an open training market is at odds with rural realities, as rural areas have a strong tradition of ‘community’ and of sharing resources (Noble, Hill, Smith, & Smith, 1999, p. 330). While some training providers operating in rural areas collaborate in order to make the most of scarce resources, others follow the competitive imperative (Centre for Research and Learning in Regional Australia, 2001). This tension between collaborative activity and competition remains a constant in relation to vocational education and training in rural communities (Centre for Research and Learning in Regional Australia, 2002).

Closely linked to the issue of competition are the concerns about ‘outsiders’. These are identified in the research as registered training providers who are located well away from the rural communities that they servicing. Apart from making ready access by apprentices and trainees quite difficult, ‘outsiders’ are also considered to lack the essential knowledge about the local community, its culture and, therefore, its unique training needs (Noble et al., 1999; Rodwell, Gillanders, Novelly, Lowe, & Reilly, 1996). This concern is well expressed by the following comment:

Local providers are perceived to understand and meet local needs. External providers often do not appreciate local circumstances and specific needs, barriers and enhancers to learning (Centre for Research and Learning in Regional Australia, 2001)

In addition, as Noble and his colleagues found, there is a degree of uncertainty about the commitment of these training providers to the communities if and when economic circumstances change (Noble et al., 1998). More importantly, when providers from outside the community do not recognise the existing skills and knowledge of the local people, the providers’ credibility and the credibility of training generally, may be brought into question (Centre for Research and Learning in Regional Australia, 2000).

From these examples, it is evident that the thriving competition generated by the open training market has not necessarily improved the quality or extent of training provision for rural areas. Collaboration rather than competition is offered as a superior strategy for enhancing training options and outcomes (Centre for Research and Learning in Regional Australia, 2001).

## Collaboration as a mechanism for meeting rural needs

The concepts of collaboration and partnership form a consistent thread through much of federal and state government policies on regional development. The final report of the Regional Australia Summit conducted late in 1999, recommends a broad-ranging set of strategies to address the many challenges facing rural Australia and numerous actions are identified which, the report suggests, could be achieved through partnerships between government, business, individuals and communities (Regional Australia Summit, 2000).

Sidoti similarly places considerable emphasis upon the importance of governments and other stakeholders actively encouraging the development of local collaborative activities for education and training purposes. He contends that while beneficial partnerships have already been developed between schools and TAFE institutes, there is a need for these to be further supported and extended to include stakeholders across all educational sectors, local enterprises and other interested parties within communities. In this way, educational outcomes that better meet the needs of individuals and communities are more likely to be achieved (Sidoti, 2001a).

### Advantages of collaboration

The literature on collaboration identifies a range of reasons for organisations to enter into such activities. Limerick and Cunningham suggest that collaboration is an effective way of sharing the expertise which exists within the cooperating organisations, as well as a means of reducing costs and achieving economies of scale (Limerick & Cunningham, 1993). It is also suggested that collaboration can make possible innovative undertakings that would be inconceivable for individual stakeholder organisations to carry out by themselves (Bergquist, Betwee, & Meuel, 1995).

Other authors highlight the social implications of individuals engaging in collaborative activities, noting that the very process of collaborating 'demonstrates the potential to re-energize and reconnect fragmented systems and to empower participating actors' (Taylor-Powell, Rossing, & Geran, 1998, p.1).

In relation to vocational education and training in rural communities, collaboration is considered to be a highly useful way to overcome or counterbalance some of the complex problems previously outlined that impede effective training provision (Kilpatrick & Bell, 1998a; Kilpatrick & Bell, 1998b). Through partnerships and networks, training opportunities can be maximised, duplication of effort can be reduced, scarce resources can be shared and the 'knowledge resources' of the communities utilised and extended (Centre for Research and Learning in Regional Australia, 2001; Falk & Kilpatrick, 1999; Kilpatrick et al., 1998).

### Collaborative activities

A range of collaborative activities are occurring in vocational education and training and the participants in these collaborations involve training providers and all of the key stakeholders in the sector (Centre for Research and Learning in Regional Australia, 2001; Kilpatrick & Guenther, 2003; Kilpatrick, Johns, & Rosenblatt, 2000). The partners in collaboration include schools, enterprises, industry and employers groups, unions and Industry Training Advisory Bodies, public and private registered training organisations, group training companies, universities, and adult and community education providers. Also involved are individual community organisations, community development employment programs and indigenous

groups, local government bodies, community reference groups, various governmental agencies, researchers and brokers (Kilpatrick & Guenther, 2003).

The following have been identified as some of the purposes for which partnerships are being generated:

- ✧ enterprise development
- ✧ increased access for equity groups
- ✧ industry development;
- ✧ new pathways and skills
- ✧ regional development through education and training
- ✧ state and regional coordination /support
- ✧ provision of Structured Workplace Learning (Kilpatrick & Guenther, 2003, p.34)

Melville and Hawke confirm the latter point with regard to school-industry partnerships, and stress the importance of collaboration for ensuring relevant, structured workplace learning experience for students engaging in VET in Schools programs (Melville & Hawke, 2002).

## Networks and partnerships

Networks and partnerships are the most common forms of collaboration being engaged in by the various stakeholders in vocational education. Networks are seen not only to create a base for support, but also to offer opportunity to dialogue and establish a common understanding while acting as a clearinghouse for information (Hogue, 1994). Networks offer people who have similar interests and values the chance to share ideas and work towards a common goal (Kilpatrick, 2002). Both the roles and the linkages of networks, however, are relatively loose.

In contrast, partnerships tend to be much more formalised with the various linkages, roles and responsibilities of the key players clearly established often in documents such as memorandums of understanding or contracts (Bateman & Clayton, 2002). Relationships such as these have been defined as:

...the specific collaborative arrangements for various specific projects and purposes that have VET outcomes for the participants at community, regional and national levels, that exist in the community and that together make up the VET configuration  
(Centre for Research and Learning in Regional Australia, 2002, p.6)

## Developing effective collaboration

Literature on collaborative community activity sets out a series of requirements that are crucial to the development of effective partnerships and networks. Chief amongst these is a genuine willingness to engage in collaboration (Alter & Hage, 1993; Wakelin, 1995). Also essential is a shared vision of the benefits that might be achieved from the process of collaboration:

...for a collaborative relationship to be successful, there must be a sense from the beginning, that the proposed alliance will provide positive organisational returns to all of the partners (Bateman & Clayton, 2002, p.12)

Additionally, Child and Faulkner suggest that partners in such relationships are dependent upon each other and the achievement of their shared goals can only be attained if they have strong, mutual respect and trust (Child & Faulkner, 1998). Effective and respected leadership, an ability to accept different cultures, flexibility and an ability to see 'the big picture' are also important in the development and maintenance of effective partnerships (Bergquist et al., 1995; Child & Faulkner, 1998; Kerka, 1997).



The extensive research into vocational education and training in non-metropolitan Australia undertaken by the Centre for Research and Learning in Regional Australia has identified a number of factors that inhibit the development of effective training partnerships. These include:

- ✧ tension between competition and collaboration
- ✧ inadequate human and physical resourcing and funding arrangements
- ✧ the small size of a community
- ✧ lack of continuity of policy and programs
- ✧ lack of common vision, values or understanding, often manifested in a lack of local input and ownership of training (Centre for Research and Learning in Regional Australia, 2001, p.151)

However, in communities which have shared visions and values, effective leadership, a measure of coordination, sufficient resources and a strong sense of respect and trust, training outcomes can be different. By developing and maintaining broad internal and external networks and relevant collaborative relationships, these rural communities can enhance training options and opportunities that meet the needs of individuals, local industry, and the community alike (Centre for Research and Learning in Regional Australia, 2002).

# Appendix 2

## Methodology

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The qualitative research methods used in this study were a review of recent literature on the implementation of training packages and on research and policy on regional and rural issues in vocational education and training in Australia, a series of five focus group interviews and a modified process of network mapping by focus group participants.

### Research questions addressed

The research questions addressed by this study included:

- ✧ What approaches have been implemented by training providers to deliver training package qualifications in rural communities?
- ✧ What are the relative roles and responsibilities of the key stakeholders in the delivery of training?
- ✧ How do the training providers, enterprises, group training schemes, community organisations and other stakeholders work together to enhance the capacity to deliver training to learners in rural areas?
- ✧ What strategies facilitate access to relevant infrastructure, workplaces and work experiences for learners undertaking training package qualifications in rural settings?
- ✧ What issues or complexities do providers face in addressing the requirements of training packages and local needs?

### Target communities

For the purposes of this project, rural communities were defined as:

- ✧ not metropolitan
- ✧ not major regional centres
- ✧ not remote.

After further consideration by the research team, it was decided to use the additional criterion of a population no larger than 10 000. This new criterion allowed us to focus more on smaller rural communities.

### Five communities across four states

The National Training Information System, local government, community and EdNA websites were scanned initially in order to begin to narrow the field of possible rural communities in four states (South Australia, Victoria, New South Wales and Queensland). The Australian

Classification of Local Governments, accessed through the website of the National Office of Local Government, was used to ascertain populations. In parallel with this, consideration was given to whether or not any potential community had been recently involved in other VET research projects as we were concerned to provide opportunities for a different set of voices to be heard.

The final five communities were selected after establishing that they had a workable number of relevant organisations whose representatives could inform the research. These organisations included:

- ✧ New Apprenticeship Centre
- ✧ training provider (public)
- ✧ training provider (private)
- ✧ Adult and Community Education provider
- ✧ local government (shire council)
- ✧ Group Training Company
- ✧ secondary school
- ✧ employers
- ✧ Lions/Rotary/etc
- ✧ chamber of commerce
- ✧ industry associations
- ✧ Regional Development Boards
- ✧ state and commonwealth government departments who may be represented in the area, for example in education, employment, and social services.

## Focus group interviews

A focus group is defined as a process wherein researchers assemble a group of selected individuals to discuss and comment on, from personal experience, a topic that is the subject of their research (Powell & Single, 1996). This approach allowed the drawing out of informant attitudes, feelings, experiences and reactions in a way that is not always possible when interviewing individuals face to face. The focus groups provided an opportunity to delve into the diverse views held by individuals within a group context while also exploring the degree of consensus on the topic under scrutiny (Gibbs, 1997; Morgan & Kreuger, 1993).

Initial contact was made with one registered training provider within each community and a snowball sampling strategy was then used to identify the key stakeholders (as defined under Purposes of the study) to be invited to participate in the focus group. Snowball sampling involves one contact providing the name of another subject who then provides another and so on. This chain referral process provided the contact details for key stakeholders involved in training package implementation and delivery within each rural community.

A set of focus questions and protocols for the conduct of the focus groups were formulated. Both the protocol and the focus questions ensured that members of the research team conducted all focus groups in a consistent manner. The information to participants, focus group questions and consent form are included as Appendices 3, 4 and 5 respectively.

The focus questions, agenda and information about the project were forwarded to participants in time for reflection prior to attendance. Information was recorded both by hand and tape and were later transcribed, coded and categorised in preparation for analysis.

On completion of the analysis for individual focus groups, cross-analysis was undertaken to identify internal consistencies and independent variations within and across the rural communities studied.

## Network mapping

In order to ascertain the linkages and partnerships in vocational education and training that each of the focus group participants had, they were asked to complete a simple network diagram. Golding defines a network diagram as 'a pictorial representation of the inter-relationships between learning organisations' (Golding, 2002, p.3). Rather than following Golding's process of identifying collaborative, competitive and blocked relationships, participants in these focus groups were asked to simply nominate those organisations with which they had a relationship and to rate the collaborations as 'strong', 'normal' or 'weak'.

Through network diagrams, the range and quality of partnerships and collaborations could be identified.

## Limitations of the study

To gain the viewpoints of the various key stakeholders in each community, invitations were directed to relevant organisations to participate in a focus group. While all organisations accepted the opportunity to send a representative, not all were able to attend on the day. For example, the co-ordinator of adult and community education in Duncan and the co-ordinators for user choice at the TAFE and VET in Schools at the local secondary school in Baldwin were unable to participate in the focus groups interviews. Although the perspectives of these people were later captured by individual telephone interviews, the interchange of information and interactions within the group were clearly missed.

Additionally, given the size of the project, it was not possible to generate a comprehensive picture of vocational education and training provision or its associated stakeholder relationships in any of the five rural communities. What is presented in this report is a snapshot of training activities and collaborations in each centre.

# Appendix 3

## Information to participants

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### **What works where you are? The implementation of Training Packages in rural Australia**

#### Purpose of the research

This research project has been designed to investigate the implementation of training packages in rural areas and the ways in which providers, community and industry stakeholders interact to achieve positive training outcomes. It will also look at strategies being employed to ensure efficient delivery of vocational education and training (VET), particularly in situations where access to training infrastructure or to a diversity of workplaces and work experiences may be limited. The need for VET provision to assist in the development of skills to directly support local industry in a timely manner is particularly critical in regional areas due to the limited size and diversity of the workforce. It is also important that all people have opportunities to participate in and complete vocational training.

It is envisaged that the findings will raise issues and practical ideas about training package implementation in rural settings that will have relevance for policy-makers, training package developers and practitioners working in communities such as those examined in the study.

It would seem timely, therefore, to investigate the operation of training package delivery in rural areas and to identify the issues for key stakeholders in rural communities in ensuring that local training needs are satisfied. It is also important to examine the role of adult and community education providers and elaborate on the contribution they make to VET provision in rural areas and the ways in which they may complement the operations of other training providers. Such an examination should also focus on the impact that being located in a regional area has on VET provision and equity of access to information and training opportunities and would detail effective partnering arrangements used to minimise these impacts.

The proposed study will therefore investigate how effectively training providers, in general, are succeeding in satisfying the expectations of rural communities and with a particular emphasis on collaborative arrangements.

#### Definitions

For the purpose of this study, key stakeholders in the implementation of training packages in rural communities include: training providers (public, private, VET in Schools and Adult Community Education); New Apprenticeship Centres and Group Training Companies; enterprises and industry representatives; government agencies; community organisations and learners.

Rural communities are defined as:

✧ not metropolitan

- ✧ not major regional centres
- ✧ not remote.

Project objectives

The project will report on:

- ✧ the respective roles of community enterprises, VET providers and group training schemes in the delivery of training
- ✧ the extent or potential of partnerships, networking and resource sharing to enhance the capacity to deliver VET in rural areas
- ✧ the availability of, and access to, relevant infrastructure, workplaces and work experiences to support VET delivery in rural areas
- ✧ any apparent disparities between the stated objectives of Training Packages and local and learner needs

Project outcomes and contribution made by this research

It is expected that the project will make a significant contribution to the understanding of the resourcing and support needs for Training Package delivery in rural areas by reporting on the key issues identified by the informants to the study, describing the strategies that are used to address those issues, evaluating how well the strategies are working and by determining how Training Package delivery can be supported to produce quality training outcomes that ensure that local training needs are met.

Name, title and contact numbers of the person you should contact if you have questions about the research project

Berwyn Clayton (Director), CURVE  
 Canberra Institute of Technology  
 PO Box 826 Canberra, 2601  
 Phone: 02 62074844 Fax: 02 62073322  
 Email: [berwyn.clayton@cit.act.edu.au](mailto:berwyn.clayton@cit.act.edu.au)

Researchers

Berwyn Clayton, Associate Professor Roger Harris, Andrea Bateman, Dave Meyers, Elvie Hughes, Pam Carden and Kaaren Blom



**Canberra Institute of Technology**

# Appendix 4

## Focus questions

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### What works where you are?

#### The implementation of training packages in rural Australia

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Thank you for agreeing to participate in a focus group about training in your area. Before you come to the focus group meeting, can you please think about the following questions.

(You may like to talk to other people you know who also have opinions about these issues, and bring their views to the meeting as well. If you know someone we should talk to, but they can't be at the meeting, please give us their contact details, and we'll talk to them by phone.)

1. Who is involved in delivering vocational education and training (VET) in your area?
2. Where people are working together to support Traineeships, Apprenticeships and other VET courses, how are they managing the process?
  - i. Think about:
    - a. resources and facilities (who is sharing what?)
    - b. how students access workplaces and work experience
3. For effective training to continue to meet your rural community's needs, what do you have to have in place?
  - i. Think about:
    - a. resources (money, time, people)
    - b. networks/partnerships
    - c. employment
4. What strategies for delivering training have worked best in your area?
5. What are the main barriers or issues that impact on the delivery of training in your area?
  - i. From a community perspective?
  - ii. From a training perspective?

# Appendix 5

## Consent form

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CENTRE UNDERTAKING RESEARCH IN VOCATIONAL EDUCATION

CANBERRA INSTITUTE OF TECHNOLOGY

### CONSENT FORM

Project Title: **What works where you are? The implementation of training packages in rural Australia**

Researcher's name: Berwyn Clayton (Director, CURVE)

Phone: (02) 6207 4844

- ◆ I have read the Information Sheet, and the nature and the purpose of the research project have been explained to me. I understand and agree to take part.
- ◆ I understand that I may not directly benefit from taking part in the study.
- ◆ I understand that I can withdraw from the study at any stage and that this will not affect my status now or in the future.
- ◆ I understand that I may be audio-taped during the interview.
- ◆ I understand that the tape will be stored at the Centre Undertaking Research in Vocational Education (CURVE) for a period of seven years and that only the researchers directly involved in the study will have access to it.
- ◆ I understand that, while information gained during the study may be published, I will not be identified and my personal details will remain confidential.
- ◆ I confirm that I am over 18 years of age.

**Name of Subject:**

.....

**Signed:**

.....

**Date:**

.....

I have explained the study to the subject and consider that he/she understands what is involved.

Researcher's signature and date:

.....

.....



Please fax this form back to: Berwyn Clayton (Director, CURVE)

Fax: (02) 6207 3322

# Appendix 6

## Project reference group

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A Project Reference Group (PRG) was constituted to support the research. The members were:

Mr Nick Cosling	CEO of Australian Local Government Training (ALGT)
Assoc. Prof. Ian Falk	Director, Centre for Research and Learning in Regional Australia (CRLRA) University of Tasmania
Ms Madonna Tomes	Training and Professional Development, Eurobodalla Shire Council
Mr Brian Sams	Principal Teacher, Horticulture and Environment, Southern Queensland Institute of TAFE
Ms Linda Wyse	Linda Wyse and Associates (currently undertaking a parallel research project to this one)

# Appendix 7

## Community profiles

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On the following five pages are brief outlines of the key aspects of each of the rural communities included in this study. Major industries and employment opportunities within each town are identified as well as the significant organisations influencing training activities in the area. In addition, an indication of the training activities occurring in each of the communities is provided. This information was elicited from community websites and focus group participants and is not necessarily a complete picture. A more thorough analysis of training in each community was beyond the scope of this project.

# Ainsworth

<b>Location</b>	Far-north Queensland
<b>Population</b>	5800
<b>Local industry and business</b>	Mainly primary industries such as peanuts, maize, dairy, beef cattle and potatoes. Some light manufacturing industries which support the rural sector and mining industries in the surrounding area. There is also a core of retail and business services, and some tourism.
<b>Organisations influencing training activities in the community</b>	<p>A TAFE provider An agricultural college Two secondary schools A number of private providers An indigenous training organisation Two New Apprenticeship Centres A Regional Group Training Company A Job Network organisation Learning Network Queensland (adult and community education provider) Government departments, including Employment and Training, Primary Industry, Health, Corrective Services and National Parks and Wildlife Community organisations and enterprises which are registered to deliver training A Regional Communities Forum The Aboriginal Area Advisory Body The Shire Council The Chamber of Commerce Employers in a range of businesses, both small and large</p>
<b>Training activities occurring in the community</b>	<p>Training packages qualifications are offered in agriculture, horticulture, retail, business services, tourism, hospitality, public safety, food processing, meat processing, extractive industries, metalliferous mining, community services including disability, children's services and aged care, public service, asset maintenance, forestry, floristry, multi media, assessment and workplace training together with full range of traditional trades</p> <p>Ticket courses such as forklift, plant operation, occupational health and safety</p> <p>Non-accredited short courses relating to farming and forestry</p> <p>VET in Schools programs in business services, hospitality, retail, tourism and agriculture</p> <p>Adult General Education courses Literacy, numeracy and other employment skills training Targeted training for indigenous people</p> <p>Adult and community education programs</p>

# Baldwin

<b>Location</b>	South-east New South Wales
<b>Population</b>	4044
<b>Major Industries</b>	Mainly dairying, with some wood chipping and commercial fishing in the surrounding area. Some light manufacturing which supports the dairy industry. There is also a core of retail and business services, and some tourism.
<b>Organisations influencing training activities in the community</b>	A TAFE provider A not-for-profit group training organization Four private providers Two job placement organisations Two New Apprenticeship Centres The South East Area Consultative Committee Two secondary schools One adult and community education provider Employers, including one major food processing enterprise The Shire Council Community organisations Department of Education and Training Two universities, one of which is located in another state
<b>Training activities occurring in the community</b>	Training packages qualifications are offered in agriculture, retail, business services, tourism, hospitality, food processing, community services including disability, children's services and aged care, forestry, seafood, caravan, civil construction, automotive, metals and engineering, information technology, and assessment and workplace training.  Non-accredited short courses relating to food processing, forestry and agriculture  VET in Schools programs in business services, hospitality, retail, tourism and agriculture  Adult Basic Education courses WELL Literacy, numeracy and other employment skills training Targeted training for indigenous people and mature age workers  Adult and community education programs

# Colton

<b>Location</b>	South-east South Australia
<b>Population</b>	7130
<b>Major Industries</b>	Mainly fruit growing and fruit processing, together with business and industrial services associated with the horticultural activities in the area. There is also some tourism.
<b>Major Players</b>	Several TAFE providers, a number of whom are located in the capital city A number of private providers Three secondary schools A cross-border educational council (which is also a Jobs Australia organisation) A regional industry council which oversees apprenticeships and traineeships Primary Industry Resources South Australia Regional development corporation An Area Consultative Committee A local government council The regional hospital Two universities Community organisations: Lions, Apex and Rotary
<b>Training activities occurring in the community</b>	Training packages qualifications are offered in agriculture, horticulture, retail, business services, tourism, hospitality, food processing, community services including disability, children's services and aged care, public service, asset maintenance, civil construction, conservation and land management, transport and distribution, metals and engineering, information technology, frontline management, assessment and workplace training together with full range of traditional trades.  Aquaculture  Ticket courses such as chemical handling, forklift operations, chainsaw operations, occupational health and safety  Non-accredited short courses relating to agriculture and horticulture  VET in Schools programs in business services, hospitality, retail, tourism and agriculture  Adult General Education courses Migrant education programs Literacy, numeracy and other employment skills training Fine arts training for indigenous students  Adult and community education programs

# Duncan

<b>Location</b>	Central-west New South Wales
<b>Population</b>	9800
<b>Major Industries</b>	The town is a centre for local primary industries which are predominantly cotton, wheat and other grain. There are a large number of local councils, making local government a significant employer in the region.
<b>Major Players</b>	Two TAFE providers, one of whom is from outside the local region Three private providers Two secondary schools A major agricultural enterprise-based registered training organisation A major agricultural enterprise, whose training is auspiced through the Australian Quarantine Inspection Service Two New Apprenticeship Centres An adult and community education provider Several local government councils Employers The regional development corporation A number of local and national agricultural organisations An aboriginal community organisation Two universities
<b>Training activities occurring in the community</b>	Training packages qualifications are offered in agriculture, aeroskills, automotive, horticulture, civil construction, retail, hospitality, business services, community services including welfare, disability, children's services and aged care, public service, transport and distribution, information technology, water industry, metals and engineering, financial services and assessment and workplace training.  Aquaculture  Ticket courses such as forklift, food safety, occupational health and safety  Non-accredited short courses relating to agriculture  VET in Schools programs in business services, hospitality, retail, tourism and agriculture  Adult General Education courses Literacy, numeracy and other employment skills training Targeted training for indigenous people: Aboriginal Health Worker program  Adult and community education programs

## Ellis

<b>Location</b>	North-west Victoria
<b>Population</b>	8500
<b>Major Industries</b>	It serves a rural community with popular tourist attractions such as the nearby mountains. It also supports industries such as vineyards, a goldmine, two brickworks, Ellis Regional Health and farming such as sheep, cattle and cropping.
<b>Major Players</b>	The TAFE division of a regional university together with two TAFE providers from outside the local area Five private providers One secondary school One Job Network The shire council A regional apprenticeship support service A Group Training company The local hospital The Area Consultative Committee Two adult and community education providers Two universities Community organisations
<b>Training activities occurring in the community</b>	Training packages qualifications are offered in agriculture, horticulture, retail, racing industry, hairdressing, business services, tourism, hospitality, food processing, meat processing, community services including health, children's services and aged care, transport and distribution, information technology, civil construction, metals and engineering, plastics, rubber and cabling, electrotechnology, assessment and workplace training together with full range of traditional trades  Ticket courses such as occupational health and safety  Non-accredited short courses relating to agriculture, business and management  VET in Schools programs in business services, hospitality, retail, tourism and agriculture  Adult General Education courses Literacy, numeracy and other employment skills training  Adult and community education programs