



Keeping it real

Industry Currency of Trainers in Queensland



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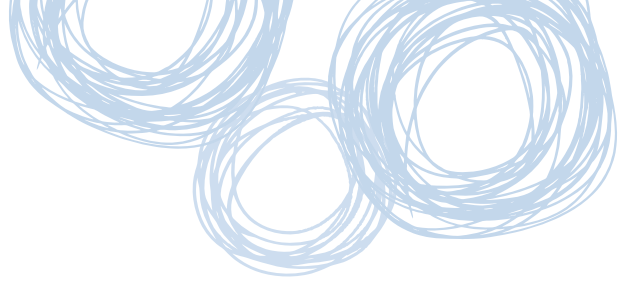
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Purpose

This paper seeks to raise awareness of issues relating to industry currency and to clarify what is required for trainers¹ to demonstrate and maintain industry currency.

‘Industry currency’ is the maintenance of a trainer’s vocational technical skills and knowledge. Industry currency enables trainers to deliver and assess vocational training relevant to current industry practices.

Why is industry currency important? Industry currency is essential to build the capacity of the Queensland VET sector. It also strengthens, builds and maintains relationships with industry². Industry currency is not simply about releasing staff or staff exchange programs (between VET and industry). Rather it is about continuously improving the quality of training delivered to VET students.

Background

This research project was undertaken as a component of the *Queensland Skills Plan 2008*, Action 4.1.1.1, “the release of training staff to industry to build skills, as well as the development of exchange and mobility programs between industry and VET trainers.” This is part of a higher level Queensland Skills Plan Action focused on increasing industry partnerships. The research process revealed a significant level of interest in the issue of industry currency of Queensland training staff among all those involved – private and public registered training organisations (RTOs), industry and other stakeholder groups across the Queensland Vocational Education and Training (VET) sector.

Methodology

The project started with a literature review and environmental scan of current practices and issues related to industry currency. Based on the scan, a discussion paper, *Industry Currency for the Queensland VET Sector: A Research Project* (at Appendix 1) was written outlining issues for industry currency in the VET Sector. The discussion paper was the basis for a state-wide consultation process involving an open survey and targeted interviews.

The discussion paper was placed on the Queensland VET Workforce Professional Development Strategy website <http://www.vetpd.qld.gov.au/index.html> on 29 April 2009 with supporting documentation inviting responses from the wider VET sector. The consultation process was promoted through e-newsletters including *RTO Mail* and *ACPET Monday Update*, email broadcasts to staff within the Department of Education and Training (DET), existing networks and communities of practice, promotional flyers at conferences and presentations at network meetings.

The consultation period for the open survey closed on 5 June 2009. The project also collected qualitative data through face-to-face semi-structured interviews using open-ended questions.

Separate questions were developed for industry, RTO owners/managers, RTO trainers, RTO administration staff and general VET stakeholders to capture the different viewpoints of these stakeholders about industry currency (at Appendix 2). The interviews were based on the questionnaires also used in the survey.

1 The word trainer is used in this paper as a generic term which includes, unless otherwise indicated, RTO trainers, tutors and teachers, delivery staff, workplace trainers, including casual, contract and permanent staff.

2 The use of the word industry includes employers, small, medium and large business, peak bodies and associations where applicable, unless otherwise specified.



Interviews were conducted at five Queensland TAFE institutes using a ‘vertical slice’ approach to sample staff at different levels within the institute hierarchy. The sample included a workplace trainer, teacher, lead vocational teacher, educational manager/director and an administrative staff member from the business improvement area. A different vocational training area was sampled at each institute. The institute sample included a metropolitan institute, a specialist institute, a near metropolitan institute and two regional institutes.

Five Queensland registered private RTOs were consulted and a similar ‘vertical slice’ approach was used where possible in selecting the sample staff for interview. The sample of private RTOs included two large providers and three small providers.³ Interviews were also conducted with a range of other VET stakeholders including industry skills alliances, industry clients of RTOs, and union delegates.

The research team received surveys from 123 people, of whom 18 were RTO managers, 98 were trainers in RTOs and the remainder were from other VET stakeholder groups. The RTO staff work in a variety of vocational training areas. A breakdown of trainer respondents by vocational training areas is included in Table 1 (at Appendix 3). The research team interviewed 57 people, of whom 15 were RTO managers and 23 were trainers.

More detail about the interview respondents is provided in Table 2 (Appendix 3). There was a total of 180 responses received through interviews and questionnaires; 25 from private RTOs, 119 from public RTOs, 10 involved in schools and other VET stakeholders.

The range of issues and concerns identified during both the interviews and the survey was broadly consistent. Therefore this paper makes no differentiation between survey and interview respondents.

³ For the purposes of this research RTO size was defined as follows: small RTO (1-5 trainers), medium RTO (6-20 trainers) and large RTO (21 + trainers).

Key findings and issues

In the course of writing this report, some key themes about industry currency emerged. The report analyses issues under these themes (or headings), highlights key findings and identifies areas needing further investigation.

The findings from this research were broadly consistent with findings in the literature, most notably in:

- Cavanagh, B. (2006) *Considering Currency*
- Clayton, B., Fisher, T., & Hughes, E. (2005) *Sustaining the skill base of technical and further education institutes: TAFE managers' perspectives*
- Harris, R., Simons, M., & Clayton, B. (2005), *Shifting mindsets: The changing work roles of vocational education and training practitioners*
- Toner, P. (2005), *Keeping up with technology. A pilot study of TAFE and the manufacturing sector*

Australian Quality Training Framework and industry currency

The Australian Quality Training Framework (AQTF) *2007 Essential Standards for Registration* includes a strong focus on continuous improvement. AQTF Element 1.4 requires trainers to maintain and improve their teaching skills and their industry currency of technical skills and knowledge. The specific AQTF focus on the industry currency of training staff seems to have increased RTO attention on this matter. RTO managers appear to be more aware of the need to have suitable systems in place to recognise, plan and support industry currency requirements. However feedback indicated that decisions in RTOs about what is recorded as industry currency are often compliance driven rather than focusing on continuous improvement which is the aim of the AQTF.

Key Finding 1

The focus of AQTF Element 1.4 on the industry currency of training staff has increased RTO attention on the need to maintain industry skills and knowledge.

Defining and measuring industry currency of technical skills and knowledge

Moy (2001) defines industry currency as maintaining, upgrading and if required, widening competence in the specialised industry skills and knowledge needed by trainers to deliver and assess vocational education and training (VET) courses.

The Queensland Strategic Professional Development project (2003) definition went further to include technologies, industry practices and workplace issues, views, priorities or needs. While definitions exist, there are no standard quantifiable measures to assist RTOs to evaluate and benchmark trainer industry currency.

The consultations from this research indicate there is a wide variation in understanding among Queensland VET stakeholders about what is required to demonstrate industry currency and how best to maintain it. Some trainers do not acknowledge the need for industry currency at all, while others use very sophisticated approaches to improve industry currency both within their own organisation and their local industry.

Some trainers who were teaching in general education and support areas, for example English as a Second Language (ESL) and Literacy and Numeracy courses, find it difficult to define their industry and consequently identify appropriate industry currency activities.



Some RTO managers thought that some trainers of cross-industry qualifications such as Training and Assessment (TAA) may also find it difficult to define their industry. The May 2009 edition of *RTO Mail* released by the Department of Education and Training's Training Quality and Regulation section provided some guidance to RTOs. It was suggested that TAA and general education trainers consider peer review and visits to students' workplaces as components of industry currency.

Some VET stakeholders wanted a clearer guide about what types of activities can be attributed to industry currency, how often these should be undertaken, and how many of these activities are necessary to meet industry currency requirements.

While a set of generic principles may be useful in developing measures, the variations between industries identified through the consultation suggest that measures need to be tailored to meet specific industry needs.

Some respondents suggested that industry should provide advice in the development of measures and benchmarks for industry currency. One stakeholder suggested that representatives from industry, RTOs and DET could work together to produce a set of industry currency measures. These measures and benchmarks would allow trainers to progress from basic through to advanced industry currency.

It was also suggested that where possible existing industry-developed standards should be used as indicators of trainer industry currency. This would reduce duplication of effort and additional bureaucracy. Some industries require practising members to be registered or licensed and demonstrate industry currency. Meeting these standards could be considered an indicator of a trainer's industry currency. However, it should be noted that recent industry experience is not always a requirement for renewal of industry licences and registration. Examples of existing industry licensing and regulating bodies include the Queensland Nursing Council, Bar Association of Queensland, Queensland College of Teachers, and the Electrical Safety Office.

Key Finding 2

There is a variation in understanding among Queensland VET stakeholders about what constitutes industry currency or the best ways to maintain industry currency for their vocational training area.

Key Finding 3

RTOs are seeking measures to help them evaluate and benchmark best practice in trainer industry currency.

Key Finding 4

Further investigation is required into the feasibility of using existing industry regulatory/ licence/ professional body membership processes as indicators of industry currency for trainers.

Benefits of maintaining industry currency

This research confirmed the findings of the literature review outlined in the discussion paper about the benefits of trainers maintaining industry currency.

Trainers consulted who worked part time in industry or were in regular contact with their industry generally had a better understanding of industry currency. Those trainers with a good understanding of industry currency could easily articulate the benefits to their RTO. They understood that industry currency directly affected their training delivery. Trainers reported that it made them better teachers and helped them provide more relevant learning and assessment activities for students. Trainers who had recently been on industry placement for six months or more also reported a reinvigorated passion for teaching.

Benefits identified in maintaining industry currency include:

- the delivery of training that is relevant, based on real world examples and more tailored to industry needs
- improved teaching, learning and assessment practices
- improved confidence and an up-to-date and best practice image of trainers for students, industry and peers
- improved reputation of the RTO amongst employers
- enhanced industry confidence and goodwill - through being 'seen' in industry
- improved industry ownership, valuing and understanding of training.

Industry-current trainers identified the value of relationships with industry and employers. These trainers considered the development and maintenance of industry relationships to be part of their professional responsibility as a trainer. However, some trainers did not think that industry engagement for industry currency and relationship building purposes was as highly valued by their RTO as increasing the number of training hours provided.

Some trainers who regularly engage with their industry reported additional benefits to their RTO from maintaining industry relationships such as opportunities to train and upskill other staff of employers.

“It is expected that as a professional, I will take ownership of this responsibility and drive the process to ensure that I am able to take full advantage of any opportunities to maintain my industry currency.” – RTO Trainer

“The benefits of being in contact with your industry are numerous; gaining a rapport with employers and the supervisors they employ, observing and discussing innovation with workers at the coal face, collecting materials and data to be used in the training process at the RTO in which I work, being able to market services that my RTO has to offer to other staff members not just apprentices.” – RTO Trainer

While industry provides strategic advice to the VET sector on industry standards, some trainers reported that their local employers rely on the trainers to provide advice on current and best industry practice. This may be particularly relevant for small and medium size employers who are not engaged with peak industry bodies and the training agenda.

Key Finding 5

The maintenance of industry currency benefits the trainer, the RTO, students and industry.

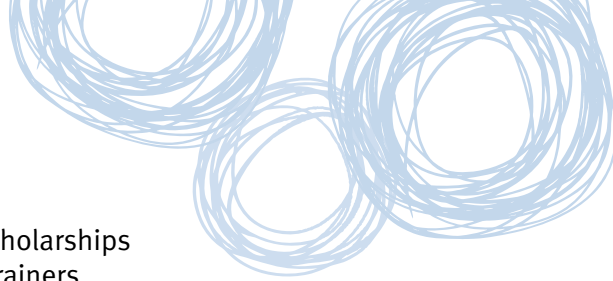
Key Finding 6

Sophisticated industry currency strategies value relationships with industry and employers and seek to collaboratively improve practices both within RTOs and their local industry.

How trainers and assessors maintain their industry currency

Queensland trainers undertake a range of activities to maintain and increase their technical skills and knowledge and maintain their industry currency. The range of activities includes:

- industry placement
- concurrent employment in industry and the RTO
- industry and professional association membership
- attending conferences, professional workshops and industry specific development programmes
- attending professional development activities run by industry skills alliances
- researching best and new practice and general research
- subscribing to professional journals and publications



- applying for sponsored corporate teaching awards and scholarships
- networking with industry mentors, employers and other trainers
- talking to students about practices and job roles in their workplaces
- industry specialist visits, industry site visits and study tours
- undertaking specific training courses in new equipment or skill sets
- work shadowing
- fulfilling industry licensing or regulatory requirements.

Opportunities such as research scholarships, overseas sabbaticals, interstate assignments, work shadowing and industry projects could also be considered when planning industry currency activities.

Key Finding 7

Industry currency is a progressive and continual process involving a rich variety of activities. The relevance of these activities may vary according to the individual industry and educational context.

Most trainers thought industry currency activities should involve best and new practice and the development of higher level skills, not just maintaining existing practice in local areas and lower level skills. They suggested that industry identify good practice workplaces where trainers could gain industry experience.

Some trainers thought that some of the work they do within RTOs should be recognised as maintaining their skills for industry currency. They said that transferable skills, like management skills, although demonstrated and maintained outside of their industry, should be recognised.

“I firmly believe that non-teaching duties that appropriately reflect skills and attributes appropriate to my industry area of business and management should be given equal credit in building and maintaining industry currency. At present none of these activities is considered when evaluating my currency in industry.” – RTO Trainer

Some of the activities that trainers are undertaking to maintain their industry currency are discussed in more detail below.

- **Industry placement**

A number of respondents related industry currency to industry placement, which is referred to as ‘release to industry’ in TAFE institutes. The Queensland TAFE Teachers’ Award 2003 State defines release to industry as, ‘release from institute attendance for observational, research or hands-on experience in an external organisation within industry, commerce or other appropriate setting for the specific purpose of acquiring skills, knowledge and experience necessary for staff members to improve the quality of technical and further education.’ (Schedule 2)

Where industry placement was used as a strategy for maintaining industry currency, the majority of public trainers surveyed appeared to access it for short periods of time only. This may be because the TAFE Teachers’ Award specifies that ‘All Permanent Teachers, Leading Vocational Teachers, Principal Teachers and Tutors covered by this Award shall be entitled to a minimum period of 10 days per year for the purpose of professional development, including release to industry, subject to appropriate professional development opportunities being available.’ (Section 9.2.1 and Schedule 2)

While the award refers to a minimum of 10 days, 10 was often referred to by many respondents to be the maximum number of days available for professional development. Planning for professional development in educational practice and industry currency was often limited to this 10 day timeframe. Although private RTOs are not subject to this award, some have adopted 10 days as a benchmark.

A common practice in TAFE institutes, according to those consulted, seems to involve dividing the 10 days into 5 days for industry currency, 2 days for the whole-of-institute staff development days, with the remaining days available for other professional development. Some respondents reported that the whole-of-institute staff development days covered generic topics which do not directly contribute to professional development in training or industry currency. They thought that generic professional development should not be attributed to the 10 days of professional development. This was because it did not meet their particular training needs for industry currency purposes.

Opinions about the ideal length and frequency of industry placement varied across vocational training areas. Respondents from vocational training areas with regular industry changes argued that trainers should undertake industry placement every year in order to maintain their skills at industry standard. Those from industries with a slower rate of change thought industry placement could be less frequent, for example every 3 years.

There were also differences in opinion about the length of time trainers should spend in industry placements. For example, single days intermittently throughout the year were considered appropriate for service industries, whereas it was perceived that blocks of two weeks or more would be best in industries with longer term project based work such as construction. A few trainers have sought longer placements of six months to a year in industry to improve their industry knowledge, skills and experience.

Many respondents expressed an interest in undertaking regular industry placements within different workplaces to experience different market segments within their industry. However for some trainers, particularly those without strong industry networks, finding industry placement opportunities is difficult.

Timing of industry placement is another issue for trainers. Some stated that it can be difficult to find a time that is convenient to both the RTO and the industry, particularly when the 'down time' periods coincide, for example, the building industry and RTO Christmas closure.

Key Finding 8

Opinions about the ideal duration and frequency of industry placement vary.

- **Industry employment**

A number of respondents reported an increased focus by RTO managers on recent industry experience or part-time industry employment to meet AQTF Element 1.4 industry currency requirements.

Respondents maintained there are many ways for trainers to gain industry experience — including self-employment, working in a family business, part-time or casual employment, using their networks or even volunteering. However, feedback from VET stakeholders indicates that some TAFE managers do not accept some of these activities as relevant to industry currency, particularly where there is a perceived conflict of interest.

Attributing the trainer's self-employment as the sole source of industry currency was challenged by some managers. They argue that self-employment provides limited opportunities for exposure to new ideas, skills and processes — opportunities that may be available when working in a different workplace. As well, they maintain that self-employment does not provide experience in different market segments within the trainer's industry area.

These considerations were not reported as issues by the respondents from private RTOs.

Key Finding 9

Industry placement and employment comprise just one mechanism for maintaining industry currency.

Exchange programs

As the *Queensland Skills Plan* Action 4.1.1.1 specifically refers to the ‘development of exchange and mobility programs between industry and VET trainers’ the research team asked interviewees for examples of mobility programs or exchanges. Interviewees expressed interest in exchange as a concept, but were not aware of any current examples.

Interviewees were asked about the feasibility of a direct exchange of job roles between industry and VET. Some respondents believed that while a trainer could quickly update their skills to industry standards, it may take longer for someone with industry skills and no educational training to become a competent trainer.

The concept of exchange programs and the scope of activities that could be undertaken were not well understood. The use of exchange programs as an industry currency mechanism needs further investigation and definition to be considered as a viable mechanism to improve industry currency.

Key Finding 10

Further research is required into exchange programs to identify the range of activities or projects that could be undertaken, their accessibility and sustainability.

Industry led engagement with trainers

Trainer industry currency is of mutual benefit and importance to both industry and training outcomes. It is vital for industry to provide meaningful opportunities for trainers to maintain their industry skills and knowledge.

Currently the onus for industry engagement largely falls on the trainer or RTO. Most industry groups do not proactively involve RTO staff in industry professional development activities. The research did indicate, however, that some industries engage more proactively with trainers, acknowledging them as an important sector of their industry.

How one industry approaches maintenance of industry currency

The hairdressing industry proactively engages with its trainers, assisting them in many different ways to keep up to date with the latest trends, practices and products. The hairdressing trainers surveyed were highly engaged in a broad range of activities to maintain their industry currency.

One of the major ways the hairdressing industry keeps its staff and trainers current is through expo events such as the 3 day Hair Expo held in Sydney each year. This event provides delegates with the opportunity to participate in hands-on workshops, learn new techniques and update industry knowledge by watching and learning from top national and international hairdressers. Over 100 hair and beauty companies are represented and the event includes motivational and business speakers.

Hairdressing product companies visit RTOs throughout the year to talk with trainers and facilitate workshops featuring the latest techniques and products. Companies design programs specifically for trainers and allow trainers to participate in the specialist industry training they deliver.

Professional identity of VET trainers

The VET sector is unique in its requirement for trainers to possess and maintain skills and qualifications in both industry and training. Some respondents expressed difficulty in allocating the time required to maintain the dual professional requirements of the role.

The approach to industry currency and the value assigned to its maintenance appeared to be linked to whether the trainer considered maintaining industry currency to be part of their professional identity. Trainers who identified industry currency as an essential component of their professional identity were easily able to articulate the value of industry currency to themselves, their RTO, their students and their industry. They embraced their dual role as a trainer and an industry person and took ownership over the process of maintaining their own industry currency.

Trainers who worked in teams/RTOs with a strong industry currency culture were positive and enthusiastic about maintaining their industry currency. They sought new and innovative ways of engaging with their local employers to promote, strengthen and raise professional standards in both the industry and training. Some examples of these activities include:

- organising events featuring recognised industry leaders for RTO staff, students and local employers
- organising competitions featuring the skills of students, RTO staff and employees of local industry that are judged by recognised industry leaders.

A few of the trainers who were committed to maintaining their industry currency but worked in teams/RTOs that did not have a strong industry currency culture, expressed frustration and disappointment at the lack of support and enthusiasm from their colleagues. This frustration was often linked to:

- out-of-date knowledge of industry practice being delivered by colleagues
- lack of support to ‘upskill’ colleagues
- lack of organisational response to staff who do not maintain their industry currency, especially when there are pay parity, tenure and/or hierarchical differences.

Key Finding 11

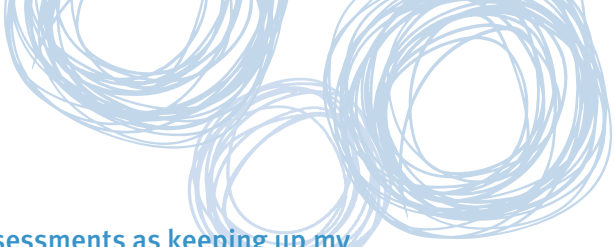
Trainers who identified industry currency as an essential component of their professional identity were easily able to articulate the value of industry currency to themselves, their RTO, their students and their industry. These trainers owned the responsibility for maintaining their industry currency, using a rich and varied range of activities to achieve this outcome.

The potential of linking training in the workplace with industry currency

All respondents were asked whether and how training and assessing in the workplace contributes to industry currency.

“Only to a small degree because the trainer does not complete any actual work in that field to maintain skills. Skills are practical operations and to justify maintenance of practical skill you would be required to perform the tasks frequently especially if the trainer is expected to be at current industry standard with contemporary practices and processes, including technological development.” – Industry representative

“Yes – the ongoing delivery of training and assessment in partnership with employers in a workplace ensures that the trainer/assessor is exposed to the current technologies/equipment, and is required to develop the training and conduct the assessment in a manner relevant to the workplace.” – Industry representative



“The system will not allow me to document on the job assessments as keeping up my currency, yet what better way is there to keep up currency? When I am doing on the job assessments I have copies of the workplace standard operating procedures and any machine manuals that I may need but I would not get access to these documents if I just went into industry for day release.” – RTO Trainer

There was general agreement by VET stakeholders that workplace training and assessment contributes to industry currency when the trainer forms a relationship with the organisation and becomes familiar with policies and processes, job roles and industry practices.

Key Finding 12

With an increase in the demand for workplace delivery, further work is required to identify appropriate ways of using workplace training and assessment as a means of maintaining industry currency.

Barriers to trainers maintaining their industry currency

The research identified that Queensland trainers experience significant barriers to maintaining industry currency. Some barriers are experienced at RTO level, others at the industry level and a few are personal.

Barriers identified within the RTO include:

- limited access to industry currency activities
- limited contact between trainers, students and employers due to siloing of functions within RTOs
- lack of support for trainer engagement with industry
- limited RTO support for trainer absences from the workplace
- complexities providing replacement trainers
- limited budget for industry currency maintenance, for example, planning, salaries of staff and replacement trainer/s
- additional travel costs for regional RTOs to access professional development in metropolitan areas
- outdated resources or equipment.

Industry barriers include:

- limited opportunities for meaningful industry experience
- limited industry placement opportunities in local industries
- limited capacity of local industry to provide access to new technology, equipment and processes.

Personal barriers include:

- expectations of RTO managers that trainers would take on part-time industry employment
- balancing family/life commitments with industry currency expectations
- the use of own time and money for industry currency activities
- a lack of clarity in public RTOs around leave arrangements including the use of non attendance time
- not having the current industry contacts required to develop and maintain industry currency
- attitudes that undervalue the importance of industry currency.

Some of these barriers are discussed in more detail below.

- **Limited access to industry currency activities**

According to AQTF requirements teachers and workplace trainers have an obligation to maintain industry currency. However, access to professional development differs according to industrial award conditions and tenure arrangements (whether you are permanent, contract or casual).

Workplace trainers in some TAFE institutes may not have the same access to professional development and release to industry as teachers because they are employed under different awards with different entitlements.

Respondents also indicated that reduced access to opportunities to maintain industry currency is likely to be an issue for casual, part-time and contract employees. Some RTO managers assume that casual, part-time and contract employees are working in industry and therefore do not require access within RTO work time to professional development for industry currency reasons.

A number of these staff indicated that they had to pay for their own professional development and attend it in their own time.

Key Finding 13

Better planning is required to ensure contract, casual and part-time staff have access to opportunities to improve industry currency.

- **Limited contact between trainers, students and employers due to siloing of functions within RTOs**

The siloing of functions within large RTOs, means that some trainers do not have contact with students or employers prior to or following the delivery of training. In fact, some trainers may never have any contact with the students' employers unless there is an issue with the student's training.

Prior contact with students and employers would enable trainers to gain an understanding of the student's workplace, general workplace issues and the employer's expectations of training. The trainer could then tailor training to meet these needs. Contact post delivery would allow the trainer to evaluate the effectiveness and relevance of the training delivered.

- **Limited opportunities for meaningful industry experience**

There may be valid reasons for employers not being able to host trainers in a workplace, including the cost of providing meaningful work experience and the time and cost involved in upskilling trainers to industry standard.

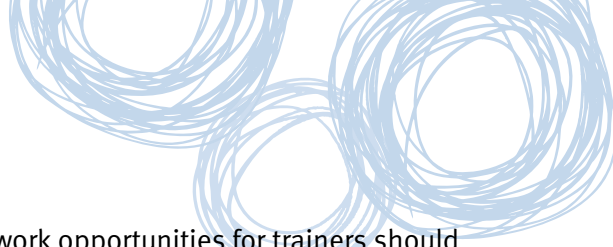
“It is sometimes difficult to place a person into a workplace and expect productivity within a short timeframe. It can be time consuming for the workplace to host a trainer in this manner depending on the skill requirements of the organisation and those of the trainer.” – Industry representative

Trainer feedback indicated that it is easier to gain workplace currency in some vocational training areas than others. Some trainers reported that during industry placement they were only given opportunities to perform lower level duties that did not contribute to their industry currency. Sometimes this was attributed to a lack of clarity about what trainers required from industry placement.

“The hardest part is finding an opportunity within industry that will provide experiences to develop useful and practical skills in current practices and standards.” – RTO Trainer

Others, including those who had regular contact or part-time employment in industry, reported that it was not always possible to undertake the full duties of a job role. This often related to security (particularly when money was involved) and trust rather than skill level. These limitations were particularly pertinent to higher level positions, short-term placements and job roles that involved a close client relationship.

In those industries where it is difficult to undertake industry placement work shadowing was considered a way of maintaining industry currency. To effectively apply work shadowing as an industry currency strategy, the aims and objectives need to be well understood by the trainer, RTO, employer and the staff member/s shadowed.



It was suggested that planning appropriate and meaningful work opportunities for trainers should be a collaborative process involving industry, RTO managers and trainers. Auditors recommended an outcomes focus when planning activities – thinking about how and why activities contribute to industry currency.

Key Finding 14

Industry placements need collaborative planning and support from industry, RTO management and trainers to provide meaningful opportunities for trainers to maintain and improve their industry skills and knowledge.

Key Finding 15

Applying an outcomes focus during planning provides greater clarity and purpose to industry experience activities.

- **Limited engagement with industry**

Trainers generally wanted more opportunities to engage with the industries of their vocational training areas, seeing benefits for themselves, industry and their RTO. It was suggested that time spent in contact with employers should be as highly valued by the RTO as delivery hours. There was some difference in opinion about when engagement with industry and employers should occur. Some RTO managers and trainers viewed regular industry engagement as a core professional activity that should be proactively undertaken at a time that best met the needs of the industry. Some trainers who were not proactively engaged with industry indicated they expect dedicated time to do this. Some TAFE managers argued that non-contact hours could be used for industry engagement.

Some RTOs have established industry reference groups to improve links with industry. Participation in these groups may help trainers to develop a closer relationship with industry. However, the number of RTO staff who can participate in these groups is limited.

- **Expectations of RTO managers that trainers would take on part-time industry employment**

Feedback from trainers indicated a growing expectation from RTO managers that trainers will work part-time regularly in industry - often on top of a full-time training load. Trainers reported finding it difficult to balance these expectations with other life and family commitments.

A number of VET stakeholders thought that concurrent employment as part-time trainers and part-time industry employees would be an ideal way for trainers to maintain industry currency. This is consistent with the approach recommended in the OECD Learning For Jobs report.

- **Attitudes that undervalue the importance of industry currency**

Some respondents thought that when trainers identify more as an educational professional than an industry trainer the importance of maintaining industry currency diminishes.

A few respondents reported that colleagues were not maintaining their industry currency. Some thought this was because their colleagues did not value maintaining current industry knowledge and skills. Others thought it was because their colleagues were so removed from their industry they were unaware that industry practice had changed.

Barriers for teachers in schools

Teachers in schools experience a unique set of issues in maintaining their industry currency. Teachers have to manage the different requirements of VET competencies, Queensland Certificate of Education and Queensland Studies Authority subjects. Senior school officials may not understand the VET sector and its unique requirements, particularly related to industry experience and industry currency.

School teachers may be disadvantaged in not having the industry background and contacts required to be industry current. This can make it difficult to find appropriate industry experience opportunities.

Schools have additional issues in backfilling teachers because of the specialist skills and regulations involved in working with children. Finding replacement teachers and appropriate industry experience opportunities is especially difficult in regional areas. The school sector, particularly in regional areas, can also have a high turn-over of teaching staff.

Addressing barriers

Many of the barriers are related to conventional thinking about industry currency and lack of planning. Adopting more flexible and innovative approaches will improve accessibility to and relevance of industry currency activities.

Key Finding 16

More innovative approaches and planning are required to overcome the barriers to trainers maintaining industry currency.

RTO policies and processes that support industry currency

All RTOs responding to this consultation process have policies and processes in place to support the industry currency of training staff.

In some RTOs staff were not aware of these processes and policies or how to access them. The work arrangements of casual and workplace trainer staff appeared to limit both formal and informal sharing of information, leading to a lack of knowledge of RTO policies and opportunities. Some stakeholders believe that these processes aren't considered important until preparing for audit.

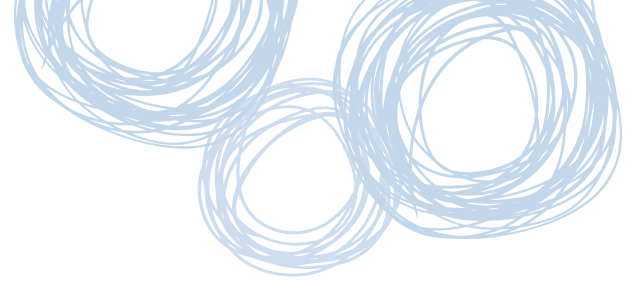
Trainers familiar with the processes were more likely to report that it was easy to access industry currency activities if they worked for a supervisor who valued industry currency. In some teams industry currency activities are not regularly undertaken by all team members. Some trainers reported that only the staff who proactively plan and manage their industry currency regularly undertake activities.

Industry currency was often planned for in individual achievement plans, documented in staff profiles and recorded on human resource management systems. However, feedback indicated that in some RTOs individual achievement plans were not reviewed and monitored. This was sometimes due to turnover of management staff. When these plans were not reviewed or monitored some of the industry currency activities were not undertaken.

Staff profiles were generally reported to be centrally managed in both public and private RTOs. This removes ownership and responsibility for the maintenance of these documents from the trainer. Centrally managed profiles were reported to be updated retrospectively either annually or six-monthly, rather than progressively updated and therefore may not accurately capture all industry currency activities.

Key Finding 17

Industry currency opportunities should be allocated equitably amongst team members to promote the currency of the whole team.



Recording industry currency

What sort of activities contribute to maintaining ‘industry currency’? Who decides? These are key questions when it comes to recording industry currency.

It is clear from the feedback that industry currency is not a specific activity that only occurs at certain times, although this is often the way it is recorded in staff profiles. Trainers can be constantly adding to their knowledge and skills base through a range of activities, interactions and information they receive through their daily work.

Some RTOs have attempted to apply a standard approach across all vocational training areas about what types of activities can and cannot be attributed to industry currency for the sake of consistency and transparency. A criticism of this standard approach is that it may exclude activities that are legitimate forms of industry currency for some industries.

Another criticism of the way decisions about industry currency are made is that sometimes staff without industry and/or training qualifications make the decisions about what activities are approved for industry currency. It was suggested by some respondents that educational leaders or lead vocational teachers who have maintained their own industry currency should play a greater role in the planning and decision making process.

Professional development and industry currency in some RTOs is being recorded against the units of competency being delivered. This micro approach to industry currency can be too focused, making it difficult for employers to provide trainers with specific skill development opportunities within their normal business operations. Comments from the auditors interviewed indicated that they support a ‘big picture’ approach to industry currency rather than a micro approach.

Key Finding 18

How decisions are made about industry currency activities and the credentials of the staff making these judgements are key issues for RTOs in planning and recording industry currency.

Continuous improvement in teaching, learning and assessment practices

Maintaining the industry currency of knowledge and skills of the RTO training team as a whole is important for continuous improvement in teaching, learning and assessment. Most trainers reported that the knowledge and skills they gain from industry currency activities is incorporated into their training through demonstration or anecdotes for class examples.

Some also reported that this knowledge was incorporated in learning and assessment materials when these were reviewed. How often this review occurred appeared to be linked to whether resources were centrally developed or the trainer’s own materials.

Incorporating current knowledge and skills into training delivery improves the relevance of training. Delivery of industry-current training enhances industry regard for training which in turn improves employment prospects for students of the RTO.

Key Finding 19

Maintaining industry current knowledge and skills of the whole training team (including those developing resources) is important for continuous improvement of teaching, learning and assessment practices

Information sharing in RTOs

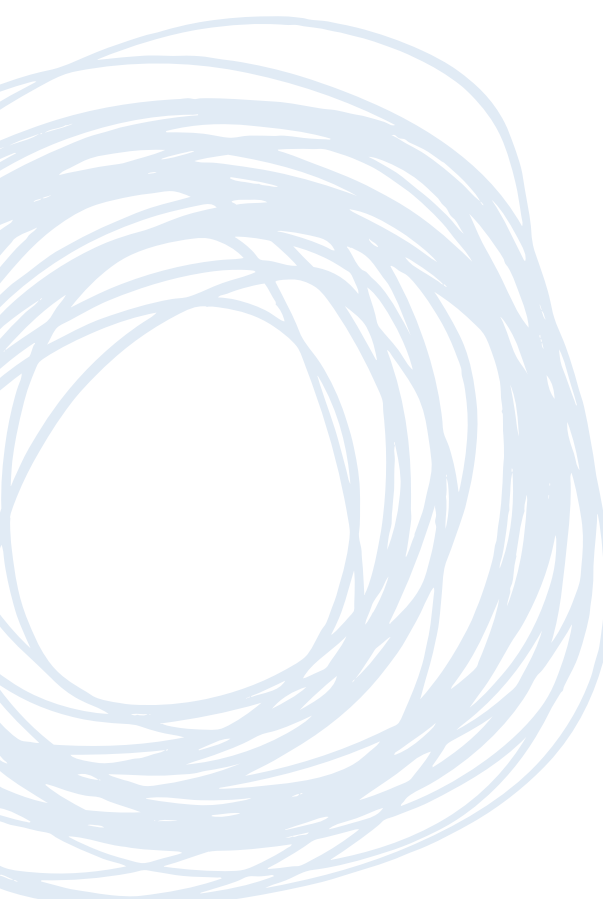
While most RTOs reported having formal feedback mechanisms for sharing knowledge, these processes were not always well followed in practice. Very few trainers reported organising specific workshops for their colleagues to demonstrate new techniques and/or equipment encountered through their industry currency activities, although this information may have been discussed at team meetings.

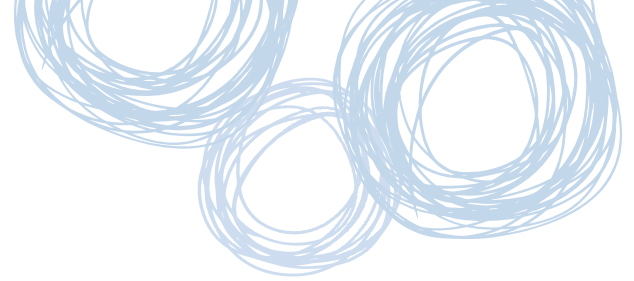
Sharing of information was consistently recorded when it occurred in formal settings like meetings. Other formal ways of sharing information and examples of good practice included communities of practice and formal networks. These groups may have a role in assisting trainers to maintain their industry currency by including industry speakers at their meetings, demonstrations or site visits. Industry reference groups were also identified as a formal way for trainers to share information and engage with industry.

Trainers reported that information is often shared verbally. Because informal information sharing is generally not recorded, it can be undervalued for industry currency purposes. However, a number of trainers identified the value of informal conversations in providing just-in-time input to training delivery plans.

Key Finding 20

Information sharing about current industry practice occurs between trainers both formally and informally. The amount of information sharing appears to be dependent on the relationship within teams and the RTO in general.





Where to from here?

This research has identified a range of industry currency issues impacting on Queensland VET stakeholders. Key findings have been highlighted throughout this report. The key findings point to future directions regarding industry currency and its relationship to continuous improvement of the VET sector.

Queensland vocational education and training staff already undertake a wide range of activities to maintain and improve the currency of their technical skills and knowledge. The report found that individual trainer approaches to industry currency vary from rudimentary to sophisticated.

Trainers who use a sophisticated approach view maintaining their industry currency as a constant and progressive process. They are proactive and incorporate a wide range of activities and information sources. This sophisticated approach accords with the spirit of continuous improvement advocated in the AQTF.

Element 1.4 of the AQTF 2007 Essential Standards for Registration focuses RTO attention on the importance of trainers maintaining their industry currency. How can RTOs best meet the requirements of this element? There is a need for quantifiable measures and benchmarks to assist RTOs to plan and record industry currency activities.

This report found that most stakeholders agree that maintaining industry currency builds industry relationships with RTOs and promotes industry confidence and goodwill. Successful RTOs value relationships with industry and employers and encourage staff to build and maintain these relationships to improve training outcomes.

The industry and educational experience of staff affects decision making in relation to planning, approving and recording industry currency activities.

Some of the barriers to maintaining industry currency can be overcome with planning or innovative approaches that take into consideration a broad range of activities that can contribute to industry currency.

Finally there is a general view that industry currency builds the professionalism and capability of staff through improved teaching, learning and assessment practices relevant to industry needs.

The views expressed in this research suggest the need for further research and dedicated projects to assist Queensland VET stakeholders to understand and meet their obligations in maintaining trainer industry currency.

Summary of key findings

1. The focus of AQT Element 1.4 on the industry currency of training staff has increased RTO attention on the need to maintain industry skills and knowledge.
2. There is a variation in understanding among Queensland VET stakeholders about what constitutes industry currency or the best ways to maintain industry currency for their vocational training area.
3. RTOs are seeking measures to help them evaluate and benchmark best practice in trainer industry currency.
4. Further investigation is required into the feasibility of using existing industry regulatory/ licence/ professional body membership processes as indicators of industry currency for trainers.
5. The maintenance of industry currency benefits the trainer, the RTO, students and industry.
6. Sophisticated industry currency strategies value relationships with industry and employers and seek to collaboratively improve practices both within RTOs and their local industry.
7. Industry currency is a progressive and continual process involving a rich variety of activities. The relevance of these activities may vary according to the individual industry and educational context.
8. Opinions about the ideal duration and frequency of industry placement vary.
9. Industry placement and employment comprise just one mechanism for maintaining industry currency.
10. Further research is required into exchange programs to identify the range of activities or projects that could be undertaken, their accessibility and sustainability.
11. Trainers who identified industry currency as an essential component of their professional identity were easily able to articulate the value of industry currency to themselves, their RTO, their students and their industry. These trainers owned the responsibility for maintaining their industry currency, using a rich and varied range of activities to achieve this outcome.
12. With an increase in the demand for workplace delivery, further work is required to identify appropriate ways of using workplace training and assessment as a means of maintaining industry currency.
13. Better planning is required to ensure contract, casual and part-time staff have access to opportunities to improve industry currency.
14. Industry placements need collaborative planning and support from industry, RTO management and trainers to provide meaningful opportunities for trainers to maintain and improve their industry skills and knowledge.
15. Applying an outcomes focus during planning provides greater clarity and purpose to industry experience activities.
16. More innovative approaches and planning are required to overcome the barriers to trainers maintaining industry currency.
17. Industry currency opportunities should be allocated equitably amongst team members to promote the currency of the whole team.
18. How decisions are made about industry currency activities and the credentials of the staff making these judgements are key issues for RTOs in planning and recording industry currency.
19. Maintaining industry current knowledge and skills of the whole training team (including those developing resources) is important for continuous improvement of teaching, learning and assessment practices.
20. Information sharing about current industry practice occurs between trainers both formally and informally. The amount of information sharing appears to be dependent on the relationship within teams and the RTO in general.



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Appendix 1 — Discussion paper Industry Currency for the Queensland VET Sector A Research Project

Background

Queensland's vocational education and training providers play a critical role in ensuring Queensland workers have the skills required for the current and future needs of the state's economy. With such a strong focus at both the national and state government level, on building and increasing the skills of the whole workforce, it is timely for registered training organisations (RTOs) in Queensland to pause and reflect on the skills of its own workforce. This discussion paper and consultation process will focus on how we are maintaining the industry currency in technical skills and knowledge of our training staff.

Maintaining industry currency is widely recognised as an essential component in ensuring a supply of high quality capable training staff. Trainers must be able to collaborate and engage with industry to address 'real world' problems through teaching, learning and assessment.

Industry currency is defined by Janelle Moy (2001) in *Planning for the technical currency of full and part time TAFE NSW teachers implementing training package qualifications*, as maintaining, upgrading and if required widening competence in the specialised industry skills and knowledge trainers need in delivering and assessing vocational education and training (VET) courses. The Queensland Strategic Professional Development project (2003) went further to define this as including technologies, industry practices and workplace issues, views, priorities or needs. The Australian Quality Training Framework 2007 requires teaching skills and technical industry specific skills to be maintained by trainers.

This discussion paper has been prepared to support consultations with key stakeholders. It will focus on best practice contemporary approaches of VET trainers in maintaining industry currency of technical skills and knowledge in the Queensland VET sector. The need to maintain industry currency is a priority for RTOs both nationally and internationally. Developing the skills of public and private VET providers is crucial to addressing skills and knowledge gaps and future labour shortages.

Regulatory Framework

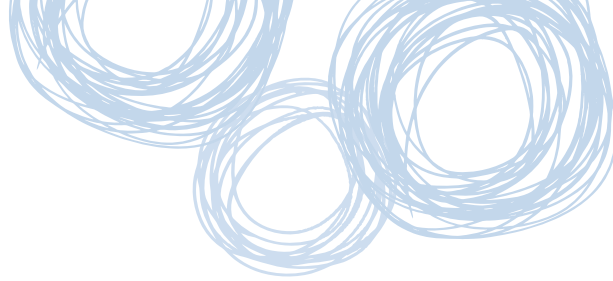
The focus of the Australian Quality Training Framework 2007 (AQTF) is on continuous improvement. It includes a requirement for VET trainers to maintain their industry currency. Under Element 1.4, training and assessment should be conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

Evidence that trainers and assessors are maintaining and improving their competencies could include documentation of:

- their attendance at relevant professional development activities
- participation in networks, communities of practices or mentoring activities
- participation in industry release schemes
- personal development through reading of industry journals
- participation in projects with industry
- shadowing or working closely with other trainers and assessors.

(AQTF 2007 Users' Guide to the Essential Standards for Registration, p 15)



Key contemporary issues

The environmental scan showed that literature mentioning Australian RTOs and maintenance of industry currency mainly deals with the public provider. However, anecdotal evidence suggests that the issues in maintaining industry currency are similar for public and private providers. Preliminary interviews conducted with VET stakeholders so far have identified specific issues around industry currency. In the maintenance of industry currency different strategies will suit different industries and conditions. It is difficult to define industry currency in some vocational areas such as the general education areas of Literacy and Numeracy which don't have a defined industry area or in cross industry training areas, for example, international business.

Industry currency requirements – National Training Packages

All Training Packages require currency in the knowledge and skills of assessors and some industries have specifically defined industry currency requirements. The opinions of industry in relation to satisfaction with the industry currency of VET trainers varied across the literature.

Government commitment

State Training Authorities recognise the importance of trainers maintaining industry currency. The Queensland Government has responded to this challenge through initiatives under the *Queensland Skills Plan 2008*. The Queensland Skills Plan 2008 contains a stronger focus on the professional development of the VET workforce in both public and private RTOs. Key initiatives that support this commitment are outlined in *Action 4: Building the capacity of the Queensland VET sector*.

Some jurisdictions such as Victoria and New South Wales have allocated resources at a state level to assist staff to plan and maintain their industry currency. Victoria funds projects to encourage innovative practices in the maintenance of industry currency.

Professional commitment

The VET sector is unique in its requirement for trainers to possess and maintain skills and qualifications in both industry and training. Trainer attitudes to maintaining industry currency are varied. Most trainers recognise the importance of maintaining their industry currency as part of their professional practice. However, this can be difficult to achieve due to frequent changes to technology and work practices, and limited opportunities to access industry workplaces. Professional conversation around industry currency is seen as an important part of striving to be a better practitioner.

Benefits of maintaining industry currency

The benefits to a VET trainer in maintaining industry currency of their technical skills and knowledge include that:

- the trainer is engaged with the latest industry practices
- the trainer is engaged with industry specialists
- the trainer maintains knowledge of industry technologies
- the trainer is involved in business networks, partnerships and relationships
- industry has a better understanding of training issues
- training programs and resources match industry requirements for skills
- the trainer is passionate about his/her industry and educational practice.

Possible barriers to maintaining industry currency

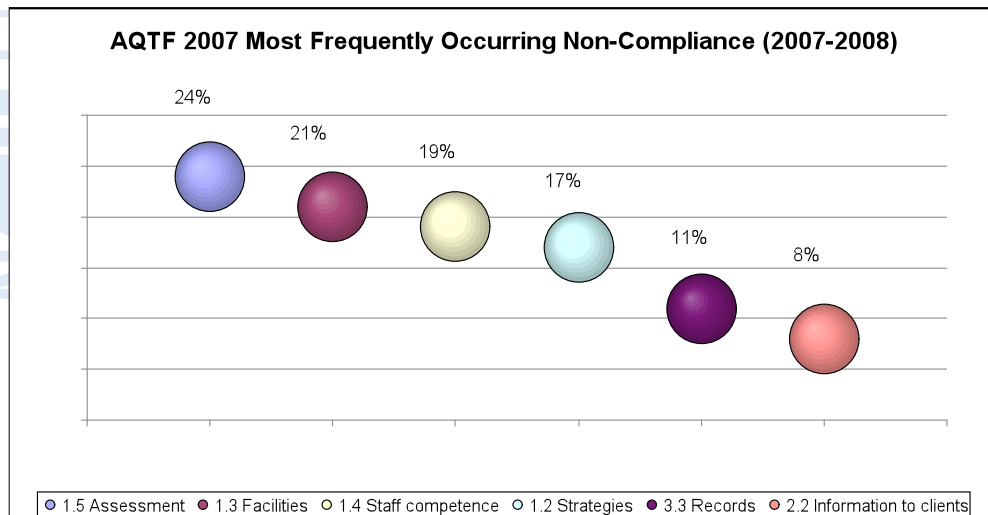
Some of the barriers to maintaining industry currency identified in the literature include:

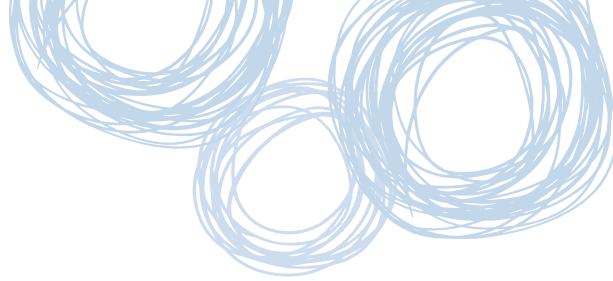
- scarce resources being available within the RTO to be able to release staff from regular duties and backfill staff
- heavy teaching workloads which may include regular overtime
- trainer and educational manager attitudes, for example, some trainers may be poorly motivated, have low levels of confidence or not be able to recognise which skills need upgrading in order to access professional development
- age of staff leading to reluctance to retrain
- security/regulations in industry preventing non-industry participants being involved in full work activities
- reputation and perceptions of the RTO and trainers within industry and availability of suitable workplaces
- rural and remote locations may limit the options that are available in the industry area
- time consuming approval processes and record keeping within training organisations
- the rapid pace of change in techniques and the rate at which equipment becomes obsolete.

Compliance

It seems that maintenance of industry currency is still driven by compliance rather than improving teaching and learning practice. The environmental scan showed that all TAFE Queensland institutes have policies and processes to support the maintenance of industry currency as did the private RTOs consulted. However, auditors report a gap between RTO policies relating to maintenance of industry currency and the policy implementation.

AQTF 2007 audit outcomes in Queensland show that 19% of non-compliances relate to AQTF 2007 Element 1.4. It appears that industry knowledge is well maintained through a variety of information sources and networks, but technical skills are more difficult to maintain.





Approaches to maintaining industry currency

Good practice examples of maintaining industry currency approaches should bring tangible outcomes to both RTOs and industry organisations. Ideally examples should outline the challenges, benefits and principles for best practice models and ways of recording outcomes. Outcomes of any discussion should outline the challenges and links for contemporary VET.

Strategy	Description	Examples
Industry partnerships or projects in training and assessment	Collaboration between a training provider and an organisation on a project or program designed to benefit both the update of technical training and assessment skills and knowledge, and industry productivity.	Industry research, resource or product development. The Victorian TAFE Development Centre funds trainers to undertake specific projects with industry. Many examples of the case studies which have been funded are available at the website of the TAFE Skills Development Centre http://tafecentre.vic.edu.au/?page_id=181
Concurrent employment in industry and the RTO	The Organisation for Economic Cooperation and Development particularly encourages schemes where VET trainers work in industry at the same time as working for the RTO.	Employment may be paid or unpaid and include running own businesses.
Maintenance of professional knowledge	Ensuring that professional knowledge keeps up with the rapid pace of change.	Conference attendance, internet research, reading trade journals, attending site visits and study tours, professional association membership.
Networks	Relationships being formed between groups of people. This practice is often encouraged in the European VET systems.	Communities of Practice with other trainers and also business people. Networks may also include teacher exchange programs and mentoring both with industry and RTO staff and between newer and more experienced trainers exchanging greater knowledge of educational practices one way and industry current skills the other.
Workplace training	Trainers are placed in industry to deliver innovative workplace training while being regularly exposed to industry practices, ideas and expectations, therefore allowing networking and updating of technical skills and knowledge to occur.	European countries often enable an on-the-job vocational component to be added in the training of trainers.
Industry release	The trainer works in a specified field to address an identified gap related to their industry currency.	Hairdressing Training Package.

Plan for consultation

The consultation period for this Discussion Paper will remain open until Friday 5 June 2009.

This Discussion Paper has been placed on the Queensland VET Workforce professional development website <http://www.vetpd.qld.gov.au/index.html> with supporting documentation seeking responses from the wider VET sector.

There are two ways to respond to the discussion paper, face to face interviews or through the questionnaires on the website. The website contains separate questionnaires for Industry, RTO owners/managers, trainers, RTO administration staff and general VET stakeholders.

Please provide responses to the questionnaire electronically. Individual responses will remain confidential.

Appendix 2

Questions for discussion with RTO teachers and trainers

Please indicate using the check boxes below, the categories that best describe your organisation and your employment?

Private RTO Public RTO

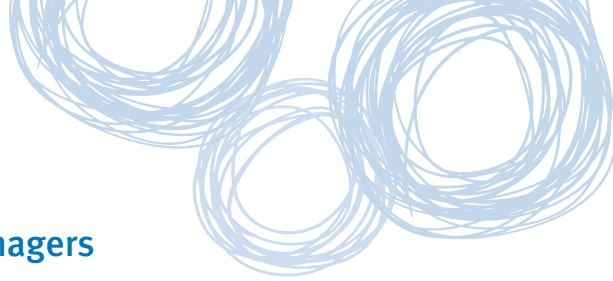
Organisation size:

Small RTO (1–5 trainers) Medium RTO (6–20 trainers) Large RTO (21 + trainers)

What is your main training delivery area/s? _____

Your employment type: Full-time Part-time Number of years employed as a trainer:

1. What do you think constitutes industry currency of technical skills and knowledge?
2. How do you maintain your industry currency?
3. Do you think that training and assessing in the workplace maintains trainer industry currency? Why or why not? How?
4. How do you think the knowledge and skills gained through industry currency can be incorporated in teaching, learning and assessment, and continuous improvement practices of your training organisation?
5. Do you share the information you gain from maintaining your industry currency, and if so, how?
6. Does your employer have policies and processes to support maintenance of your industry currency? How often and well are these processes followed?
7. What do you think are the benefits to your organisation of trainers maintaining industry currency?
8. How easy is it to get released for professional development for industry currency purposes?
9. Have you experienced any barriers to maintaining your industry currency? If so, what were they?
10. If there were no restrictions on time, funding or other resources what would you do to maintain your industry currency?
11. Are there any other issues in maintaining industry currency not covered in your answers to any of the previous questions? If so, what are they?



Questions for discussion with RTO owners/managers

Please indicate using the check boxes below, the categories that best describe your organisation?

Private RTO Public RTO

Organisation size:

Small RTO (1–5 trainers) Medium RTO (6–20 trainers) Large RTO (21 + trainers)

Main training delivery areas: _____

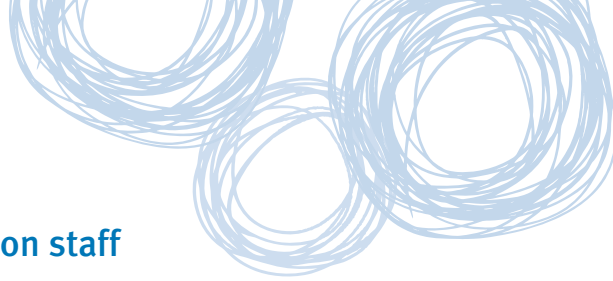
1. How do your trainers maintain their industry currency?
2. What would you suggest are the best ways for VET trainers to maintain industry currency of technical skills and knowledge?
3. Do you think that training and assessing in the workplace maintains trainer industry currency? Why or why not? How?
4. If there were no restrictions on time, funding or other resources what would you do or encourage trainers to do to maintain industry currency?
5. What makes industry currency valuable to your training organisation? What are the benefits to your organisation of trainers maintaining industry currency?
6. How do you determine and record industry currency in your organisation?
7. Do you have policies and processes to support maintenance of your trainers' industry currency? For example, does your organisation have personal performance agreements for staff that identify maintenance of industry currency? How often and well are these processes followed?
8. How is the knowledge and experience gained through maintaining industry currency incorporated in teaching, learning and assessment, and continuous improvement practices of your training organisation? How is this experience measured and recorded?
9. Are there are other issues in maintaining industry currency not covered in your answers to any of the previous questions? If so, what are they?

Questions for discussion with industry

1. What is your industry area and what is the size of your organisation (i.e. small, medium or large)?
2. What would you suggest are the best ways for vocational education and training (VET) trainers to maintain industry currency of technical skills and knowledge?
3. What specific initiatives do you have or do you know of that assist VET trainers to maintain industry currency?
4. Do you think that training and assessing in the workplace maintains trainer industry currency? Why or why not? How?
5. If there were no restrictions on time, funding or other resources, what would you do or encourage trainers to do to maintain industry currency?
6. What are the benefits to your organisation of trainers maintaining industry currency?
7. Would your organisation employ or host a trainer for a period, for example, 1-2 weeks to assist them to maintain their industry currency? Why or why not?
8. Are there any issues you can see with a trainer being hosted or employed in the workplace to maintain their industry currency? If so, what are they?
9. Do you think that in your industry it is more beneficial for trainers on industry release to work in week blocks or 1 day a week over a number of weeks? Why?
10. Are there any other issues in maintaining industry currency not covered in your answers to any of the previous questions? If so, what are they?

Questions for discussion with VET stakeholders

1. In what type of organisation do you work? What is your role in your organisation?
2. What do you think constitutes industry currency of technical skills and knowledge?
3. What would you suggest are the best ways for VET trainers to maintain industry currency of technical skills and knowledge?
4. What specific initiatives do you know of that assist VET trainers to maintain industry currency?
5. Do you think that training and assessing in the workplace maintains trainer industry currency? Why or why not? How?
6. If there were no restrictions on time, funding or other resources, what should trainers do to maintain industry currency?
7. What are the benefits of trainers maintaining industry currency?
8. Are there any other issues in maintaining industry currency not covered in your answers to any of the previous questions? If so, what are they?



Questions for discussion with RTO administration staff

Please indicate using the check boxes below, the categories that best describe your organisation?
The following information is being collected for statistical coding of responses only and will not be used to identify individual respondents.

Private RTO Public RTO

Organisation size:

Small RTO (1–5 trainers) Medium RTO (6–20 trainers) Large RTO (21 + trainers)

Main training delivery areas: _____

1. Does your employer have policies and processes to support maintenance of the industry currency of training staff? How often and well are these processes followed?
2. What evidence is required for audit compliance?
3. If there were no restrictions on time, funding or other resources what could the trainers you work with do to maintain industry currency?
4. Do the trainers you work with experience any barriers to maintaining their industry currency? If so, what are they?
5. Are there are other issues in maintaining industry currency not covered in your answers to any of the previous questions? What are they?

Appendix 3

Table 1: Number of survey respondents to industry currency research

Survey Responses	Private	Public	Schools	Total
RTO Trainers	4	88	6	98
Business Services and Information Technology	2	7		
Hairdressing		5		
Aquaculture, Horticulture and Forestry		2		
Engineering		2	1	
Hospitality		9	2	
Construction and Furnishing		7		
Food Processing		2		
Community Services		4		
Aged Care		3		
Children's Services		2		
Health, Sport and Fitness		7		
Retail	1	4		
Electrical/Electrotechnology		6		
Creative Industries, Fashion and Printing		5		
General Education		5		
Training and Assessment		3		
Various (across multiple training areas)		10	3	
Unstated training area	1	4		
RTO Managers	6	9	3	18
Industry				5
RTO administration staff				1
VET Stakeholders				1
Total	10	97	9	123

Table 2: Number of interview respondents to industry currency research

Interviews	Private	Public	Schools	Total
RTO Trainers	7	16		23
Hairdressing		2		
Engineering and Construction		4		
Electrical	1			
Hospitality	4	4		
Information Technology		2		
Retail	2			
General Education		3		
Various (across multiple training areas)		1		
RTO Managers	8	6	1	15
Industry				8
RTO administration staff				7
VET Stakeholders				4
Total	15	22	1	57

