
Designing curriculum for apprenticeship training

Whose voice?
Whose knowledge?
Whose choice?

Research Questions

Principle

How do the industrial parties of an apprenticeship agreement negotiate the educational arrangements of an apprenticeship Training plan?

Additional questions

- *In what ways do government and industry affect the quality of the educational outcomes of apprenticeship training?*
- *What changes to the framework of apprenticeship curriculum design are required to enable greater student voice when developing their content?*
- *What role might Training plans play in facilitating improved training delivery and higher apprenticeship completion rates?*

Entity	Role in Curriculum Development
Public policy developers Australian Industry Skills Councils (AISC)	Federal vocational educational policy writers. COAG Industry Skills Council. DET. Advise the Federal minister for Education. Training package development and endorsement.
Industry Reference Committees (IRC) Skills Services Organisations (SSO) Technical Advisory Committees (TAC)	Forum for industry engagement and review of industry trends; oversee training package development. Provide support and related services to the IRC's. Assemble the TAC's as required. Provide stakeholder input to the SSO's
Registered Training Organisations (RTO) Employers Apprentices	RTO Trainers: Develop skills and knowledge requirements. Responsible for integrating the training package into a <i>Training plan</i> . Managers/ Owners: Co-delivery of skills and knowledge. Co-designers of the <i>Training plan</i> Students: co-designers of the <i>Training plan</i>

Research and Methods

Mixed methods approach

- *Interviews, surveys, meeting minutes, policy documents.*

43 participants to date

- *Average of 40 min/ interview*

Critical social theory

- *Hegemony, Economics over education*

Transformative outcomes

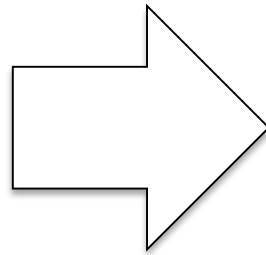
- *Apprentice voice, Completion rates*

MACRO level - The intended curriculum

COAG ISC

AISC

**Public Policy
Writer**



Philosophy hasn't
changed

Policy focused on
cost minimisation,
not quality

Student voice as
inconsequential

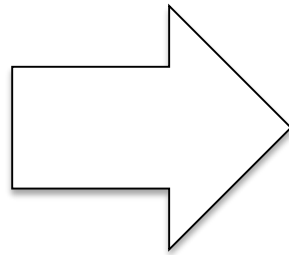
*Human Capital vs
Social Capital*

MESO level – Whose *Voice*?

IRC

SSO

TAC



*Firm Specific vs
General skills*

Increasingly
assessment focused
curriculum design

Student voice
absent

Industry knowledge
as central

MESO level – Whose *Choice*?

Employer

Trainer

Apprentice

Training plan
Construction

- *Employer & Trainer **economic** needs prioritised over Apprentice **educational** needs*
- Assessment, Training delivery, designed to suit employers & RTO's
- Student voice mostly absent
- Access to resources, expertise, and capabilities
- CBT misused
- Apprentices disengage

Discussion: Choice, Voice & the influence of Industry

- **User choice** is absent in the free market system of vocational education
- **Apprenticeship voice** is absent from the curriculum design process.
- **Training package** contents are a negotiation of:
 - human capital vs social capital (government – macro level)*
 - firm specific skills vs general skills (employers – meso level)*
- **Training plans** are constructed to suit the needs of the employer and the RTO. Rarely do they represent the apprentice.
- Apprentices are disengaged and leaving

IRC case study example

