

23rd NATIONAL VOCATIONAL EDUCATION AND TRAINING RESEARCH CONFERENCE

NO FRILLS

9–11 JULY 2014 • Melbourne, Victoria

CONFERENCE GUIDE

PROGRAM AND ABSTRACT BOOKLET

Presented by



Co-hosted by



Supported by



Australian Government
Department of Industry

Through the National Vocational Education and Training Research Program

Thank you to the following organisations for contributing to the 23rd National Vocational Education and Training Research Conference 'No Frills'.

Co-hosts



Dinner



Mobile APP



Welcome Reception



Satchel Bag



Supporter



Tea Break



Table display sponsors





WELCOME



Welcome to the 23rd National Vocational Education and Training Research Conference 'No Frills'.

Join us for an exciting program featuring five optional pre-conference professional development workshops and 50 presentations covering a range of topics including pathways and partnerships, youth engagement, training and assessment issues in VET, and support structures for students.

It is imperative that research and statistics are designed for maximum impact and this conference is part of our commitment to engage our community in research and build research capacity. It exposes VET practitioners to the value of research for their teaching and their organisation's business development and is your opportunity to connect with leading researchers and professionals in the sector.

This event would not be possible without the contribution of our sponsors.

We hope you enjoy your time.

Rod Camm
Managing Director
National Centre for Vocational Education Research

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ABOUT THE CONFERENCE

This year's conference will be held over two full days on Thursday, 10 July and Friday, 11 July, with additional pre-conference workshops on Wednesday, 9 July.

Conference highlights include keynote presentations by two of Australia's leading thinkers, pre-conference workshops and more than 50 presentations on a range of key issues confronting the VET and higher education sector.

FOR SPEAKERS

Presentations sent prior to the conference will be uploaded and saved on the computer desktop in allocated rooms, under your name. We ask that speakers check their presentation and audio visual material before presenting. If you have any concerns, please speak with June Ingham or Katrina Matheos (NCVER staff members) at the registration desk during the break preceding your presentation or at the beginning of each day.

REFEREED PAPERS

Papers annotated with a * in the abstract section have been refereed and will be considered for a book of conference proceedings published by NCVER. An anonymous refereeing process and an editorial panel were used during this process.

TABLE DISPLAYS

Table displays will be held in the exhibition space on level one at Hemisphere Conference Centre. Displays will be open from:


- 12.45pm to 5.00pm on Wednesday, 9 July
- 8.15am to 4.30pm on Thursday 10, July
- 8.15am to 1.30pm on Friday 11, July.

A floor plan of the venue is located on page 9 of this booklet. Arrival tea and coffee, morning and afternoon teas and lunches will be served in and around the exhibition space.

CONFERENCE APP

For the first time at a 'No Frills' conference, we are incorporating a conference app. The app will allow you to use your smartphone or tablet onsite to access session details and create a personal schedule; view keynote speaker bios, maps, sponsor and exhibitor information; connect with other attendees; take notes and receive event news.

STAY CONNECTED

 National Centre for Vocational Education Research (NCVER)

 @NCVER

Delegates are encouraged to 'tweet' during the conference.

Please 'tweet' #ncvernofrills

GENERAL INFORMATION

CONFERENCE VENUE

The conference will be held at Hemisphere Conference Centre at Holmesglen's Moorabbin campus (488 South Road, Moorabbin), which is conveniently located in Melbourne's south-east, close to Brighton beach.

REGISTRATION DESK

The registration desk is located in the reception area on level one of Hemisphere Conference Centre. For the pre-conference workshops, the registration desk will be open from 12.45pm on Wednesday, 9 July.

The desk will be open from 8.15am on Thursday and Friday.

NETWORKING HUB

Located in the exhibition space at Hemisphere Conference Centre, delegates will have the opportunity to relax over a cuppa, mingle with conference delegates and visit the exhibitors.

PRE-CONFERENCE WORKSHOPS

This year 'No Frills' pre-conference workshops will commence at 1.30pm on Wednesday, 9 July at Hemisphere Conference Centre. Delegates who have pre-paid and registered for the workshops will have their allocated workshop details on the back of their name badge.

DELEGATE IDENTIFICATION AND SECURITY

All delegates will be given a name badge at registration. For security reasons, we ask that you wear your name badge at all times, which identifies you as a conference delegate. This name badge is also the official entrance pass to all conference sessions, the exhibition space, morning and afternoon teas, lunches, the welcome reception and conference dinner (if pre-paid).

DRESS

Delegates may choose to wear comfortable smart casual clothing during the conference and social events. The conference venue has heating in most areas, so we do suggest wearing layered clothing during the sessions.

CLIMATE

During July, temperatures in Moorabbin range between 14°C maximum and 5°C minimum and it can be wet, so suggest you bring your umbrella!

CATERING

Complimentary tea breaks are generously provided by AVETRA and Restaurant and Catering Australia.



SOCIAL PROGRAM

INTERNET ACCESS

Wi-Fi will be available during the conference. To connect to Wi-Fi please use:

ISSD: open.holmesglen.edu.au

Password: getset2014

MOBILE PHONES

As a matter of courtesy, please turn off or silence your mobile phone during all sessions.

PARKING

Ample off street parking is available at the venue at \$2.00 per day.

TRANSPORT TO AND FROM AIRPORT

Bus services operate to and from the airport to Moorabbin. Participants travelling without a car can either travel by an airport bus, or by catching a taxi.

The airport bus will drop passengers off at the City of Kingston Council building, a 11 minute drive from Hemisphere Conference Centre.

Frankston and Peninsula Airport bus:

<http://www.fapas.com.au/home> or (03) 9783 1199

CONFERENCE EVALUATION

We would appreciate your feedback. A survey evaluation will be emailed to you after the conference.

You also have the opportunity to rate the sessions you attend within the conference mobile app.

NCVER TEAM

The NCVER team is here to make your conference time rewarding and educational. If you have any questions, please go to the conference registration desk.

POST-CONFERENCE

Following the conference, papers will be available from VOCEDplus <www.voced.edu.au>, the tertiary education research database produced by the National Centre for Vocational Education Research.

Please send an electronic copy of your paper/presentation to voced@ncver.edu.au by 31 July 2014. An email notification will be sent to conference delegates once all papers received are uploaded.

WELCOME RECEPTION

**Axis Lounge, Hemisphere Conference Centre
488 South Road, Moorabbin**

Wednesday 9 July, 5.00 – 6.00pm

Delegates are invited to attend the Welcome Reception at Hemisphere Conference Centre. This is an opportunity for us to welcome you to the 23rd conference and for you to meet and network with other delegates.

Attending the Welcome Reception is included in your conference registration.

CONFERENCE DINNER

**Infuse Restaurant, Hemisphere Conference Centre
488 South Road, Moorabbin**

Thursday 10 July, 6.30pm

Delegates are invited to attend a sumptuous three-course conference dinner including drinks, where they will experience innovative Australian cuisine prepared by Hemisphere's culinary team. The dinner, held at Hemisphere Conference Centre's Infuse Restaurant on Thursday, 10 July, will provide delegates with an opportunity to network with colleagues in a relaxed and informal setting.

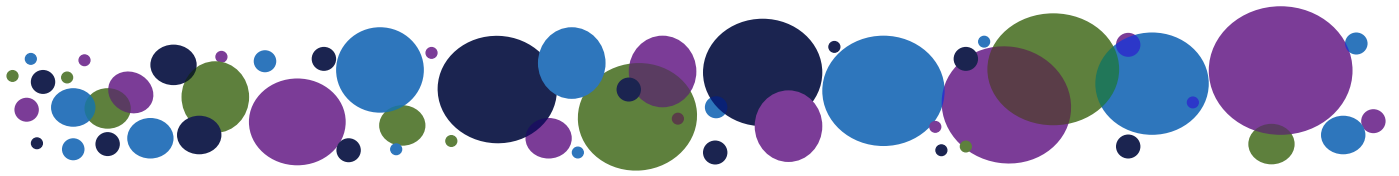


We're delighted to have Fiona Lawrie, an apprentice mechanic and founder of Fanelle as our guest speaker. Fanelle's mission is to ensure society and the trade industry adapt to social change by supporting, encouraging and empowering women in male-dominated trades.

The green dot on your name tag denotes your registration for the conference dinner.

The dinner has free seating although some tables will be reserved for our co-host, sponsors and special guests.

Dress is smart casual.



ABOUT OUR CO-HOST



Contact: Avril Reagon, Associate Director
Address: PO Box 42, Holmesglen, VIC 3148
Tel: (03) 9209 5609
Email: avril.reagon@holmesglen.edu.au
Website: www.holmesglen.edu.au

Since its establishment in 1982 Holmesglen has grown to become Victoria's largest vocational education and training provider delivering over 12 million hours of training to over 45 000 students at numerous campuses.

Holmesglen is one of the most diverse educational institutions in Australia providing courses across the secondary, vocational and higher education sectors. Holmesglen produces work-ready graduates that receive every opportunity to achieve their career and personal goals.

ABOUT OUR EXHIBITORS



Contact: IBSA
Address: 11/172 Wellington Parade, East Melbourne VIC 3002
Tel: (03) 9815 7000
Email: louise@ibsa.org.au
Website: www.ibsa.org.au

Innovation & Business Skills Australia (IBSA) is one of eleven Industry Skills Councils authorised by the Australian Government to be an official voice on vocational education and training in the Business Services, Financial Services, Training & Education, Printing & Graphic Arts and ICT & Telecommunications sectors.



Contact: Denise Stevens, Chief Executive Officer
Address: Level 1, 478 Albert Street, East Melbourne VIC 3002
Tel: (03) 9250 6000
Email: info@vetcentre.vic.edu.au
Website: www.vetcentre.vic.edu.au

The VET Development Centre is an Australian leader in developing the expertise of VET professionals.

The Centre's reputation is driven by our consistent performance in designing, managing and delivering both customised and open access professional development that defines best practice.



Contact: Billy Juntovski

Address: Level 7, 80 Dorcas Street, South Melbourne VIC 3205

Tel: 0402 747 920

Email: billy.juntovski@cengage.com

Website: www.vpg.cengage.com.au

Cengage Learning - Vocational and Professional Group publish innovative textbooks, learning technologies and digital resources, tailored to the national curriculum. Our learning materials are relied on by students and instructors in TAFEs, Polytechnics, Registered Training Organisations and private education providers around Australia, New Zealand and the world. Through excellent research and knowledge, Cengage Learning develops inspired educational solutions that empower learners and enhance productivity.

Contact: LSAY team

Address: Level 11, 33 King William Street, Adelaide SA 5000

Tel: (08) 8230 8400

Email: lsay@lsay.ncver.edu.au

Website: www.lsay.edu.au

The National Centre for Vocational Education Research (NCVER) is responsible for collecting, managing, and analysing national statistics and research on vocational education and training (VET). In 2007 NCVER broadened its remit to youth transitions after being awarded a contract to provide analytical and reporting services for the Longitudinal Surveys of Australian Youth (LSAY).



Contact: Kelly Frazer

Address: Level 11, 33 King William Street, Adelaide SA 5000

Tel: (08) 8230 8645

Email: kelly.frazer@ncver.edu.au

Website: www.voced.edu.au

Produced by the National Centre for Vocational Education Research (NCVER), VOCEDplus is a free research database for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. It is international in scope and contains over 55 000 English language records, many with links to full text documents.



ABOUT OUR KEYNOTE SPEAKERS



Steve Sargent
President & Chief Executive Officer,
GE Mining, Vice President & Officer
of General Electric Company and
Coordinating Chair of the B20 Human
Capital Taskforce

Steve Sargent is President and Chief Executive Officer of GE Mining, GE's

global mining technology and services business. He also has responsibility for GE Transportation's operations across Australia and New Zealand.

Since joining GE Capital in 1993 in New York, Steve has held several global leadership positions spanning the US, Europe and Asia. In 1999, he became Chief Quality Officer for GE Capital globally and then President and Chief Executive Officer for GE Commercial Finance, Europe. He returned to his home town of Sydney, Australia in 2003 to lead GE Capital Australia and New Zealand becoming President and Chief Executive Officer GE Capital Asia Pacific in 2009 and taking up the newly created role of President and Chief Executive Officer GE Australia and New Zealand in 2011.

In 2008, Steve was appointed as Vice President and Officer of the General Electric Company. He is the first Australian to be appointed to this position.

Steve is a member of the Australian B20 Leadership Group and Coordinating Chair of the B20 Human Capital Taskforce. He is a member of Joe Hockey's Financial Sector Advisory Council and a Non-Executive Director on the Board of Bond University. Steve is President of the American Chamber of Commerce and a Director on the Board of the Business Council of Australia, as well as a Fellow with the Australian Academy of Technological Sciences and Engineering.

Steve started his career in Australia with Westpac Banking Corporation after graduating with a Bachelor of Business degree from Charles Sturt University. He lives in Sydney with his wife and three children.



Mark Burford
Executive Director, Mitchell Institute for
Health and Education Policy

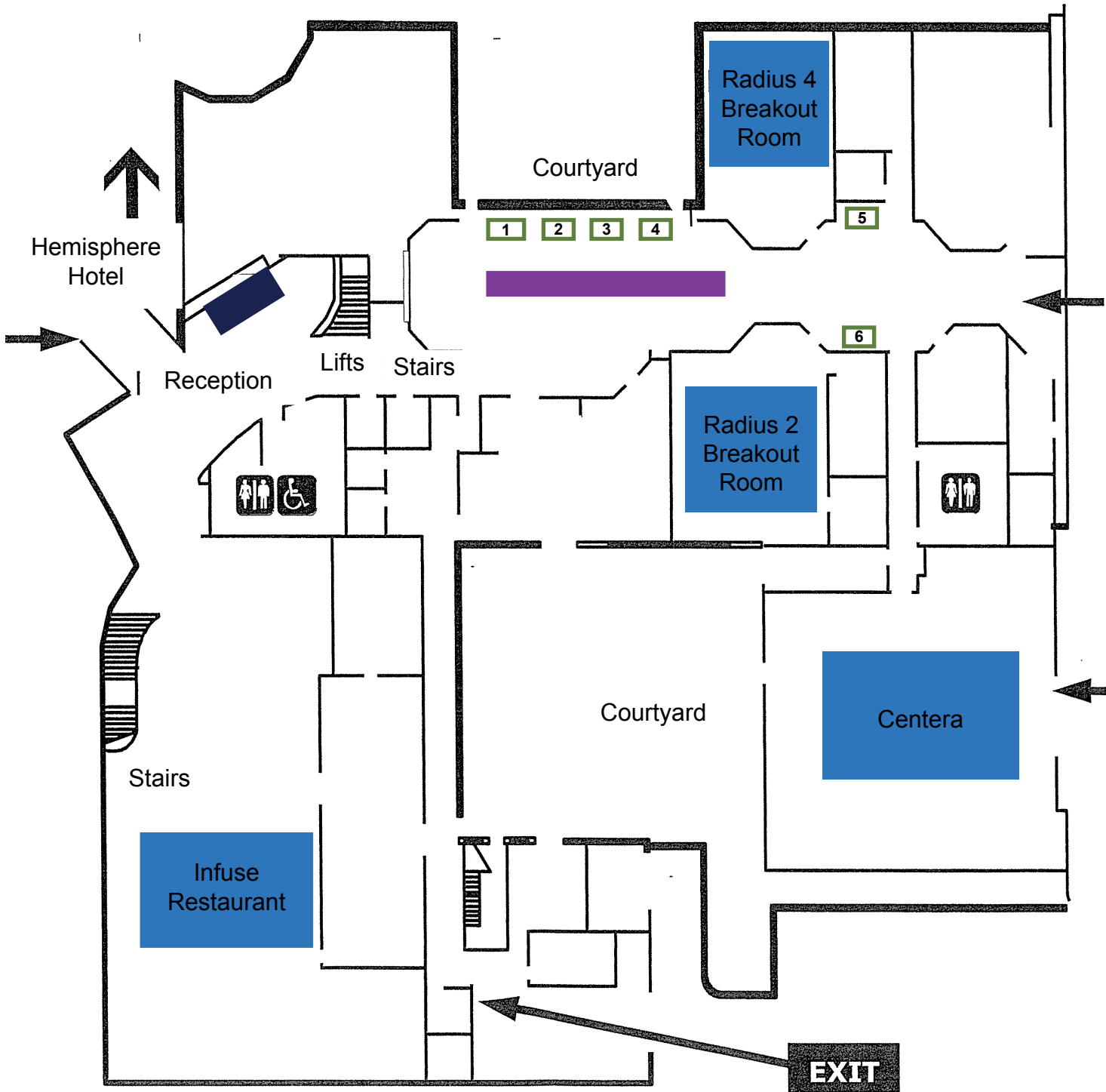
Executive Director Mark Burford is a respected public policy advisor. He has extensive experience as a senior public servant for governments on both sides of politics, notably in the Victorian Department




of Premier and Cabinet under Premiers Kennett and Bracks, and as a senior adviser to Labor Ministers for Education, John Dawkins and Julia Gillard.

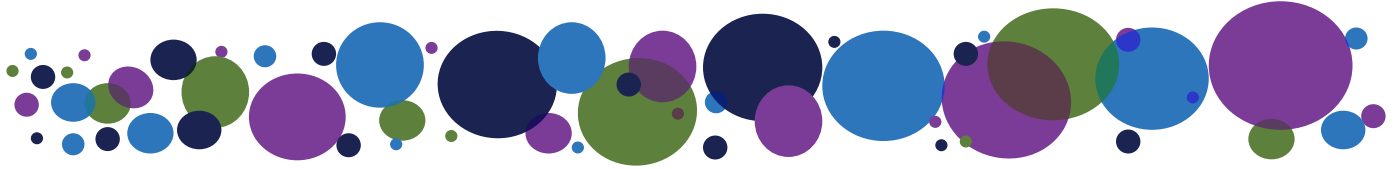
Mark Burford joins the Mitchell Institute from management consultancy, The Nous Group, where he worked for State and Commonwealth governments, including as an adviser to the Gonski Review of School Funding and on quality regulation in higher and vocational education and training.



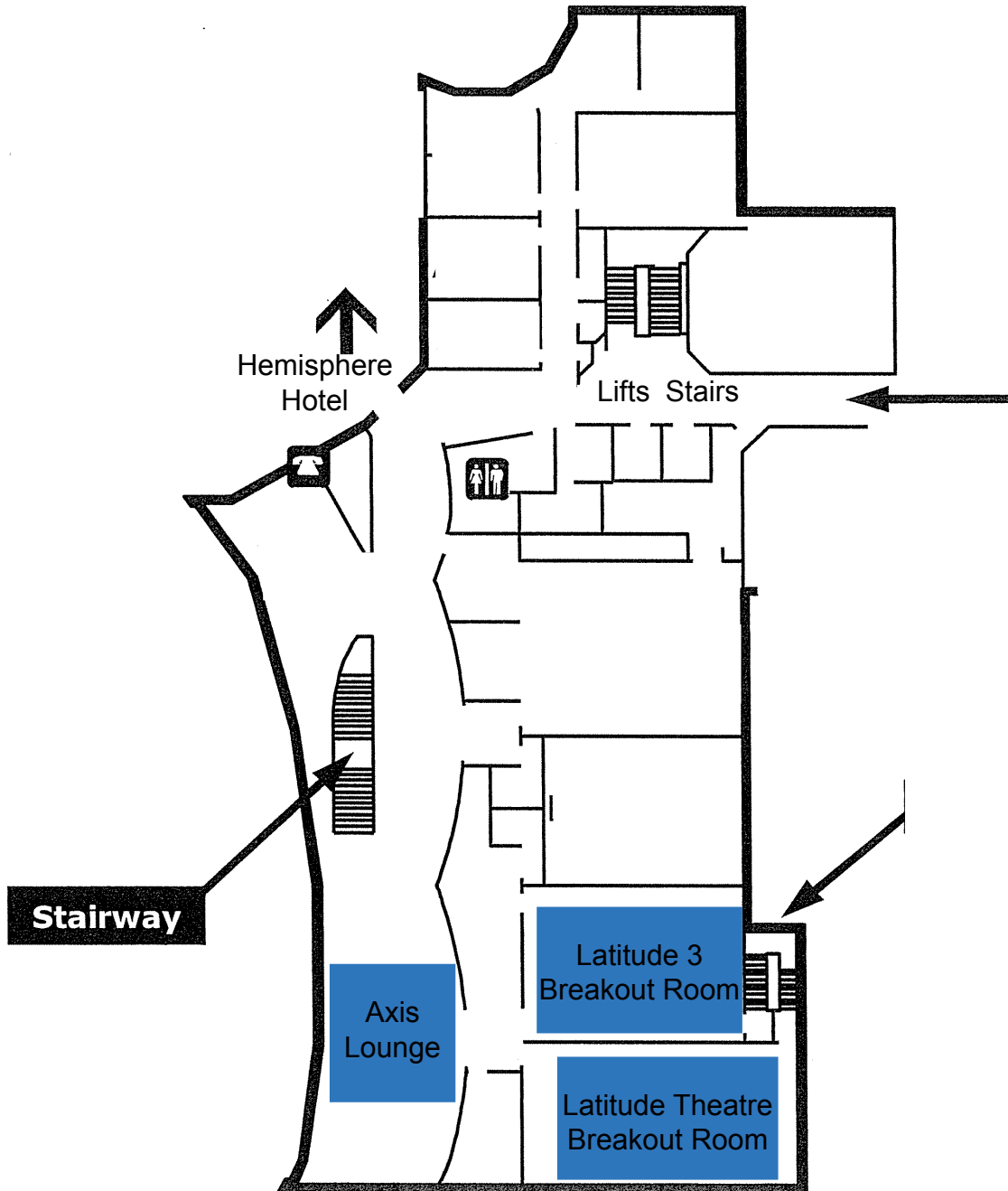
Hemisphere Conference Centre and Hotel Level 1

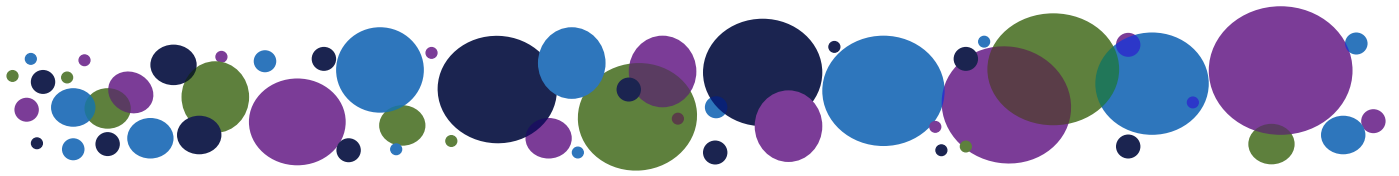


-  Catering
-  NCVER registration desk
-  Table displays



Hemisphere Conference Centre and Hotel Level 2





PROGRAM

Please note: program and speakers are subject to change without notice.



PRE-CONFERENCE WORKSHOPS: WEDNESDAY 9 JULY

12:45	Registration and exhibition area open	
13:30	Pre-conference workshops	
Room Radius 2	What's your problem? Refining your research question	Phil Loveder, NCVER
M3.204	Getting to know the Longitudinal Surveys of Australian Youth: research, data and resources	Glenn Varona and Patrick Lim, NCVER
M3.206	Preserving our research: the archival role of VOCEDplus	Radhika Naidu and Alison Franklin, NCVER
15:00	Afternoon tea	
15:30	Pre-conference workshops	
Radius 4	Rolling the dice: tips for developing successful research funding proposals	Laura O'Connor, Phil Loveder, and Tham Lu, NCVER
M3.204	Accessing the NCVER Portal for VET research and statistics	Gitta Siekmann and Alison Anlezark, NCVER
M3.206	Preserving our research: the archival role of VOCEDplus	Radhika Naidu and Alison Franklin, NCVER
17:00	Pre-conference workshops conclude	
17.00	Welcome Reception – Axis Lounge, Hemisphere Conference Centre	



DAY 1: THURSDAY 10 JULY (refer to abstracts on page 17)

Please note: time is allocated for movement between sessions. As a courtesy to presenters, and to maintain the flow of proceedings, we ask that you please remain in your selected session until the conclusion of the session.

08:15	Registration and exhibition area open
09:00	Welcome and opening address: Rod Camm, Managing Director, NCVER
09:15	Keynote address
09:15	<p>Centera</p> <p>The future of work</p> <p>Steve Sargent – President and Chief Executive Officer of GE Mining, Vice President and Officer of General Electric Company, and Coordinating Chair of the B20 Human Capital Taskforce</p>
10:15	Co-host address
10:15	<p>Centera</p> <p>Mary Faraone – Chief Executive, Holmesglen</p>
10:45	Morning tea: kindly sponsored by Restaurant and Catering Australia
11:15	Concurrent sessions
11:15	<p>Room Centera</p> <ul style="list-style-type: none"> Models and strategies for continuing education and training for changing workplace and employability purposes – Ray Smith, Griffith University
11:15	<p>Radius 2</p> <ul style="list-style-type: none"> Young people starting out in low-skill jobs – Tham Lu, NCVER
11:15	<p>Radius 4</p> <ul style="list-style-type: none"> Facilitating access to post-secondary education for students experiencing mental illness or acquired brain injury: the state of play – Annie Venville and Priscilla Ennals, La Trobe University
11:15	<p>Latitude Theatre</p> <ul style="list-style-type: none"> Using the Student Outcomes Survey to inform public subsidies for VET courses – Gene Tunny, Marsden Jacob Associates*
11:15	<p>Latitude 3</p> <ul style="list-style-type: none"> The college that survived – Olivija Komadina, Australian Industry Trade College
12:00	Concurrent sessions
12:00	<p>Centera</p> <ul style="list-style-type: none"> VET providers delivering associate and bachelor degrees: issues and impacts – Kaye Bowman, Kaye Bowman Consulting and Victor Callan, The University of Queensland
12:00	<p>Radius 2</p> <ul style="list-style-type: none"> Tinkering around the edges, but ignoring the huge cracks: putting issues of pedagogy, qualifications and social class at the centre of the discussion of VET for young Australians – Kira Clarke, University of Melbourne*
12:00	<p>Radius 4</p> <ul style="list-style-type: none"> Let's give them something to talk about: piloting a VET to university transition initiative – Rose Cutts, University of Western Sydney
12:00	<p>Latitude Theatre</p> <ul style="list-style-type: none"> 'Getting qualified in woodwork': young people's reasons for choosing VET programmes in the UK – Liz Atkins, Federation University
12:00	<p>Latitude 3</p> <ul style="list-style-type: none"> Exploring students' help-seeking behaviour and perceptions of the psychosocial learning environments in mathematics and numeracy classrooms: research in progress – Roy Smalley, Monash University
12:45	Lunch: served in the exhibition area



13:45

Concurrent sessions

Room Centera • Competency completion in three trades: rhetoric or reality? – **Berwyn Clayton and Hugh Guthrie, Victoria University**

Radius 2 • The use of SEIFA as a measurement of socioeconomic status – **Patrick Lim, NCVET**

Radius 4 • Supporting students with disabilities: exploring individual and system-level approaches – a preliminary report – **Ellie Fossey and Lisa Chaffey, La Trobe University**

Latitude Theatre • How do large organisations measure the transfer of knowledge delivered by blended learning? – **Peter Bender, Australian Taxation Office**

Latitude 3 • Towards a culturally competent workforce in aged and disability care – **Mary Gurgone, Fortis Consulting**

14:30

Afternoon tea: kindly sponsored by AVETRA

15:00

Concurrent sessions

Centera • Early impacts of the Victorian Training Guarantee on VET enrolments and graduate outcomes – **Cain Polidano, University of Melbourne**

Radius 2 • Missing links: connections between VET qualifications and pay in modern awards – **Damian Oliver, Workplace Research Centre, The University of Sydney***

Radius 4 • ‘Your brain just freaks out’: VET graduates experiences of enrolling directly into the second year of a university program – **Pamela Delly and Mike Brown, La Trobe University***

Latitude Theatre • How VET practitioners’ understanding of the National Training System governs their classroom practice – **Paul Keegan, La Trobe University**

Latitude 3 • Looking for the bricks: the role of VET in assisting homeless learners – **Sue Foster and Moira Schulze, Hanover Welfare Services and Brotherhood of St Laurence**

15:45

Concurrent sessions

Centera • ‘That’s not a job for a lady’: understanding the impact of gender on career exploration activities in schools – **Linda Simon and Kira Clarke, University of Melbourne***

Radius 2 • Concurrent articulation to meet industry and student needs – **Anne Bowden, TAFE New England**

Radius 4 • Supporting information literacy throughout the VET-to-university transition: a case study of early childhood students – **Sonia White, Queensland University of Technology**

Latitude Theatre • Thin markets in a deregulated VET sector: boat industry and bicycle industry training in Victoria – **Jonathan Chew and Martin Gould, ACIL Allen Consulting**

Latitude 3 • Labour force participation of mature age men in Australia: the role of spousal participation – **Rong Zhu, National Institute of Labour Studies, Flinders University**

16:30

Concurrent sessions end

18:30

Conference Dinner – Infuse Restaurant, Hemisphere Conference Centre

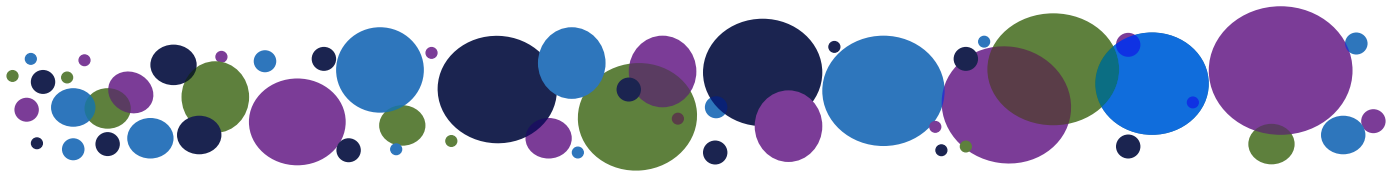


DAY 2: FRIDAY 11 JULY (refer to abstracts on page 17)

08:15	Registration and exhibition area open
09:00	Keynote address
Centera	Confessions of a (failed) policy adviser Mark Burford – Executive Director, Mitchell Institute for Health and Education Policy
09:45	Concurrent sessions
Room Centera	• Creating vocational streams: what will it take? – Serena Yu, Workplace Research Centre, University of Sydney
Radius 2	• Am I on the right track? Issues of training transfer – Justine Lee, Association of Children’s Welfare Agencies
Radius 4	• A ‘road map’ to completion: the architecture, design and commitment towards the responsibilities of apprenticeship completion – Mike Brown, La Trobe University*
Latitude Theatre	• Cross pollination of vocational and academic frameworks in agricultural programs: the genesis of the Queensland diploma in agricultural technologies – Mark Pace and Warwick Waters, University of Queensland
Latitude 3	• Exporting VET as a stabilising response to conflict – Carolyn Johnstone, Federation University Australia
10:30	Morning tea
11:00	Concurrent sessions
Centera	• An overview of three years’ worth of VET research – Hielke Buddelmeyer, University of Melbourne
Radius 2	• The changes in the working lives of VET practitioners in recent years: a case study – Chris Ho, Victoria University*
Radius 4	• Education foundations, pathways, and successful progression – Nicholas Huntington, Ako Aotearoa: The National Centre for Tertiary Teaching Excellence
Latitude Theatre	• International students and the internationalisation of Australia’s vocational education and training sector – Steve Nerlich, Australian Government Department of Education
Latitude 3	• Diploma to degree: why successful vocational education and training diploma graduates undertake a university enabling course – Suzanne Storer, CQ University*
11:45	Concurrent sessions
Centera	• Scoping the foundation skills field – Louise Wignall, Anita Roberts and Wing-Yin Chan Lee, National Foundation Skills Strategy Project
Radius 2	• Building the capacity of vocational education and training teachers to deliver higher education courses – Lorraine Bennett and Debra Cummins, Federation University Australia
Radius 4	• Identifying actual VET qualification completion rates and unlocking their potential – Daniel Doncaster and Adrian Seabrook, Department of Education, Training and Employment Queensland
Latitude Theatre	• New insights out of the box: how private RTOs are successfully building LLN capacity through ACPET’s ‘RTO LLN-Capable’ project – Maria Langwell and Sheila Douglas, Australian Council for Private Education and Training (ACPET)
Latitude 3	• Comprehensive universities and the role of the national TAFE system: the CQ University context – Greg McMillan, CQ University*



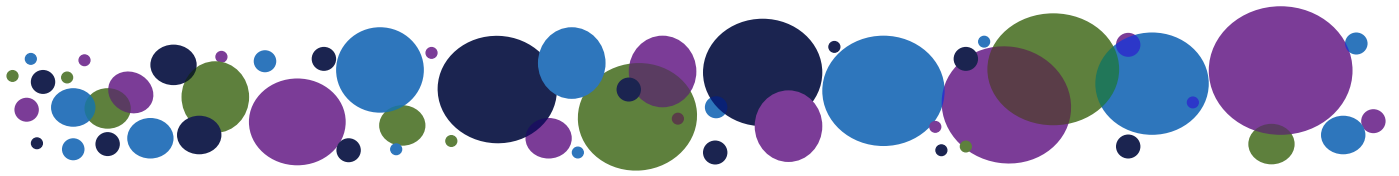
12:30	Lunch
13:30	Concurrent sessions
Room Centera	<ul style="list-style-type: none"> • My Skills or My Privacy? – Alison Anlezark, NCVET*
Radius 2	<ul style="list-style-type: none"> • Teachers as learners: critically cultivating the first core skill – Jennifer Miles, Monash University
Radius 4	<ul style="list-style-type: none"> • Tick TAC: the role of tertiary admission centres in VET to university pathways – Jillian Blacker, University of Southern Queensland; and Mark Doran, Craig Poole and Alicia Toohey, Southbank Institute of Technology*
Latitude Theatre	<ul style="list-style-type: none"> • The use of technology to promote engagement and completion in the education sector – Katrina Kavanagh, Federation University Australia
Latitude 3	<ul style="list-style-type: none"> • CALD OTEN student cohorts in community services and children’s services courses: a detailed analysis – Nicole Zabbal, OTEN, Western Sydney Institute, TAFE NSW
14:15	Concurrent sessions
Centera	<ul style="list-style-type: none"> • Measuring educational outcomes over the life-course – Bindi Kinderman, Australian Bureau of Statistics
Radius 4	<ul style="list-style-type: none"> • Early school leavers’ career choices and the factors influencing their career choice – Azusa Umemoto, Federation University Australia
Latitude Theatre	<ul style="list-style-type: none"> • Critical discussions on stakeholder perspectives in vocational education and training – Jonathon Mascarella, University of Notre Dame
Latitude 3	<ul style="list-style-type: none"> • Advantage or anachronism: the place of libraries in twenty-first century training – Mary Carroll, Charles Sturt University
15:00	Conference wrap up <ul style="list-style-type: none"> • Overview of the research presented at the conference and what it means for policy and practice • The ‘No Frills’ best paper / presentation winner will be announced
15:15	Close



ABSTRACTS

(IN ORDER OF PROGRAM)

Papers annotated with an * have been refereed and will be considered for a book of conference proceedings published by NCVER.
A 'double blind' refereeing process and an editorial panel were used during this process.



THURSDAY 10 JULY

KEYNOTE ADDRESS:

THE FUTURE OF WORK – *Steve Sargent, President and Chief Executive Officer of GE Mining, Vice President and Officer of General Electric Company, and Coordinating Chair of the B20 Human Capital Taskforce*

A powerful, deep and far-reaching transformation is underway in industry, driven by three major trends - the convergence of the physical and digital worlds; the development of new production techniques and materials through advanced manufacturing; and the ability to now connect to the “global brain” in a way we have never seen before.

This will have a profound impact on the way we work in the future.

At the same time, job creation has become especially challenging due to structural changes occurring in the global economy and the resulting phenomenon of jobless growth.

In his keynote session, Steve Sargent will talk about the key trends driving the future of work, and what this means for jobs and businesses. As coordinating chair of the B20 Human Capital Taskforce, Steve will also discuss the direction of the taskforce in shaping recommendations to maximise employment opportunities and more efficiently allocate human capital globally. As part of this, Steve will explore five themes: maximising job creation potential, providing education, training and skills to meet labour demand, creating solutions to better match supply and demand, encouraging labour flexibility and implementing measurable targets.

MODELS AND STRATEGIES FOR CONTINUING EDUCATION AND TRAINING FOR CHANGING WORKPLACE AND EMPLOYABILITY PURPOSES – *Ray Smith, Griffith University*

Vocational education provisions have largely focused on the initial development of occupational skills, and particularly for young people in the transition from school to employment. Yet, in contemporary times such is the scale, scope and quality of changing requirements for work and ways of working that a greater consideration is now required for continuing education and training (CET) that promotes employees’ continuing employability and advancement, as well as addressing the changing needs of workplaces, industry sectors and work practices. Drawing upon a three-year national study of CET funded by NCVET, this presentation initially discusses the need for CET provisions that meet the needs of workers and their workplaces, as well as promoting industry sector-wide capacities. Then, some key findings of the study, which proposed a series of models of continuing education and training and means of supporting ongoing learning across working life, are advanced and discussed. These models can be seen as comprising the overall approach for curriculum provisions and the means of supporting learning can be categorised as different kinds of pedagogies practices which support that learning. In all, it was found that across a range of industry sectors, states and in metropolitan and regional locations CET provisions based within the workplace were most favoured, albeit supported by informed partners in the workplace, particular expertise in the workplace, the engagement by workers themselves, and, also in some circumstances, the need for educational provisions which support and sustain workers’ ongoing learning. Participants will be asked to consider sets of models and practices and how these might relate to their own occupations or work settings. The presentation will conclude with a forum in which participants’ observations, contributions and questions are raised and will be addressed.

NO FRILLS



YOUNG PEOPLE STARTING OUT IN LOW-SKILL JOBS – *Tham Lu, NCVER*

Governments have adopted policies to increase the qualifications of young people in order to better equip them for a workforce characterised by less demand for low-skill workers. However, low-skill jobs are not disappearing and are a natural starting point for many young people, despite such jobs not matching their career aspirations or qualification. To have a better understanding of the labour market outcomes of young people starting out in low-skill jobs after leaving full-time education, our research investigated whether low-skill jobs can be a useful component of labour market transitions. In particular, we examined the short and long-run impact of starting out in low-skill jobs in terms of wage level. The 1998 cohort of the Longitudinal Surveys of Australian Youth was examined during their first five years after leaving full-time education. It was found that those starting out in a low-skill job see, on average, improvements in wages and occupational status and a shift from part-time to full-time, or from casual to permanent jobs. Compared to those starting out in a high-skill job, young people who started out in a low-skill job incurred a wage penalty of 15% in the first year after leaving full-time education. Five years later, the wage penalty still exists but it has diminished to 8-10 per cent. However, any job is better than no job given that the wage penalty after five years of having no job a year after leaving full-time education is 11-13 percent, compared with 8-10 percent for taking a low-skill job.

FACILITATING ACCESS TO POST-SECONDARY EDUCATION FOR STUDENTS EXPERIENCING MENTAL ILLNESS OR ACQUIRED BRAIN INJURY: THE STATE OF PLAY – *Annie Venville and Priscilla Ennals, La Trobe University*

Successful participation in post-secondary education has been linked to increased workforce participation and social integration. Yet, despite policies in many countries encouraging people with ill-health and disability to undertake post-secondary education, Australian and international research findings indicate that students experiencing mental illness or acquired brain injury (ABI) are under-represented in course completion statistics. Increased understanding of the educational and psychosocial interventions that contribute to successful course completion and entry to the workforce is therefore timely. This presentation highlights key findings from a scoping review of the extant literature reporting types of educational and psychosocial interventions used, and the outcome variables recorded, to facilitate participation in post-secondary education for students experiencing mental illness or ABI. A systematic search was conducted of appropriate databases as well as manual searches of key references. Four groups of key words were used in the search: mental illness, acquired brain injury, post-secondary education and intervention type. Search results identified 41 articles that met the relevance criteria however, large variations in methodological approaches, participant characteristics, and types of interventions and outcome measures were noted. Analysis of the studies generated a framework for categorising both the types of interventions implemented and the types of outcomes used to evaluate the impact of interventions. Intervention types varied in their intention to build student skills; compensate for challenges experienced by students; or provide transitional settings to overcome initial hurdles such as low confidence and social anxiety. The framework for categorising interventions and types of outcome highlights the potential to reconsider some existing perceptions about students with mental illness and ABI. Further, it provides a mechanism for more consistent definitions and reporting of interventions and outcomes, and may assist in the development of more rigorous research.



USING THE STUDENT OUTCOMES SURVEY TO INFORM PUBLIC SUBSIDIES FOR VET COURSES – Gene Tunny, Marsden Jacob Associates*

Governments across Australia provide substantial funding for training delivery and require rigorous frameworks to allocate scarce vocational education and training (VET) resources. In recent years, greater light has been thrown on funding frameworks as VET funding has become more contestable in different jurisdictions. This paper considers the suitability of the NCVET’s Student Outcomes Survey (SOS) for informing the allocation of public VET funding. It does this by first considering the rationales for public funding of VET and what those rationales mean for the type of data we require to determine subsidy levels for different courses. The paper then considers the reliability of SOS data for informing public subsidies provided by a State Training Authority – in this case, Queensland’s. It considers the reliability of using data from a single State, pooled data for a single State over several years, and pooled data from across Australia. It concludes that, in combination with Census data, SOS data can provide useful information for informing subsidy levels, although it is necessary to consider courses in clusters, rather than setting individual subsidy levels for individual courses. This paper is based on work undertaken for Skills Queensland in 2013.

THE COLLEGE THAT SURVIVED – Olivija Komadina, Australian Industry Trade College

Between 2005 and 2009 the Australian Federal Government founded 24 senior secondary schools across the country under the Australian Technical Colleges program. The program outcome was to address the skills shortage Australia faced at the time by creating a clear vocational path for senior secondary students (year 11 and 12 only). The program ceased on 31 December 2009 when the majority of ATCs were integrated into existing educational and TAFE systems. Some, however, have continued to exist as stand-alone independent schools.

One of “surviving” colleges is the Australian Industry Trade College on the Gold Coast (Robina campus). This presentation is about its journey from the very beginning to the present time. As an independent (secular) school on the Gold Coast, AITC provides young students with a unique opportunity to complete a QCE (Queensland Certificate of Education) together with school based apprenticeship or traineeship arrangements. This means that the education program is created with flexibility and industry needs in mind. As a result, 60% of the program is under VET system.

The presentation discusses the needs for a cultural shift, appropriate staffing, “Employability Skills Framework” as a common denominator of all the programs. Furthermore, the introduction of Foundation skills as an enhancement to current qualifications and QCE subjects as well as gamification as an effective solution to the drill and practice approach to learning and training are examined.

The data collected over the past three years indicates the trends in local and state industries and paints a clear picture about the context and conditions needed for students who disengaged from the mainstream schooling. Our journey demonstrates a possibility to establish a vocational path within the senior years as a first career choice. This is quite different from the reasons why VETis was introduced into schools in the first place.



VET PROVIDERS DELIVERING ASSOCIATE AND BACHELOR DEGREES: ISSUES AND IMPACTS – *Kaye Bowman, Kaye Bowman Consulting and Victor Callan, The University of Queensland*

There is an economic imperative to grow the number of Australians who are qualified at the diploma to bachelor degree levels to fill the growing number of paraprofessional and professional jobs. The diploma to bachelor degree levels is where the vocational educational and training (VET) and higher education (HE) sectors overlap. Some educational institutions have become accredited providers of both VET and HE to help meet the targets set at these educational levels by Australian governments (through COAG) to keep Australia internationally competitive. This presentation is about VET providers who have transitioned to delivering HE associate degrees and bachelor degrees in their own right. The experiences of six VET organisations are outlined to promote a better understanding of the issues involved and including:

- the strategic thinking behind their decisions to deliver associate and bachelor degree qualifications in their own right
- their capability building approaches to achieve successful HE; and
- the operational issues involved in how they have been managed, such as HE course accreditation, funding and reporting.

The best practice approaches that the researchers have identified will also be presented, as a guide for VET providers who have or plan to make similar transitions in future.

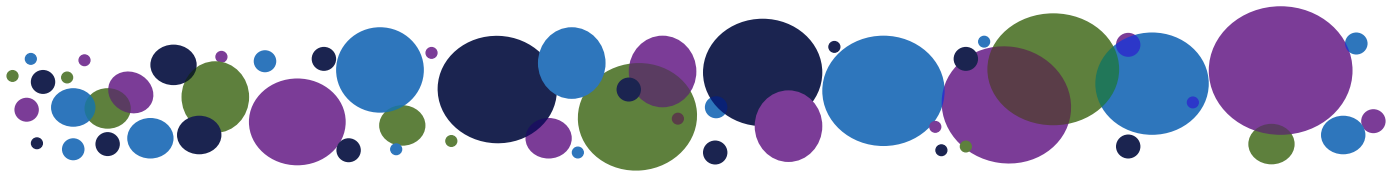
TINKERING AROUND THE EDGES, BUT IGNORING THE HUGE CRACKS: PUTTING ISSUES OF PEDAGOGY, QUALIFICATIONS AND SOCIAL CLASS AT THE CENTRE OF THE DISCUSSION OF VET FOR YOUNG AUSTRALIANS – *Kira Clarke, University of Melbourne**

In 2012 there were more than 506,000 15 to 19 year olds participating in Vocational Education and Training (VET) in Australia. This included more than 242,000 students undertaking VET in Schools and more than 147,000 who had left school prior to completing a senior secondary certificate and were undertaking VET at TAFE or private Registered Training Organization (RTO). The VET landscape within which these young people learn is plagued by a lack of clarity. This makes a critical discussion of the role of VET for young people necessary.

In seeking to understand how VET pathways can be strengthened for young people, there is a need to consider the broader purposes of our post-compulsory education and training systems. It is a discussion that crosses policy silos and requires input from stakeholders with often contrasting and competing expectations of the purpose of vocational education for young people.

This paper proposes that there are three key challenges constraining productive policy change. Firstly, current discussion of VET for young people is often focussed on curriculum alone, with an absence of examination of the role of pedagogy. Secondly, a key issue in the broader discussion of the purposes of VET for young people is what can be described as a 'problematic certificate paradigm'. That is, there is increasing focus on attainment of entry-level certificates as the key policy measure of effective youth transitions, despite acknowledgement that these qualifications hold limited value in the labour market. Thirdly, policy discussions too often skirt the class segmentation role that VET pathways can and do play.

This paper draws on two recently completed studies, one funded by NCVET and one funded by the Australian Research Council, to highlight the impact that these three challenges are having on the national discussion around how to strengthen vocational pathways for young Australians.



LET’S GIVE THEM SOMETHING TO TALK ABOUT: PILOTING A VET TO UNIVERSITY TRANSITION INITIATIVE –

Rose Cutts, University of Western Sydney

In November 2013 the University of Western Sydney’s Tertiary Education Pathways and Partnerships (TEPP) team successfully piloted the Let’s Talk Uni seminar initiative.

The average percentage of students from the VET sector who commence with UWS each semester is between 15% and 20%, making this group a significant intake cohort within the UWS student body. However progression research shows that, while these students are highly likely to be retained into second year if they complete their first semester, there are substantial numbers of these students dropping out within their first 4 weeks. This supports the view that it is the preparation and transition phases of the VET to UWS journey that are vital and need to be better serviced and, from this, the Let’s Talk Uni: university introduction and preparation seminar for VET students was developed.

The pilot sought to establish a new element of supported transition for TEP students, allowing UWS to build early relationships with them and lessen the ‘culture shock’ of entering university. At this seminar participants had a tailored introduction to the institution, direct contact with university staff and were provided with a sense of what to expect on commencement. The day-long event was targeted at TAFE and private college students who had applied to begin a UWS degree in 2014, or who were contemplating coming to university in the 1 to 2 years after the completion of their VET studies.

One of a number of newly emerging TEPP initiatives aimed at smoothing VET to university transition, Let’s Talk Uni seeks to lessen attrition and increase the number of students who remain with UWS. This presentation will provide detail on the background of this initiative, give an overview of the pilot program and explain why this will now be an annual fixture on the UWS calendar.

‘GETTING QUALIFIED IN WOODWORK’: YOUNG PEOPLE’S REASONS FOR CHOOSING VET PROGRAMMES IN THE UK

– Liz Atkins, Federation University Australia

This paper reports on a qualitative study carried out in the UK during summer 2010 on behalf of City and Guilds Centre for Skills Development (CSD). The study formed part of a wider, international project which aimed to explore young people’s perceptions of vocational education and training (VET), and as such is of significance in the Australian context: it also formed part of the evidence for the influential Wolf Review of Vocational Education which reported to the UK government in 2011. The study found that serendipity, contingent events and influence of significant others are most influential in choice of vocational programme and that young peoples’ understandings of possible career paths vary in sophistication, differentiated by age, programme level and subject area. Perceived attractiveness of VET was closely associated with societal perception of their courses (which the young people considered to be negative) suggesting that, in the UK, pre-Coalition policy (before May 2010) has been unsuccessful in addressing issues of parity of esteem, despite considerable policy investment in the VET sector.

The paper explores the implications of these findings for the ‘English model’ of Vocational Education in the context of current Coalition policy. It concludes that whilst some recent policy initiatives, such as the proposed introduction of University Technical Colleges may be successful in raising the esteem of some forms of specialised VET, broad vocational courses at lower levels will continue to be held in lower esteem and to confer little educational advantage on those young people, largely drawn from working class backgrounds and displaying multiple exclusionary characteristics, who pursue them.



EXPLORING STUDENTS' HELP-SEEKING BEHAVIOUR AND PERCEPTIONS OF THE PSYCHOSOCIAL LEARNING ENVIRONMENTS IN MATHEMATICS AND NUMERACY CLASSROOMS: RESEARCH IN PROGRESS – *Roy Smalley, Monash University*

Mathematics is a critical skill for citizens of the 21st century, however, many students find mathematics challenging and opt out as soon as possible. Help seeking is an important social and self-regulated behavioural strategy needed for dealing with stressful and challenging environments. Improving students' help-seeking behaviour is one strategy that schools could use to increase the level of engagement of students in mathematics and numeracy classes.

Contemporary research on academic help seeking behaviour has emphasised how students' perceptions of the classroom's instructional climate (goal structure) influences their behaviour. Few educational studies have explored how the social dimensions of the classroom learning environment influence students help seeking behaviour. Psychosocial learning environments research, with its long tradition of focusing on the relationship and personal development dimensions of learning environments, offers a new approach for the study of academic help-seeking.

The aim of this study is to develop a multilevel model of the relationship between students' perceptions of the psychosocial learning environment, their motivational beliefs and self-reported help seeking behaviour. This study, which focuses on student perceptions, will collect student self-report data during a scheduled senior secondary (Year 9-12 or equivalent) mathematics or numeracy class. These will be collected via an online questionnaire using well established self-report instruments.

This is a cross sector study which has the potential to be applied to the wider VET sector. Currently ten institutions have given permission for students to be invited to participate in the study, including two TAFEs. There is also strong support from schools for the inclusion of Victorian Certificate of Applied Learning (VCAL) numeracy classes. This paper will consider some of the barriers encountered so far and present preliminary results with a particular focus on numeracy students from diverse educational settings.

COMPETENCY COMPLETION IN THREE TRADES: RHETORIC OR REALITY? – *Berwyn Clayton and Hugh Guthrie, Victoria University*

The NCVER-funded project considered in this presentation aims to better understand the processes and practice of competency-based assessment for apprentices in relation to policies on competency-based progression and completion. In particular, it is concerned with examining their impact on assessment in the cookery, metal fabrication and carpentry trades in public providers across four states and territories: Victoria, Queensland, South Australia and the Australian Capital Territory. The project is focussed on the insights and locally-based practices of teachers and trainers, assessors and workplace supervisors. This focus is particularly relevant given concerns expressed by a number of key stakeholders about the quality, consistency and validity of assessment processes as well as the capacity to progress apprentices based on competency and, hence, the validity of judgements about apprentices' competence both during and at the completion of their training.

To date the project not only has examined relevant research, but has also analysed national and state/territory based policy and other documentation relevant to competency-based progression and completion and its practice. However its real research focus is twofold. The first is how this national policy has been implemented in practice at jurisdictional level. The second aims to describe and analyse the issues which help enable, or work to prevent, the rhetoric of policy becoming the reality of practice at the local provider level.

The researchers have recently been in the field and this presentation will not only provide a background to the study but also present some of the initial insights gained from the fieldwork in the four jurisdictions. It is hoped that this will give those attending this session the opportunity to consider and discuss the practical implications based on what has been found to date.



THE USE OF SEIFA AS A MEASUREMENT OF SOCIOECONOMIC STATUS – Patrick Lim, NCVER

This paper will present the results and findings of several different reports that have investigated SEIFA as a measure of socioeconomic status (SES).

In recent years, there has been an increased attention given to the participation and performance of low SES individuals at school and in VET and higher education. In particular, the Gonski review of school funding proposed a school funding model that included a component for schools based on their SES and the Australian Government (2010) have set low SES participation targets for undergraduate enrolments.

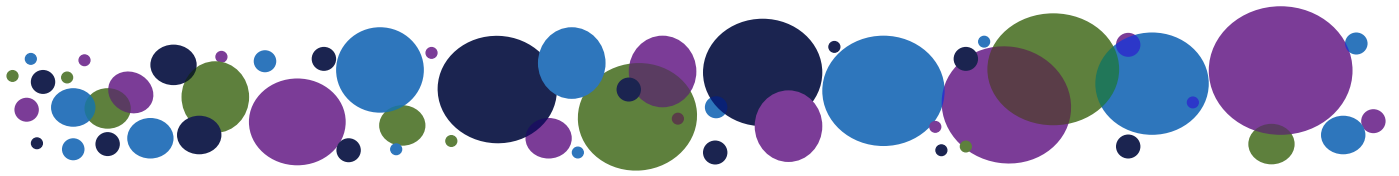
The most common method for the measurement of socioeconomic status to be determined is through the use of the Australian Bureau of Statistics (ABS), SEIFA measures. The SEIFA measures are based on where people (or schools/institutions) are located and not on individual background characteristics. Further, these measures are recalculated after every five yearly census, and the geographic areas on which they are based may change over time.

This presentation will address several key points in relation to SES:

1. NCVER reports VET participation rates at least annually, and so how well do the SEIFA indexes perform over the interim years between the releases of new census data?
2. The problem of using the SLA published quintiles in measuring participation rates.
3. How well do area based measures of SES (SEIFA) perform in classifying individuals into particular SES categories?
4. Has the general expansion of higher education been beneficial to individuals from low SES backgrounds?

SUPPORTING STUDENTS WITH DISABILITIES: EXPLORING INDIVIDUAL AND SYSTEM-LEVEL APPROACHES – A PRELIMINARY REPORT – Ellie Fossey and Lisa Chaffey, La Trobe University

Postsecondary education providers commit considerable time and resources in making reasonable adjustments for students with disabilities to enhance their course participation and success. Yet, little is known about the adjustments provided, or their impacts for students. This NCVER-funded research project adopts an innovative approach by investigating both the nature and perceived usefulness of reasonable adjustments for students disclosing disability or ill-health; and the institutional practices that create inclusive learning support independent of disclosure. The perspectives of TAFE and university students, teaching and support staff on these issues are being explored using qualitative research methods. Data collection is being undertaken in two phases. First, semi-structured interviews with up to 20 students and 6 disability support staff investigating perspectives of the range and utility of educational adjustments offered to students. This data will be analysed and used to inform a subsequent round of interviews, with up to six curriculum/course leaders, focussing on the use of inclusive, system-wide supports accessible to students with and without disabilities. This presentation reports on the findings from the first phase of this research. Preliminary data analysis has identified emerging themes relating to interpersonal support for students, better access to information on available reasonable adjustments for students, and staff training. Through better understanding of the supports perceived as most effective and useful, this research will improve the tertiary sector’s capacity to respond to the learning support needs of an increasingly diverse student population, and to better target resources for individualised reasonable adjustments and other kinds of inclusive educational support.



TOWARDS A CULTURALLY COMPETENT WORKFORCE IN AGED AND DISABILITY CARE – Mary Gurgone, Fortis Consulting

Key trends affecting aged and disability care:

- Demands are increasing
- Difficulty in attracting, recruiting & retaining staff
- Work contexts perceived as unattractive – high job demands & low pay
- Provides a workforce entry point for newly arrived migrants
- Compounding diversity of both care providers and care recipients.

What we did – the “Culture Communication and Relationships at Work (CCRW)” program

From 2011 to 2013 Brightwater Care Group partnered with Juniper and with the support of Fortis Consulting:

- Secured a Social Innovation Grants Program provided by the W.A. Premier.
- Conducted a thorough TNA.
- Developed a suite of CCRW learning resources that met TNA requirements.
- Piloted and evaluated the program at three W.A. residential sites including aged, disability care and regional sites.
- Launched the program with the Minister of Training and Workforce Development.
- Provided the program resources at no cost at www.fortisconsulting.com.au.

What we learned

- Significant evidence of work problems (some care-related) arising in part from cultural misunderstandings.
- A great desire within the sector to implement cultural competency programs but often dogged by lack of resources.
- The CCRW program evaluation demonstrated high levels of success in increasing cultural competence.
- There is a growing need to build the ‘cultural competence’ of aged and disability care workforce as an intrinsic component of an attraction, recruitment, engagement, retention and development strategy for the sector.
- The aged and disability care sector has a low capacity to implement such initiatives mainly due to a lack of resources.

Recommendation

It became clear during the CCRW that further research is required to:

- Find ways to continue to increase the cultural competency skills in the aged and disability workforce in a resource constrained environment
- Measure the ongoing effectiveness of the CCRW in the long term to attract, retain CALD care workers and improve workforce outcomes within the sector.



EARLY IMPACTS OF THE VICTORIAN TRAINING GUARANTEE ON VET ENROLMENTS AND GRADUATE OUTCOMES –

Cain Polidano, University of Melbourne

The Victorian Training Guarantee (VTG) was implemented in July 2009 as the first of a series of reforms that would make the provision of VET courses demand driven, with demand being student demand. The VTG is an entitlement to a publically funded place in VET that gives the students the freedom to choose their course and the provider to do the course with, be it a private provider or a public one. This presentation covers what happened to course choice, course completion and post-course outcomes when the system of VET provision became driven by student demand. Special consideration is given to three equity groups: students with English as a second language, indigenous students, and students with a disability.

For this study the changes in student enrolments and outcome observed between 2008 and 2011 in New South Wales form the natural comparison to which the experience for Victoria can be compared. The underlying idea is that absent the VTG students in Victoria would have, on average, behaved similar to students in New South Wales.

It is shown that the VTG had a big impact on enrolments. Using 2008 as the base year, enrolments were up 6% in 2011 in NSW. They were up by 41% in Victoria over the same period, a difference of 35 percentage points. The growth in the number of private providers was also much stronger in Victoria. The strong increase in enrolment numbers from 2008 to 2011 relative to NSW was also witnessed, but to a lesser extent, for two of the three equity groups: students with English as a second language (about half as strong an increase) and students with a disability (about three quarters of the increase).

MISSING LINKS: CONNECTIONS BETWEEN VET QUALIFICATIONS AND PAY IN MODERN AWARDS – *Damian Oliver, Workplace Research Centre, The University of Sydney**

An assumed incentive for an individual to complete a vocational education and training (VET) qualification is the chance to earn higher pay. This paper examines the relationship between Australian Qualifications Framework (AQF) qualifications, job roles and pay rates in Australia's 122 modern awards. Modern awards directly determine the pay and employment conditions of around one in five Australian workers (many of them in VET-relevant occupations) and indirectly influence many more by setting the standard for enterprise agreements.

Each classification in each modern award was analysed and allocated to one of six categories describing the relationship between an AQF qualification and the pay rate, ranging from no mention of an AQF qualification to exclusive (only someone with that AQF qualification can be employed in that classification). Preliminary data suggest:

- 33 out of 122 modern awards contain no reference to AQF qualifications
- In contrast, 34 out of 122 modern awards contain at least one classification that guarantees an employee with a particular qualification a higher pay rate.

The paper will detail how these patterns linking qualifications to classifications vary by industry. While awards in traditional blue collar areas such as manufacturing include extensive connections between AQF qualifications and job classifications, many modern awards in fast growing service industries contain few, or no, connections.

The paper will also summarise how frequently the various qualification levels are mentioned in modern awards, as well as the pay range that different qualification levels are linked to. These findings show that the once strong links between the VET system and the industrial relations system in Australia have weakened over time, particularly in the last twenty years.



‘YOUR BRAIN JUST FREAKS OUT’: VET GRADUATES EXPERIENCES OF ENROLLING DIRECTLY INTO THE SECOND YEAR OF A UNIVERSITY PROGRAM – *Pamela Delly and Mike Brown, La Trobe University**

One of the aims of the post-Bradley era of Higher Education (HE) has been to encourage inclusive growth within the sector. One consequence of this is the continued opening up of pathways from the Vocational Education Training (VET) sector into universities. A revising of the Australian Qualification Framework (AQF) ensures that many of the VET graduates receive credits for learning equivalence within previous VET studies. This allows these VET graduates to articulate into university courses, sometimes directly into the second year of an undergraduate program. While this is considered beneficial for the growth agenda of the universities, it is also positive for students because they increasingly have access to university degrees they may not have had in the past, when Year 12 was the main pathway into university. On this basis, it would seem that these policies are expanding notions of an inclusive HE system where diversity is valued. On the one hand, while they are considered successful VET students who have articulated into HE, little is written about their experiences once they have gained access to a university course. This paper presents the experiences of VET graduates who having gained credit for their previous VET studies articulate directly into second year undergraduate programs. The paper presents evidence on how these VET graduates negotiate university and the expectations of courses reported as vastly different from those they experienced in the VET sector. Based on qualitative research, in contrast to their previous experiences of VET learning environments, the students report that the HE learning environment seem less able, or willing, to address the unique transition needs of these students. Based on interviews with students, the consequence of this has been various levels of disengagement within HE and a new barrier to ‘seamless’ transition is created.

HOW VET PRACTITIONERS UNDERSTANDING OF THE NATIONAL TRAINING SYSTEM GOVERNS THEIR CLASSROOM PRACTICE – *Paul Keegan, La Trobe University*

Quality VET teachers are necessary for quality VET learning and such teachers need to be professionally skilled and vocationally current and capable of negotiating regulatory and compliance requirements.

This research project was undertaken to determine how VET practitioners’ understanding of the national training system governs their classroom practice. The findings of this project suggest that teachers are busy and struggling to keep up with the changes that are being levelled at them.

Ten semi structured interviews were conducted with VET practitioners selected from respondents to an initial survey.

Five major themes were identified that impacted upon the practitioner: organisational change, teacher currency, poor quality training packages, their level of knowledge of the national training system, and how the teachers saw themselves in their work. It was also obvious that some teachers didn’t understand the difference between State and Commonwealth requirements.

Interviewees considered that current Institute restructures were major barriers to the production of high quality teaching and learning programs for students, and mainly a cost cutting exercise, rather than a quality improvement process.

Head teachers considered that the national training system was being “dumbed down”, with teacher qualifications being removed to produce financial savings.

Technical currency was the elephant in the room, in spite of the calls for greater technical currency for VET teachers. Opportunities for teaching staff to get back into industry and keep abreast of latest developments have been dramatically reduced.

Teachers felt isolated by the lack of consultation on the content of training packages differing from what local industry representatives wanted. Head teachers found themselves defending the indefensible. Teachers felt marginalised from their employer, who seemed to lack understanding of what they did in their day to day practice. They also felt undervalued, particularly part time casual teachers who understood that in times of excess, they are the first to go.



LOOKING FOR THE BRICKS: THE ROLE OF VET IN ASSISTING HOMELESS LEARNERS – Sue Foster and Moira Schulze, Hanover Welfare Services and Brotherhood of St Laurence

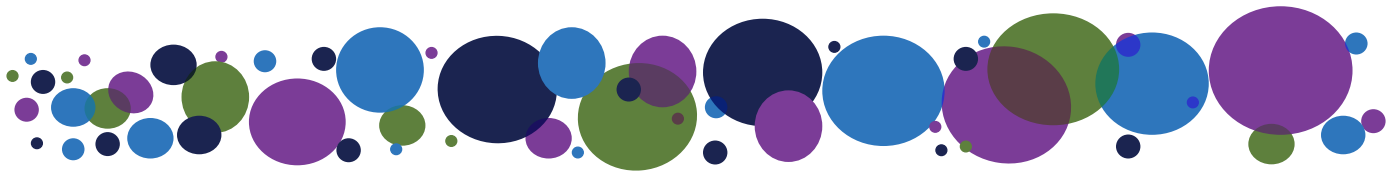
Numbers of homeless people in Australia are increasing. Many homeless and at risk people have limited education and skills, which affects their life chances. This project identified the role of vocational education and training (VET) providers to improve access, participation, education, training and employment outcomes for people who are homeless or at risk of homelessness. This project investigated good practice in providing training to young people and adults who are homeless or at risk. Case studies highlighted the complexity of the impact of homelessness on individual learners, a range of responses to their situation and some common features of practice for these learners: training is driven by the welfare sector, not the training sector; there is no single approach to delivery; program outcomes often do not fit neatly with traditional VET performance measures; information and engagement models were different to regular VET channels; delivery locations were generally within welfare organizations, social enterprises and community locations; individual learning plans were developed; delivery was 1:1 or in very small groups; and flexible delivery when applied to homeless learners acquired a different meaning to traditional approaches. Providers also identified a range of structural challenges to learners’ engagement and achievement. The ten good practice principles, together with the Good Practice Guide, will assist VET providers to cater for the needs of an often hidden group of learners that presents with complex needs that require a range of innovative and flexible responses.

‘THAT’S NOT A JOB FOR A LADY’: UNDERSTANDING THE IMPACT OF GENDER ON CAREER EXPLORATION ACTIVITIES IN SCHOOLS – Linda Simon and Kira Clarke, University of Melbourne*

This paper draws on a project commissioned by economic Security 4 Women (eS4W) and conducted by Women in Adult and Vocational Education (WAVE) entitled “Women and girls into non-traditional occupations and industries: career exploration-options for secondary school students”. This research seeks to inform new and effective approaches to encouraging and supporting young women in pursuing careers in Science, Technology, Engineering and Mathematics (STEM) and non-traditional occupations.

Patterns of participation in STEM and trades based fields of education and training during school mirror and reinforce the highly gender segregated nature of the Australian labour force. The foundation for transition from education and training to employment is established during school. It is during these formative years schooling that young men and women have notions of what is possible for them, and what is not possible, reinforced.

This paper draws on a national survey of career exploration, industry and VET stakeholders to highlight some of the challenges facing approaches to career exploration for young women and ways in which models of career exploration for young women could be strengthened. Key challenges for strengthening career exploration identified by stakeholders include: a lack of access of young women to mentors and successful role models within STEM and non-traditional occupations, training and resources to support the work of career education practitioners in schools and the complex nature of school-industry relationships.



CONCURRENT ARTICULATION TO MEET INDUSTRY AND STUDENT NEEDS – Anne Bowden, TAFE New England

Some industries in Australia are struggling to recruit work ready graduates from higher education, and higher order thinkers from vocational education. Work roles are more complex, requiring people with both these characteristics. Regional areas are struggling to attract post-secondary students. In response to government policy addressing these issues, a new kind of tertiary education experience has been developed. This experience is the result of collaboration between the University of New England and TAFE New England.

What's Different About These Degrees?

In 2014 four degrees are being delivered to address these specific issues. Two distinct models are being used: identifiable training package qualifications embedded into a degree; and mapped training package units integrated into higher education units. Both models ensure the two institutions retain their autonomy whilst collaborating on this product to meet contemporary industry and student needs.

This model uses concurrent articulation, which is rare in Australian tertiary education. A 'block credit' approach to study is common, where VET qualifications give advanced standing in degrees. However, the VET qualifications in these degrees are achieved at stages throughout the period of study. Some VET qualifications are embedded in the degrees right up until the final trimester of study.

In line with the Australian Qualifications Framework to be implemented by 2015[1], the objective is to maximise the credit that applies from Higher Education to VET and from VET to Higher Education.

Designing these degrees required close collaboration between the two institutions across curriculum mapping, funding, systems and infrastructure. Many lessons have been learned and this presentation will share those lessons and the excitement of the students and staff who are now involved in these degrees.

[1] AQF Qualifications Pathways Policy <http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf> (referenced 10 March 2014)

SUPPORTING INFORMATION LITERACY THROUGHOUT THE VET-TO-UNIVERSITY TRANSITION: A CASE STUDY OF EARLY CHILDHOOD STUDENTS – Sonia White, Queensland University of Technology

This small case study investigated the information literacy experiences on both sides of the VET-to-university transition. The participants were students within the field of early childhood education from one technical and further education (TAFE) institute and one university. Data collection included an initial online survey and follow-up interview. This presentation discusses the research findings and the formation of a targeted information literacy support framework to aid students transitioning from VET-to-university.

It was determined that understanding the task, bringing together and preparing the assessment and adhering to the writing and referencing styles were the most challenging information literacy aspects for both the TAFE and university participant groups. In regards to the transition itself, many of the current TAFE students felt very unfamiliar with university and had many questions. It was deemed very important to first understand the expectations of university before considering enrolment. When discussing the transition, current university students represented two distinct experiences in relation to support of their information literacy skills development; the 'internal' and the 'external' student experience. The issues of timing and enabling student access to support (both internal and external) are aspects that are proposed within an information literacy support framework.



THIN MARKETS IN A DEREGULATED VET SECTOR: BOAT INDUSTRY AND BICYCLE INDUSTRY TRAINING IN VICTORIA

– Jonathan Chew and Martin Gould, ACIL Allen Consulting

Significant reform of the Victorian vocational education and training (VET) sector has taken place since 2009. Increased competition and changes in subsidy rates have led some training providers to exit some niche training markets. The Victoria Government has established a fund to address some of these instances where training provision ceases and there is no longer a provider in the state.

ACIL Allen Consulting was employed by the Department of Education and Early Childhood Development (DEECD) to separately examine issues with training provision in the recreational boat manufacturing industry, and the bicycle retail, service and repairs industry.

The projects analysed the training needs and supply for each industry and recommended an approach to ensure the training needs of each industry are met. The projects involved VET market data analysis and extensive consultations with industry.

The projects found that, while VET reform was an important factor that led to the cessation of training in both cases, underlying issues of both supply and demand were also important. Both project made recommendations aimed at meeting the needs of the varied business models within each industry.

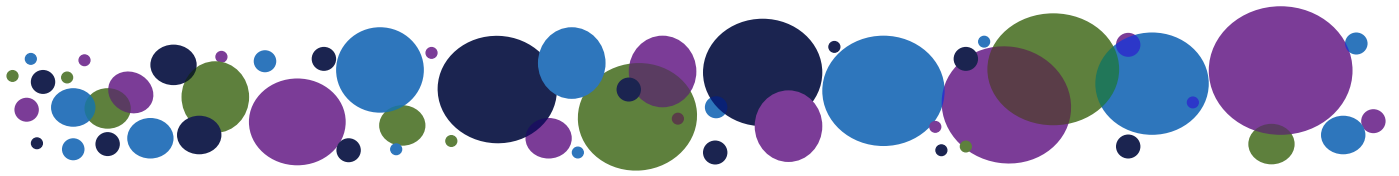
In a less regulated VET sector, with changing subsidy rates, many industries can no longer rely on the continued provision of niche training. As a result, industry sub-sectors have an increased role to play in supporting the training that it values. Training organisations can capitalise on the opportunities presented in a less regulated market if they can stimulate demand and address unmet industry training needs cost effectively.

Reflecting on the projects, where there are significant community or industry expectations around the provision of training, governments would benefit from having a clear framework for ensuring such expectations are met through explicit community service obligations (CSOs).

LABOUR FORCE PARTICIPATION OF MATURE AGE MEN IN AUSTRALIA: THE ROLE OF SPOUSAL PARTICIPATION –

Rong Zhu, National Institute of Labour Studies, Flinders University

In this paper we estimate the interdependence of labour force participation decisions made by Australian couples from 2001 to 2011. We focus on couples with a mature age husband, and estimate the interdependence of the participation decision of the couple. We find that the decision of a wife to work or not influences positively, and in a causal fashion, the decision of her husband to work or not. In our paper we use counterfactual analysis to estimate the impact of the increasing labour force participation of a wife on her husband’s participation. We find that the increased labour force participation of married women observed between 2002 and 2011 has been responsible for about 4 percentage points increase in the participation of their mature age husbands.



FRIDAY 11 JULY

KEYNOTE ADDRESS:

CONFESSIONS OF A (FAILED) POLICY ADVISER – *Mark Burford, Executive Director, Mitchell Institute for Health and Education Policy*

Mark has been an active player in public policy development at national and state levels for over twenty-five years. He has been hovering around in the background as an adviser and influencer in education, health, environmental and economic policy in different roles as a senior public servant, ministerial adviser, consultant, small business person, and, now has taken on the role of think tank CEO at the Mitchell Institute for Health and Education Policy. In this talk Mark will reflect on some of the policy hits (e.g. higher education reform, market reform in VET, water market reform, sustainable building), near misses (school funding, urban water policy, whole-of-government planning) and wide-of-the mark misses (planning system failures, water planning under uncertainty) he has seen or been involved in. From the vantage point of the developing Australian “think” and “do” tank world, he will explore what can be learned from these experiences, as our policy challenges become increasingly inter-connected and complex, power becomes diffuse, and change-makers need to use evidence, information, ideas and networks of influence in new ways.

CREATING VOCATIONAL STREAMS: WHAT WILL IT TAKE? – *Serena Yu, Workplace Research Centre, University of Sydney*

This presentation brings together findings from a three-year research program into the links between educational and occupational progression. We defined a vocational stream as a set of related occupations sharing common knowledge, skills and attributes within a broad field of practice. The project asked whether a vocational stream could provide a modern notion of occupation, across four sectors in the Australian economy: agriculture, financial services, community services and health care, and engineering. In the first two phases of research, the team found that 1) significant occupational segmentation exists in the labour market, and 2) significant institutional differences created substantial roles for the social actors governing a set of related occupations in each sector. In the final phase of research, we devised likely scenarios for developing vocational streams in each sector given their current opportunities and institutional constraints. In particular, how can domains of expertise be defined, and who would be responsible for maintaining standards of skills formation? We discuss the notion of the ‘vocational labour market’ and suggest that while a coherent notion of occupation built around vocational streams could enhance career mobility and the adaptability of workers, it is far from a foregone conclusion.

NO FRILLS



AM I ON THE RIGHT TRACK? ISSUES OF TRAINING TRANSFER – *Justine Lee, Association of Children’s Welfare Agencies*

This session will present the findings of a study on transfer of learning, involving participants of work related training provided by a not for profit, community training organisation. Transfer of training is defined as the degree to which trainees effectively apply the knowledge, skills, and attitudes gained in a training context to the job (Baldwin and Ford, 1988).

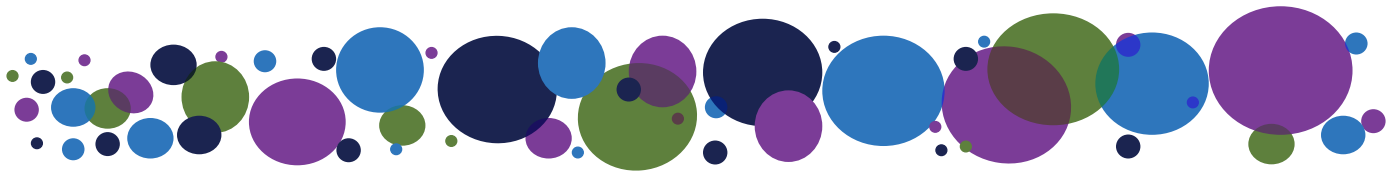
Work related training requires significant investment of resources. Australian organisations’ gross direct expenditure on structured training was just over \$4 billion during the 2001-02 financial year (ABS, 2003). Latest ABS figures also show Professionals and Community and Personal Service Workers were the occupations with the highest participation (50% and 47% respectively) in work related training. Despite the time and money spent, the extent of learning transferred from training to the workplace can remain unclear, and much of literature on workforce training and development report on lack of transfer of training. This presents a challenge for both workers and organisations, who expect training to be worthwhile for improving productivity and outcomes (e.g. for clients).

The study examined whether the participants experienced training transfer post training, and their views on what would promote or hinder training transfer, taking into account factors which can determine successful transfer of training such as training design, characteristics of participants, and work environment characteristics. The session will present findings from this study and the extent to which the findings from this research concur with earlier research in the literature. It will provide an insight into the role that trainee motivation, managerial and organisational support, and training providers play in the integration of learning and work practices for enhanced outcomes for community services sector workers and their organisations.

A ‘ROAD MAP’ TO COMPLETION: THE ARCHITECTURE, DESIGN AND COMMITMENT TOWARDS THE RESPONSIBILITIES OF APPRENTICESHIP COMPLETION – *Mike Brown, La Trobe University**

This paper examines the impact of training on apprenticeship non-completion rates. The central question in the research is whether employers, apprentices and trainers are meeting their responsibilities towards apprenticeship training .The investigation is conducted by examining four case studies, each of which utilises a different model to apprenticeship training delivery. These models are representative of modern changes to Australia’s traditional apprenticeship training models. They have been included for comparative analysis on their effectiveness towards completion. The area of Food Trade apprenticeships has been targeted in this study, due to its low rates of apprenticeship completion.

Mismatched expectations around individual training expectations have been identified within the findings of this research as an important contributor to a more general feeling of dissatisfaction and a consequential decision to withdraw. However, other findings have also emerged from the study. A slower transition into the workforce, with the support of an informed mentor who can create realistic training expectations with the new employee, were shown to lead to higher rates of satisfaction amongst those apprentices that chose to continue. There was also evidence that employers preferred to select training knowledge and obligations that suited their workplace needs. Apprenticeship trainers were also found to be negligent in the transmission of critical training knowledge and understandings to their apprentices. Finally, there was evidence that apprentices seem to have a trusting attitude towards the authority of their employer and trainer, with a strong argument for it working against them.



CROSS POLLINATION OF VOCATIONAL AND ACADEMIC FRAMEWORKS IN AGRICULTURAL PROGRAMS: THE GENESIS OF THE QUEENSLAND DIPLOMA IN AGRICULTURAL TECHNOLOGIES – *Mark Pace and Warwick Waters, University of Queensland*

“The highly-technical nature of modern agrifood industries with high levels of compliance, complexities of business and marketing produce and high expectations of environmental management, now demand higher levels of education and training of personnel”. Agrifoods Environmental Scan 2013.

The rural sectors have in recent years disengaged from ‘higher Level’ Vocational Education and Training (VET) models, products and services. Anecdotal evidence indicates that higher level qualifications are primarily delivered by RTO’s via Recognised Prior Learning (RPL) or on the job rather than by the traditional models of full time programs over one to two years.

More recently, industry has raised the need for AQF level 5 and above to be successfully delivered to students leaving high school with minimal experience in the area of study.

In the agricultural context, we face the challenge to teach planning, management and evaluating skills to students who have not had the life experience to develop an intuitive understanding of the farming systems they are expected to “plan and manage” at the higher level.

By adapting and blending both Academic and Vocational frameworks and assessment strategies, the University of Queensland through its RTO, UQ-GVEC (based at the Gatton Campus) has reintroduced the Diploma level qualification as a dual sector award integrating a sound knowledge base and higher level vocational competencies to equip students for careers in the increasingly highly-technical future agrifood industries. This is a full-time, on-campus, lecture-based model.

The challenge was to find a viable mode that could deliver such a program within a ‘research intensive academic University’ and develop a curriculum that meets the expectations of modern Agri-food industries, accreditation frameworks and to deliver a relevant and credible 2 year Diploma program that could also act as a ‘pathway’ to higher academic programs.

EXPORTING VET AS A STABILISING RESPONSE TO CONFLICT – *Carolyn Johnstone, Federation University Australia*

This paper reports on a study which examined how adult education can be part of an international response in societies recovering from conflict. Relying on documentary research but also opportunistic data collection during periods of work in Cambodia, Bosnia-Herzegovina and Iraq, the study affirmed that adult education can play a key role in stabilizing a post-conflict society.

When designing sustainable development interventions for fragile, post-conflict states, adult education and VET are often overlooked and we may miss the opportunity to exploit their potential to act as a stabilizing influence. It is proposed that adult education policy contributes to a stabilisation effect at multiple levels from the individual learner, through communities to nations, regions and the international level.

As Australian VET providers look overseas for wider opportunities to export education, they may consider working in complex, emergency or fragile state settings or places where the society is unstable. This paper presents a new framework and analytical tool to allow practitioners to assess the VET they offer according to its effect on the multidimensional aspects of security. A practical checklist for adult education that draws from the Inter-Agency Network for Education in Emergencies (INEE) minimum standards, and an impact spectrum, are offered as tools to support quality delivery of VET in post-conflict settings.

The policy and practice of providing VET overseas is often fraught; this paper offers practical approaches to designing, delivering and evaluating quality programs even in challenging international situations.



AN OVERVIEW OF THREE YEARS' WORTH OF VET RESEARCH – *Hielke Buddelmeyer, University of Melbourne*

Late 2010 the National Centre for Vocational Education Research announced that five research nodes had been awarded three-year research grants for work against the new national research priorities for tertiary education and training. The Melbourne Institute of Applied Economic and Social Research was one of these nodes and contributed to the sub-programme 'Promoting social inclusion for disadvantaged groups through education and training'. The aim of the programme was to think critically about the design of a post-school education system which supports all students, and to investigate how education and training can achieve good economic and social outcomes for disadvantaged groups. This talk will provide a broad overview of the body of work that has been undertaken under the three-year programme and covers work on the VET completion gap for disadvantaged students, outcomes of policy initiatives such as 'Learn or Earn', the 'Victorian Training Guarantee', and Victoria's version of 'scored VET', as well as (further) education by those 25 years of age and older and the role of training in promoting transitions out of precarious employment. The presentation will be accessible to a broad audience with the objective to encourage interested parties to pursue the details by making use of the new NCVET Portal.

THE CHANGES IN THE WORKING LIVES OF VET PRACTITIONERS IN RECENT YEARS: A CASE STUDY – *Chris Ho, Box Hill**

Vocational Education and Training (VET) practitioners in Australia have experienced numerous changes in recent times; the rate of these changes is unprecedented. The changes are due largely to changes in the VET system which is being driven by globalisation, and the need for viability.

Our recent research into these changes included an environmental scan of the TAFE sector, a review of the many existing key literature, semi-structured individual interviews where candidates openly and honestly discussed their issues and concerns. We took an ethnographic approach to fully understand the impacts that were extended from the changes in the VET industry. The methodology implemented in this research was a case study involving two separate TAFE departments, was undertaken to capture a holistic understanding of the changes in the working lives of VET practitioners.

Our research has found numerous changes in the working lives of the VET practitioners resulting from the following: the increase in the number of sessional staff appointments to the VET workforce; the changing profiles of the different student cohorts; the changes in training packages; the changes in the VET funding system. These findings are crucial factors that can affect the following: maintenance and development of the existing workforce; development of a human resource succession plan; further developing staff to meet future challenges.

Important outcomes from this research include the need for clear lines of two-way communication, transparency of decision making, and appropriate leadership styles in times of change. Staff cannot work contentedly in an environment of change if they do not understand what the changes are and why they are occurring at such a rapid pace. Many VET staff simply are not comfortable with the thought of education being a profitable product: when students are simply seen as a 'clients' and staff are seen as facilitators of learning.



EDUCATION FOUNDATIONS, PATHWAYS, AND SUCCESSFUL PROGRESSION – *Nicholas Huntington, Ako Aotearoa: The National Centre for Tertiary Teaching Excellence*

Modern education in New Zealand is shaped by degree-level education. Despite a unified secondary system, and an integrated tertiary education model that blurs the division between ‘further’ and ‘higher’ education, the academic-professional pathway continues to dominate the culture of many practitioners and providers.

Recent years have seen increasing official recognition of this, and that consequently New Zealand’s approach to vocational education needs to be strengthened. This has included greater attention toward ‘foundational’ education, where pre-apprenticeship programmes and alternative pathways to developing core skills are situated. Such education is important for many learners, particularly those learning in the workplace or transitioning into the workforce (as either young or adult learners). However, data on educational, economic, and social outcomes from these programmes show that they are not having the impact that they could.

From 2010 through to 2013, Ako Aotearoa: The National Centre for Tertiary Teaching Excellence explored this part of New Zealand’s tertiary education system through two evidence-based policy projects: *Lifting Our Game*, which explored key features of successful foundational provision, and *A Foundation For Progression*, which explored the purpose and necessary elements of foundation education. These projects have involved analysing existing data on New Zealand learners, their education achievement and outcomes after graduation, reviews of existing literature, and work with foundation education practitioners. Common to both has been the importance of ‘purposeful’ education: linking programmes to clear career and learning paths while preserving a range of possible outcomes for graduates.

This presentation will describe New Zealand’s tertiary education system as the context for these projects, and discuss their conclusions and recommendations for practitioners, providers, and government agencies. This will include discussing how these findings relate to recent developments in New Zealand’s VET landscape, such as the introduction of Vocational Pathways and current government-mandated reviews of non-degree qualifications.

INTERNATIONAL STUDENTS AND THE INTERNATIONALISATION OF AUSTRALIA’S VOCATIONAL EDUCATION AND TRAINING SECTOR – *Steve Nerlich, Australian Government Department of Education*

The presence of international students in Australia’s vocational education and training (VET) sector enriches the cultural diversity of the student population and creates opportunities for enhancing the global awareness and intercultural competence of all students. International student numbers in the VET sector have fluctuated in recent years, but currently show signs of stabilising and potentially growing in the future. National-level data can indicate what international students are studying and the study pathways they may follow before and after studying VET in Australia.

To further explore the growing internationalisation of Australia’s VET sector, this session will also present what is known about offshore VET delivery by Australian institutions, drawing on the collaborative research efforts by the Australian Government Department of Education, Austrade, the National Centre for Vocational Education Research, TAFE Directors Australia and the Australian Council for Private Education and Training. Finally, the emerging area of Australian VET students studying abroad will be considered as another key aspect of the internationalisation of Australia’s VET sector.



DIPLOMA TO DEGREE: WHY SUCCESSFUL VOCATIONAL EDUCATION AND TRAINING DIPLOMA GRADUATES UNDERTAKE A UNIVERSITY ENABLING COURSE – *Suzanne Storer, CQ University**

The pathway for VET graduates in Australia who wish to undertake higher education studies has been described as a crazy pathway or seamless. Articulation is the term commonly used to describe the pathway between qualifications in VET and higher education. Generally, current articulation arrangement between VET and higher education institutions (universities) is based on local arrangements. While advancements have been made to ensure ‘seamless’ movement between differing sectors there are still significant barriers for students wishing to pursue this pathway.

Over the past few decades the number of university entrants with a VET qualification has risen significantly. However, even where formal articulation arrangements are in place anecdotal evidence suggests VET graduates may lack confidence in moving directly from the VET sector into higher education. This is evidenced by the enrolment in university enabling courses by students who have successfully completed a VET Diploma. This may even occur when there is an established articulation pathway to a Degree but the individual chooses to complete an enabling course before undertaking the Degree.

The factors that influence this decision are worthy of research. Students may be influenced by a variety of factors. This may include the VET environment from which they are making the transition, as the environment in which VET qualifications are gained has changed significantly with an ever increasing emphasis on job specific skills which may mean students do not recognise the transferable educational skills they acquire. Other factors may be perceptions of the different requirements of VET qualifications and degrees or lack of exposure to role models who have successfully made the transition.

SCOPING THE FOUNDATION SKILLS FIELD – *Louise Wignall, Anita Roberts and Wing-Yin Chan Lee, National Foundation Skills Strategy Project*

The National Foundation Skills Strategy for Adults sets out priorities and actions for building the foundation skills of the Australian adult population by 2022. Building the capacity of Australia’s education and training workforces to address foundation skills is an essential step in reaching the Strategy target. In 2013 the national Foundation Skills Workforce Development project conducted a series of activities targeting capacity-building for the education and training workforce. One of these activities explored the concept of a professional standards framework for foundation skills.

Establishing a professional standards framework requires clarity around the role of foundation skills practitioners and the extent and/or existence of the foundation skills field. However, scoping activities in 2013 revealed a marked lack of clarity or agreement on these topics. Further information gathering activities planned for 2014 will aim to gather quantitative and qualitative information on the experiences of practitioners delivering foundation skills and the environment in which they operate.



BUILDING THE CAPACITY OF VOCATIONAL EDUCATION AND TRAINING TEACHERS TO DELIVER HIGHER EDUCATION COURSES – *Lorraine Bennett, Federation University Australia*

In recent years there has been a blurring of boundaries between Vocational Education and Training (VET) and Higher Education sectors. Many universities have partnership arrangements with TAFEs and other VET providers as a way of creating pathways and increasing accessibility, particularly for rural and regional students, to participate in higher education. In addition, many TAFE and private provider institutes have been approved to offer higher education courses such as Associate Degrees and other 'middle-range' Australian Qualifications Framework programs.

This paper is informed by a Regional Partnerships Facilitation Fund project centred on staff professional development. The project has enabled 180 staff from six regional Victorian TAFE Institutes to enrol in the Graduate Certificate in Education (Tertiary Teaching) (GCETT) offered by Federation University Australia.

In particular, the focus of this presentation will be on how the GCETT program builds staff capacity to reconceptualise assessment practices and policies relevant to higher education learning and teaching. In the GCETT a number of innovative practices are modelled to enable participants to engage in and demonstrate a range of assessment possibilities. These assessment practices are substantially informed by Boud's scholarly body of work on 'Assessment Futures' and 'Assessment Propositions'.

Assessment for learning and improvement, as well as assessment as a measure of performance, is embedded throughout the GCETT. Alignment of assessment (learning outcomes) with learning objectives and learning activities is constantly reinforced. The assessment approaches presented in this case study illustrate how assessment can be re-designed to provide opportunities for collaboration, choice, creativity and customisation. The assessment strategies utilised in this program also demonstrate an awareness of the diverse and multidisciplinary learning and teaching contexts and circumstances of the participants.

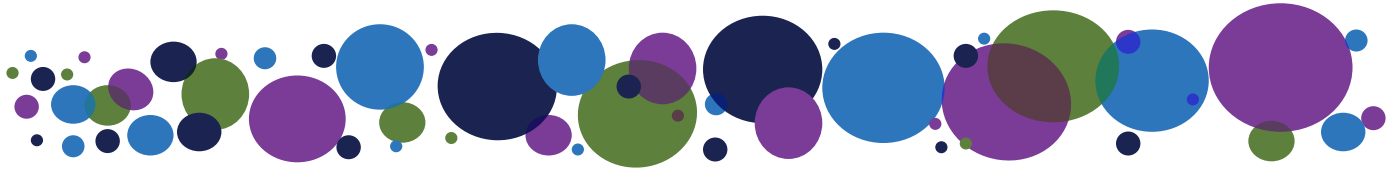
This session will appeal to conference delegates interested in exploring new ways to design assessment that engage and enhance student experience and learning outcomes.

IDENTIFYING ACTUAL VET QUALIFICATION COMPLETION RATES AND UNLOCKING THEIR POTENTIAL – *Daniel Doncaster and Adrian Seabrook, Department of Education, Training and Employment Queensland*

Qualification completion rates are an important measure of the effectiveness of the VET system. This presentation will detail how the Queensland Department of Education, Training and Employment developed a Longitudinal VET Activity Dataset that allows for the tracking of individual students from commencement through to qualification completion. The Longitudinal VET Activity dataset places Queensland in a unique position to accurately calculate actual qualification completion rates due to the maintenance of a database which stores all publicly funded VET data collected since 1996. This presentation will highlight the challenges of creating a longitudinal dataset and how these challenges were overcome.

The potential for research and analysis of VET qualification completion rates is only limited by the data fields collected in the dataset. Data can be analysed by industry training group, qualification, funding source, training provider type, gender, indigenous status, disability status, etc. The presentation will also cover some initial completion rate findings from the dataset. The presentation will also highlight the potential of the longitudinal dataset in identifying factors that contribute to non-completion.

With the introduction of a national Unique Student Identifier on the horizon, it is hoped the Queensland experience will provide an insight to what may be possible at a national level in the future.



NEW INSIGHTS OUT OF THE BOX: HOW PRIVATE RTOs ARE SUCCESSFULLY BUILDING LLN CAPACITY THROUGH ACPET'S 'RTO LLN-CAPABLE' PROJECT – *Maria Langwell and Sheila Douglas, Australian Council for Private Education and Training (ACPET)*

In late 2013-14, the Australian Council for Private Education and Training (ACPET) has been supporting fifteen private RTOs across Australia to build their whole-of-RTO LLN capability and become 'LLN-capable' RTOs, through a strategic Workplace English Language Literacy (WELL) project.

In the NCVET 'No Frills' Conference 2014 workshop, ACPET will present an overview of the project's rationale, structure, model being tested and project progress.

This initiative is the first of its kind that addresses RTO LLN capacity development at this breadth and depth and which aims to deliver internal cultural transformation of the participating RTOs.

Through implementation of the project, ACPET has documented key insights about how private RTOs build their LLN capacity in the context of widely varying external and internal cultural dynamics and challenges.

Each participant's experiences provide a rich source of nuanced information about how private RTOs become 'LLNised', with these experiences to be shared throughout the workshop. Hear how fifteen private RTOs have 'weathered the storm' of the challenging VET environment and moved steadily towards implementing a highly effective, integrated LLN service model.

COMPREHENSIVE UNIVERSITIES AND THE ROLE OF THE NATIONAL TAFE SYSTEM: THE CQUNIVERSITY CONTEXT – *Greg McMillan, CQ University**

The role and function of TAFE as a public provider of vocational education and training has continually changed since the 1970s. For example, this has included the introduction of national training packages, the marketisation of the sector, increased accessibility to contestable funds by private RTO's, the emergence of dual sector universities and the plethora of enterprise RTOs. The 2013 Parliamentary Inquiry into the role of the Technical and Further Education system and its operations provides an opportunity to review and reflect on the role of TAFEs. The terms of reference for the Inquiry include TAFE contributions to skills development to underpin the Australian economy, as well as pathways for access to higher education and employment. Both these domains are of fundamental interest to operations at CQ University, which on 1 July 2014, will merge with Central Queensland Institute of TAFE to become Queensland's first dual-sector university. This paper will provide an overview of the key issues raised in submissions to the Inquiry, and consider their implications for the CQ University context. Specifically, the paper will identify how opportunities for the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills – and through them a pathway to employment – might be enhanced by the merger to become a Comprehensive University. It will also consider the range of challenges facing CQ University from 1 July 2014, as it attempts to drive local, state and nationally-relevant outcomes from a regionally-based and "comprehensive" university base.



MY SKILLS OR MY PRIVACY? – *Alison Anlezark, NCVET**

Greater transparency is an aspect of the New Public Management (NPM) agenda that is central to current reforms in the vocational education and training (VET) sector. These include the 2012 release of the My Skills website, and the planned introduction of a unique student identifier (USI). While these initiatives provide greater transparency and facilitate more information for governments and consumers, do they come at the cost of a student’s privacy?

This paper analyses the current VET reform transparency agenda, identifying elements that are characteristics of the New Public Management (NPM) approach. It notes how recent technological advancements have facilitated the provision of more information than even Christopher Hood could have envisaged.

But the publication of performance information can raise privacy concerns. With the tightening of the Australian privacy legislation in March 2014, this paper rather timely raises likely privacy issues which will need to be addressed to reap the rewards of a more transparent VET system.

TEACHERS AS LEARNERS: CRITICALLY CULTIVATING THE FIRST CORE SKILL – *Jennifer Miles, Monash University*

Traditionally not renowned for its transformative nature, Vocational Education and Training (VET) is designed to foster acquisition of vocational skills for work and life. Spaces that promote this learning are typically shaped to optimise outcomes to meet demands of industry. Similarly, compulsory training for vocational specialists who facilitate this learning is grounded in measurable outcomes that accommodate organisational requirements. Since 2008, the Australian Core Skills Framework (ACSF) has framed learner capability against training requirements. Known previously as LLN (language, literacy and numeracy), the five Core Skills of Learning, Reading, Writing, Oral Communication and Numeracy now underpin students’ vocational learning in VET.

Parallel to the ACSF is an emerging body of research into the quality, diverse nature, needs and professionalization of VET teachers. In response, post-compulsory VET teacher education at diploma level and beyond now encourages an approach more focused on the expansion and application of knowledge and skills around contemporary theories of learning. Where ‘trainer’ education typically exhibited a behaviourist methodology, pedagogically sound models are now emerging that cultivate spaces of critical inquiry, perspective critique and identity work. Within these invigorated spaces of learning, participants can collaboratively challenge traditional notions of learning and teaching, and the first of the ACSF Core Skills – Learning and learner identity - emerges as a key focus in individuals’ journeys to the edge of their knowing.

As an educator of VET educators, anecdotal evidence suggests to me that through undertaking identity work, teachers come to understand learning and subsequently teaching differently. My research seeks to unpack the lived experiences of vocational teachers who have undertaken this journey, to identify the ways in which learning spaces challenged their notions of themselves as learners, and subsequently as teachers. Through narrative inquiry it aims to draw out stories of conditions that cultivate personal inquiry and potentially transformative learning.



TICK TAC: THE ROLE OF TERTIARY ADMISSION CENTRES IN VET TO UNIVERSITY PATHWAYS – *Jillian Blacker, University of Southern Queensland; and Mark Doran, Craig Poole and Alicia Toohey, Southbank Institute of Technology**

The recent NCVET research report A half-open door: pathways for VET award holders into Australian universities confirms that “university policies and practices appear to influence the rate at which institutions admit students on the basis of a VET award”. The authors of this paper will explore how the subtle differences between universities’ implementation of policies in promoting student pathways may be also impacted by the operations of state tertiary admission centres (TACs). This paper will explore how the TACs in different Australian states and territories function in enabling students to move into higher education on completion of their vocational education qualification. It will examine whether operational differences are apparent across state and territory jurisdictions and to what extent, therefore, these may contribute to a variation in the numbers of students articulating from VET to university. Particular attention will be paid to TAC offerings that couple together a diploma and degree in a selectable study pathway at the point of applying for a place in the tertiary education sector. Such an offering clearly shows both guaranteed entry into a university as well as academic credit in a single study preference. The authors, from both VET and higher education, will draw on findings from the national Integrated Articulation and Credit Transfer project, their extensive practice in establishing articulation pathways, as well as the results of a series of NCVET Summary of Graduate Outcome Reports.

THE USE OF TECHNOLOGY TO PROMOTE ENGAGEMENT AND COMPLETION IN THE EDUCATION SECTOR – *Katrina Kavanagh, Federation University Australia*

The VET sector is a competitive market and learning institutions need to engage distant learners more than ever before. Video conferencing technology provides a visual medium for students to connect with the teacher, with fellow students and with the learning content. This presentation will discuss the findings from a research project which examined the use of video conferencing equipment in the delivery of one subject in the Associate Degree of Training and Education. This presentation identifies the experiences of students connecting via video conference from a number of learning institutions, it gathers information regarding the potential of the equipment and the existing barriers and the view of Institute Representatives has also been documented. Using a qualitative approach, semi-structured interviews were conducted with 9 students, 3 IT experts and 2 learning Institute Representatives. Common themes emerged; visual communication with the teacher and other students was considered effective and discussion of content and assessments was regarded as useful. Difficulties were identified including inadequate or incompatible equipment, the need for IT support, staff confidence in using new technologies and the necessity for ongoing professional development. These findings highlight the need for careful consideration when using technology to reach distance education learners; adequate equipment needs to be in place, extensive support needs to be provided and the technology must meet the needs of the student cohort. Technology is becoming increasingly important in order to engage with students and the exploration of effective practice is important to ensure quality VET programs are delivered.



CALD OTEN STUDENT COHORTS IN COMMUNITY SERVICES AND CHILDREN'S SERVICES COURSES: A DETAILED ANALYSIS – *Nicole Zabbal, OTEN, Western Sydney Institute, TAFE NSW*

The presentation will outline research findings on overseas born Culturally and Linguistically Diverse (CALD) students at the Open Training and Education Network (OTEN) derived from the following two projects conducted recently: a) Pathways to Employment for Migrants in the Community Services Industry (2012) and b) Enhanced Outcomes for OTEN students from Non-English Speaking Background in Child Care Qualifications (2013).

Funded through the Western Sydney Institute (WSI) i2i Invitation to Innovate Funds, the projects form part of a proposed CALD research and implementation series which aims to systematically identify the over 15,000 CALD students enrolled at OTEN across all fields of study. Consultations with training industry specialists and multicultural community representatives on skills needs specific to target groups of CALD students inform and guide the research.

Enrolment and completion data on a cohort of 915 CALD enrolments in selected 2011 Community Services courses and 1500 CALD enrolments in 2012 Children's Services courses, will be examined. Significantly for example, course completion data for both these CALD cohorts reveal higher completion ratios of total student completions in proportion to their enrolment ratios.

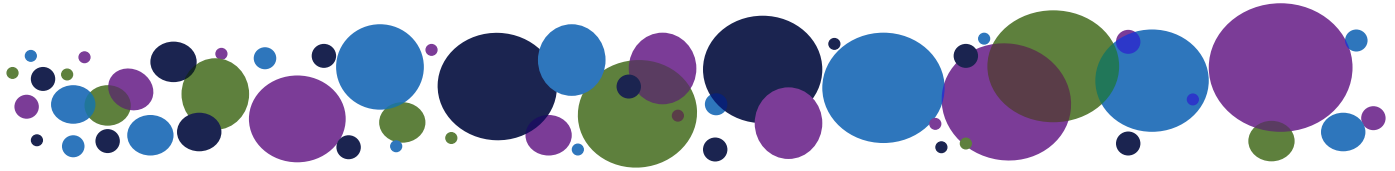
Evidenced-based research findings of OTEN CALD students enrolled in 2012 Certificate III in Aged Care and in 2013 Certificate III in Children's Services courses will also be presented. Anecdotal evidence of English language, cultural and communication skills as barriers to course completion drawn in consultation with training industry stakeholders, will be discussed against survey responses.

The implementation phase of the projects allowed for additional training provision for the CALD students in the Certificate III courses. Relevant customised intervention support strategies that were developed and piloted will be used to highlight some of the additional challenges these target groups of students face. The models draw on student resilience and reframing of such challenges as strengths using asset-based practice to enhance learning.

MEASURING EDUCATIONAL OUTCOMES OVER THE LIFE-COURSE – *Bindi Kinderman, Australian Bureau of Statistics*

The Australian Bureau of Statistics has been enhancing the opportunities for education research through integrating administrative education datasets and the Australian Census of Population and Housing. Data integration brings together multiple datasets to create an enhanced data source that enables more detailed and useful analysis to be performed than would be possible using only separate, unlinked data sources. This presentation will outline the work ABS has been conducting to improve research opportunities in the education space and demonstrate some early findings.

The Transforming Education and Training Information in Australia (TETIA) initiative aims to produce a world-class early childhood, education, higher education, and training information strategy in Australia supported by integrated, enduring, high quality and accessible data. The ABS has supported this initiative by seeking to maximise the use of administrative education data such as VET by linking it to the 2011 Census. In addition, linking datasets such as AEDI and NAPLAN to the Census would provide more information on childhood development, performance, and later outcomes as well as more detailed information on backgrounds of students such as family, economic and demographic characteristics.



EARLY SCHOOL LEAVERS' CAREER CHOICES AND THE FACTORS INFLUENCING THEIR CAREER CHOICE –

Azusa Umemoto, Federation University Australia

This study examined early school leavers' future career paths and their reasons for choosing their particular paths. A total of 33 young people were interviewed and 55 young people were surveyed. Both interviews and surveys took place in Ballarat and Melbourne in 2013. The participants were between the ages of 15 and 19 and they left mainstream school before completing Year 12 or were at risk of leaving mainstream school before completing Year 12. The interviews found that participants identified a wide range of occupations for their career paths. According to Australian and New Zealand Standard Classification of Occupations (ANZSCO), many identified occupations required certificate III/certificate IV. The interview data also revealed that most popular reasons for choosing the occupations were interest in the occupation related areas or in subjects that the occupation dealt with, such as cars or animals. The next common reasons were the appeal against job attributes (e.g. work environment and flexible working schedule) and the attraction for work tasks (e.g. cooking and serving customers). There seemed to be no prominent difference between participants from Ballarat and participants from Melbourne in terms of their chosen career paths and the reasons for choosing their occupations. When participants were asked in the interviews whether their location has influenced their career choice, several participants felt that Melbourne offered more work opportunities and resources, while Ballarat or other regional places are limited. Others did not perceive any influence of location on their career decision. The survey data will compare the results of interviews in quantitative method. This study suggests possible ways to promote vocational education and training to early school leavers and those who are at risk of early school leaving.

CRITICAL DISCUSSIONS ON STAKEHOLDER PERSPECTIVES IN VOCATIONAL EDUCATION AND TRAINING –

Jonathon Mascorella, University of Notre Dame

The purpose of Vocational Education and Training (VET) in Australia is to provide occupationally aligned qualifications to equip people with knowledge and skills for work. The VET system includes stakeholders such as governments, employees, institutions and learners. Stakeholders hold perspectives on VET that reflect their individual needs, wants and objectives, which are contextualised by their particular circumstances. In addition, VET is influenced by the social, cultural and economic needs and objectives of the time.

As stakeholders, how do we see our contribution to the VET sector? What issues surround employability skills, teacher and trainer qualifications, learner transition and pathways to future work or education? How can we ensure training translates to value in employees? This interactive presentation engages the audience in discussion around these topics, and more. An evidence-rich presentation precedes the interactive session to develop the background of these core issues. The intention is to engage thinking and discussion on these critical aspects of VET, which form the basis of work currently undertaken for a Doctor of Philosophy degree. The accompanying paper considers associated literature on these areas in the context of social and human capital. It explores historical changes within critical areas of VET that have contributed to the current shape of VET. Further, it considers current examples of workplace learning and immersive experiences and their potential to enhance the transition of students from school to work.
