



## From the President

Hi to the AVETRA family,

After another year where change and flexibility have become the norm in vocational education and research, it feels like we are starting to move towards a brighter future. The 2017 5-Year Productivity Review, *Shifting the Dial*, noted that Australian governments can contribute to the nation's productivity by supporting policies that ensure there is confidence and stability in the VET system, increasing the provision of generalisable and transferable skills, professionally developing VET teachers and [ensuring that] *'the system's design should reflect the needs of its customers, with regulators and providers adapting to meet that goal'* (p93).



Many of these recommendations echo the calls of VET staff and researchers to manage continual adaptation through nuanced and productive partnerships across the sector. AVETRA's researchers have demonstrated their leadership in speaking to these agendas, promoting positive approaches to change and ensuring we learn from lessons of the past, supported by robust evidence. Your role as thought leaders will only continue to develop as an essential part of the vocational education and skilled workforces' future in 2018 and support the capacity to plan and respond to changes – planned and unplanned – of 2018. Changing demographics, climates, economies and social conditions will all have an impact on Australia's communities. In responding to these challenges the

VET community, properly supported can contribute to the nation's productivity by helping to drive innovation, workforce development and social cohesion.

It has been an honour to work with you over the year, so please join me in reflecting on our achievements in 2017 and I look forward to the opportunities of 2018.

I hope you have a safe and festive season with your family and friends. I look forward to seeing your work as the year commences.

Regards

*Ruth Wallace, President of AVETRA, Northern Institute, 2017*

## A MINUTE WITH ANDY SMITH



The VET sector has become notorious for reform in recent decades. It seems that every new government, whether State or Federal, comes to power with an agenda for VET reform and proceeds to make often sweeping changes to the system with little regard for previous reforms. The cumulative impact of VET reform in the last decade has been to produce a VET system that many commentators and researchers have now recognised as a shadow of its former self – low enrolments, low and declining funding, patchwork regulation and lacking national consistency. However, in the midst of all this reform, the one thing that, perhaps, could make most difference to the performance of our VET system seems to have been regularly overlooked and almost wilfully neglected. I am referring to the capabilities and qualifications of the VET workforce – the teachers and trainers in the VET system that make such a difference to the experience of students and the skills of the national workforce generally.

Many have asked these questions over decades: why is it that we require such lengthy and high quality education for teachers in the secondary and primary school systems in Australia and yet only require teachers in the VET system to possess a Certificate IV qualification? Why do we expect our school teachers to undertake 4-year degree programs in education or, in many cases, post-graduate qualifications, and yet require our VET teachers to undertake only a low level educational qualification that is often delivered in a matter of a few days or weeks? As yet, there has never been an adequate explanation offered for this glaring anomaly by researchers, policy makers or politicians. The quality of the Certificate IV as a pedagogical qualification has also been questioned as it contains little of the learning theory or practical teaching instruction that we routinely expect from teacher qualifications in other sectors. What is going on?

More recently there appears to have been a resurgence of interest in the quality of VET teaching and the education of VET teachers. Researchers, policy makers and practitioners are taking a keener interest in the capabilities and skills that modern VET teachers require as the VET system nationally grapples with the sometimes catastrophic fall out of reforms to the funding of VET at State and Federal level. The view that VET teachers require a higher level qualification than a Certificate IV, and at least a Diploma, is beginning to gain ground in the sector. Perhaps this is the sign of a 'new hope' in the long running debate on VET teacher qualifications. My own view, as a former VET researcher and now as a TAFE Director in a dual sector university, is that we certainly need to insist on at least a diploma-level qualification in education for VET teachers and that we should move quickly towards a degree qualification as the benchmark. There are three reasons why I think the move to degree-level educational qualifications for VET teachers is becoming essential.

**Firstly and most importantly is the need to improve the quality of teaching in the system.** Unfortunately the national and state based regulators have tended to focus on factors other than the actual quality of teaching that students in the system experience. This is beginning to change now and the results are showing that there are clear and major deficiencies across the VET system in areas such as assessment, the quality of on-line learning and design and delivery of teaching strategies. These are the very things that make such a difference to the quality of the educational experience for students. They are also, of course, the very things which are the focus of degree level educational qualifications for teachers in other sectors. In these qualifications students are taught the principles of

effective teaching and assessment design over a period of time. There can be little doubt that that the quality of VET teaching will continue to suffer until our teachers are fully qualified at the degree level.

**Secondly, we need to improve innovation.** Increasingly there are calls across education to find new ways to develop and deliver qualifications. This is also the case in the VET sector as the educational needs of employers and individuals change. The move towards a more innovative VET system depends on having a well-educated and thoughtful cadre of VET teachers who have been educated to understand how to think in different ways about vocational education. Yet the educational requirements for VET teachers are currently an impediment to and not a facilitator of innovative and lateral thinking on the part of VET teachers. Many teachers know they need to change but simply do not have the tools and capabilities to help them move towards more innovative teaching.

**Finally, is the need to improve the professionalisation of the VET teaching workforce.** It is often said by those in the VET sector that VET is not taken as seriously by governments and others as schools and universities. There is no doubt that this is true – no government could have got away with instituting the same the level of reform that the VET sector has experienced in schools or universities. Part of the reason for this lack of policy visibility is the lack of professionalisation of VET teaching. Compared to school teachers and to university academics, VET teaching is not held in high public regard and is not seen as a profession. The lower level of qualifications required to become a VET teacher is clearly a cause – not the only one perhaps – of this poor public perception. If we are to attract the best and brightest into the VET system in the future, the requirement of a degree level qualification will be a *sine qua non*.

I hope that as the debate on VET teacher education moves into a higher gear, a national consensus might emerge on the requirement to move our expectations of VET teaching to the next level and underpin that expectation with the requirement for VET teachers to acquire the same level of educational qualification as their counterparts in other education sectors.

**Professor Andy Smith is Deputy Vice Chancellor, Academic Portfolio, Federation University**



## AVETRA welcomes the recently appointed ministers for Training and Skills

### Shannon Fentinan the new minister for Training and Skills Development in Queensland



AVETRA congratulates the Hon. Shannon Fentinan, the new Minister for Employment, Small Business and Training and Skills Development for Queensland.



<https://www.parliament.qld.gov.au/members/current/list/MemberDetails?ID=2169129767>

Congratulations also go to the Hon. Gayle Tierney MLC: the new minister for Training and Skills in Victoria.

<https://www.vic.gov.au/contactsandservices/directory/?ea01fz99120.&organizationalRole&dc0ce8eb-ee63-4a80-9685-930e3c12a8d1>

## National VET Data Policy

This update has been provided by Alison Anlezark (left) who is the National Standards Manager at the National Centre for Vocational Education Research (NCVER). In this role Alison is responsible for ensuring NCVER's products and services keep pace with the changing needs of the VET sector. She has oversight of the statistical standards, NCVER's data quality program and NCVER's client support team.



**The new National VET Data policy** sets the framework for reforms to help students make better decisions about their training and to access a more complete official record of what they have done. The reforms also aim to simplify regulation for RTOs and help stakeholders better understand their responsibilities for collecting, reporting, using and accessing VET data.

Key changes in the new policy can be summarised into three categories:

- consolidation of the policy to provide guidance on all national VET data collections in one document
- reduction of some reporting exemptions for community service organisations and RTOs delivering short courses (exemptions on the basis of national security are largely retained)
- more transparent and defined rules in relation to disclosure and use of data from the national VET administrative collections and surveys held by the National Centre for Vocational Education Research (NCVER).

**For researchers and policy makers** the new policy will provide more accurate and comprehensive VET data from RTOs, which helps to build a stronger VET system in Australia. This will improve understanding of how different types of vocational training are used by different segments of the population, and supports demographic analysis for workforce planning, policy development and consideration of potential market interventions. The policy provides for improved clarity around access to data in the national VET administrative collections and surveys.

**For students** the more comprehensive coverage of unique student identifiers (USIs) in the national VET collections will give them more complete information on their USI transcripts. The policy also provides more explicit explanation to students on how the data on their enrolment forms will be used.

**NCVER** is supporting the new policy by making immediate changes to its [Privacy Policy](#), and in 2018 will be updating its [Data Access Policy](#) to align with the VET Data Policy. NCVER is also supporting RTOs to understand what these changes mean for them. The key changes for RTOs as outlined in our helpful [Factsheet](#) include:

- changes to the standard enrolment forms
- a VET data use and RTO declaration
- a reduction of reporting exemptions for community service organisations and RTOs delivering short courses
- changes to the scope of national security exemptions.

Further information can be found on the [Department of Education and Training](#)'s website.

## Hot off the press: The teacher education of *VET in Schools (VETiS)* teachers report

This report has been recently published by Dr Mike Brown and Dr Karen O'Reilly-Briggs of La Trobe University, Melbourne. The study was supported by the Australian Council of Deans of Education Vocational Education Group (ACDEVEG) and investigates the professional preparation of teachers working in Vocational Education and Training (VET) programs in Australian secondary schools. The research focuses on the supply-side of university-based VET teacher education programs and offers a stocktake of the VET method area offerings that are available (and not available) for pre-service teachers in Australia. The study also examines the factors that enable or block the provision of teacher education for VET in Schools teachers across the nation and reports on the similarities and differences that occur. The report is available on the La Trobe University website, or by request by emailing Karen at [k.oreilly-briggs@latrobe.edu.au](mailto:k.oreilly-briggs@latrobe.edu.au)



## Research under construction: *Advanced manufacturing, engineering trades and innovation: understanding skill needs for jobs of the future – pilot study*

In other news, Dr Karen O'Reilly-Briggs, Dr Mike Brown and Professor Terri Seddon, as part of La Trobe University's Industry Engagement Scheme, are in the midst of a new study designed to investigate skill and capability requirements of the advanced manufacturing industry—with a view to identify strengths and weaknesses in curriculum and provision of manufacturing and engineering trade vocational education. The study aims to gain an understanding of advanced manufacturing in Australia from the perspectives of 'key players' in the industry, and consider what this understanding might mean for the future of engineering tradespeople and engineering trade vocational education in Australia. For more information, contact Karen: E: [k.oreilly-briggs@latrobe.edu.au](mailto:k.oreilly-briggs@latrobe.edu.au); T: 03



94791325.

## AVETRA Educator Hub

Bringing Vocational Education and Training Researchers Together

Have you visited the Educator Hub site recently? <http://avetraeducatorhub.org/just-like-avetra-this-hub-is-set-up-to-bring-australias-vet-research-community-together/>. There are links to AVETRA research tools and other current research issues, a blog to discuss your research, and an opportunity to network with other researchers/inquirers in the VET sector. The Hub is free, so we hope you will involve yourselves (from Linda Simon, AVETRA Executive member)

## Stories making the news

### **A realistic look at the effects of automation**

Professor John Spoehr, first Pro Vice-Chancellor (Research Impact) at Flinders University and Director of the Australian Industrial Transformation Institute at Flinders University, questions the hype about robots taking over our jobs. He says: 'The apocalyptic vision of a world without jobs needs to be replaced by a more grounded perspective on the impact of automation and artificial intelligence in our workplaces. Jobs are being lost, roles are being changed, and new jobs are being created by automation and artificial intelligence. It is a complicated landscape.' Source: Adelaide Review - <https://www.adelaidereview.com.au/opinion/business-finance/fears-automation-driving-unemployment-overblown/>

### **Coding should be a must for two-year-olds, says computing expert**

An early introduction to coding would help reduce gender stereotyping of the occupation and encourage women to take up programming. This is the view of Dame Stephanie Shirley who first began selling software in the 1960s. She said 'most successful later coders start between five and six [and] in a sense, those years are the best for learning anything ... and means that programming [hasn't] become set in your mind as geeky or nerdy.'

<https://www.theguardian.com/technology/2017/aug/20/two-year-olds-should-learn-to-code-says-computing-pioneer>

### **Is VET better than university at preparing students for work?**

Universities have often been seen as the route to employment. However students do not always think this is the way to go. Source: Daily Telegraph – <https://www.dailytelegraph.com.au/newslocal/central-sydney/vet-courses-better-than-university-for-many-students/news-story/9a5401c29231f0a0e5128c7c6621955b>

### **Australian CEOs earn around 80% more than the average worker**

Check this website out to see how the wages of CEOs are outstripping the wages of workers by the second.

<http://www.abc.net.au/news/2017-12-06/ceo-salaries-78-times-average-australian/9216156>

### **NSW Policy for delivery of the Certificate IV in Training and Assessment (TAE40116)**

Find out about NSW's approach to funding the Certificate IV in Training and Assessment for eligible students. 'NSW Smart and Skilled Policy for the Delivery of the Certificate IV in Training and Assessment (TAE40116)

[https://www.training.nsw.gov.au/forms\\_documents/smartandskilled/contract/tae40116\\_certificate\\_iv\\_delivery\\_policy\\_under\\_smart\\_and\\_skilled.pdf](https://www.training.nsw.gov.au/forms_documents/smartandskilled/contract/tae40116_certificate_iv_delivery_policy_under_smart_and_skilled.pdf)

### **Victoria developing qualifications in cyber security**

The Minister for Training and Skills in Victoria recently announced the established of programs specifically aimed at developing cyber security skills. She said, 'Victoria is leading the push to implement a national training model to give Australians the skills they need to secure jobs as cyber security experts, filling critical shortages in the banking, telecommunications and defence industries.' Box Hill TAFE Institute in conjunction with industry has developed two cyber security qualifications: the Certificate IV in Cyber Security and the Advanced Diploma in Cyber Security. They will be available in 2018 <https://www.premier.vic.gov.au/victoria-leading-national-cyber-security-skills-push/>



## **Victorian students top the nation in reading**

Victoria outperformed all the other Australian States and Territories in the results of the Progress in International Reading Literacy Study (PIRLS). It achieved an average score of 560. The Australian Capital Territory was runner up with an average score of 552. Five years ago 80% of Victorians performed at the 'Intermediate level'; last year this increased to 86%. <https://www.premier.vic.gov.au/victorian-students-top-of-the-class-in-reading/>

## **Brian Cox: why we need a new and brave education system**

Brian Cox, celebrity physicist, when recently asked for his views on the probability of jobs being lost to advances in automation, responded that new jobs will replace the jobs that will be lost. 'So the challenge for government is to make sure it has a research, innovation and education system that creates new jobs and educates the workforce faster than the old jobs [disappear],' he said.

Source: The Australian - <http://www.theaustralian.com.au/higher-education/opinion/brian-cox-brave-new-world-demands-brave-approach-to-education/news-story/31ece36331a04620c9ee6a9af12d6838>

**You can check the news making it to the home page of the different State Training Authorities by clicking on the following links.**

- Australian Capital Territory (ACT) - [Skills Canberra](#)
- New South Wales (NSW) - [Training Services NSW](#)
- Northern Territory (NT) - [Department of Trade, Business and Innovation](#)
- Queensland - [Department of Education and Training](#)
- South Australia (SA) - [Department of State Development](#)
- Tasmania - [Skills Tasmania](#)
- Victoria - [Department of Education and Training](#)
- Western Australia (WA) - [Department of Training and Workforce Development](#)

## **ASQA updates its Users' Guide to the Standards for RTOs**

ASQA has recently published an updated version of the Users' Guide to Standards for RTOs. This version incorporates ASQA's student-centred approach to audit. 'The guide aims to help RTOs make sure their practices deliver a quality experience for every student at each stage of their 'journey' through the VET system. <https://www.asqa.gov.au/news-publications/news/updates-users-guide-standards-rtos-2015>. Check the website to access the links to the guides *online* or to the PDF that you can download.

## **ASQA publishes information on consequences of non-compliance with ASQA audits**

ASQA no longer waits for the end of the formal review process to publish information on RTOs who have failed to pass audit. It now publishes information on its regulatory decisions for non-compliant RTOs shortly after the regulatory decisions are made and before the review process has been finalised. Information on these regulatory decisions and the RTOs subject to these decisions are made available on the ASQA website. <https://www.asqa.gov.au/about/decisions/decisions-table>

## **ASQA consultation on fees and charges**

ASQA has recently held a consultation process on its fees and charges policy. Feedback from RTOs, course owners, peak bodies, and government stakeholders indicate general acceptance of the revised schedule of fees and charges. These changes the aim to help training providers maintain compliance with the VET Quality Framework. <https://www.asqa.gov.au/news-publications/news/thirty-five-submissions-received-about-proposed-fees-and-charges>

## **ASQA reports the consequences of its regulatory decision for TAFE SA**

ASQA states 'On Monday, 4 December ASQA formally advised TAFE SA of its decision to suspend 10 qualifications from its scope of registration as a provider of vocational education and training.' 'ASQA's decisions will come into effect on 23 January 2018 unless TAFE SA utilises the review avenues available to it. These mechanisms include an internal reconsideration of the decision by ASQA or an external review by the Administrative Appeals Tribunal. TAFE SA can also seek a reassessment of the suspension at any time once it has taken steps to remedy the non-compliance identified.' ASQA will not be taking steps to cancel any qualifications issued by TAFE SA. ASQA is working with TAFE SA on the reassessment of students impacted by the decision.' ASQA has advised TAFE SA of its intention to undertake another compliance monitoring audit of its training and assessment within 12 months. This is expected to occur in the first quarter of 2018.

<https://www.asqa.gov.au/news-publications/news/asqa-suspends-10-qualifications-tafe-sa>

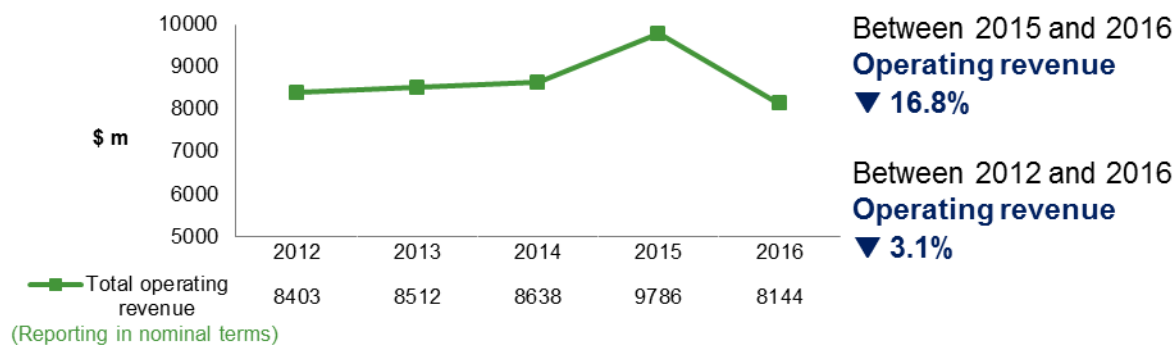
## **ASQA grants extension to TAFE SA**

On Monday 18 December 2017, ASQA agreed to a request from TAFE SA for an extension of time to lodge a reconsideration application to 2 March 2018. <https://www.asqa.gov.au/news-publications/news>

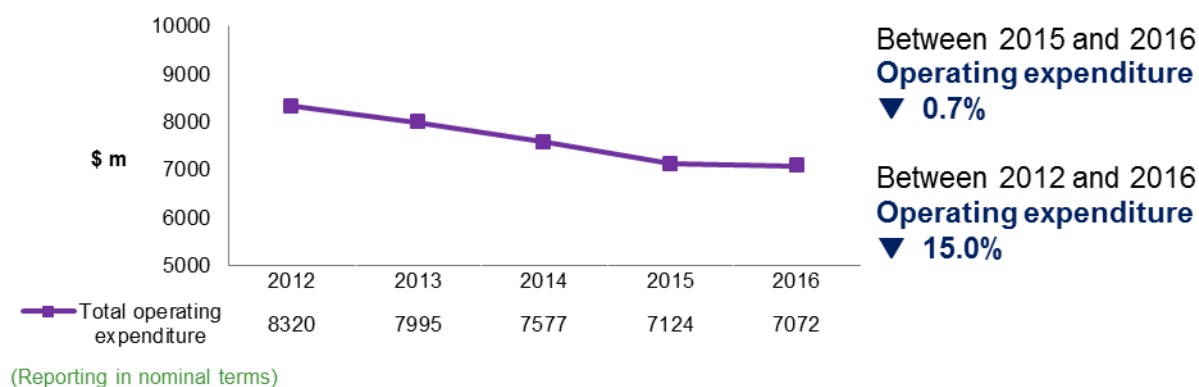
## Facts and figures: a focus on statistics from the NCVET National Finance Collection

The NCVET *Financial information 2016* report <https://www.ncver.edu.au/publications/publications/all-publications/financial-information-2016> gives an account of how the government-funded VET sector is financed. It is based on data provided by the Australian, state and territory government departments responsible for administering government funds for Australia's VET system. We reproduce some of the graphs in the publication here.

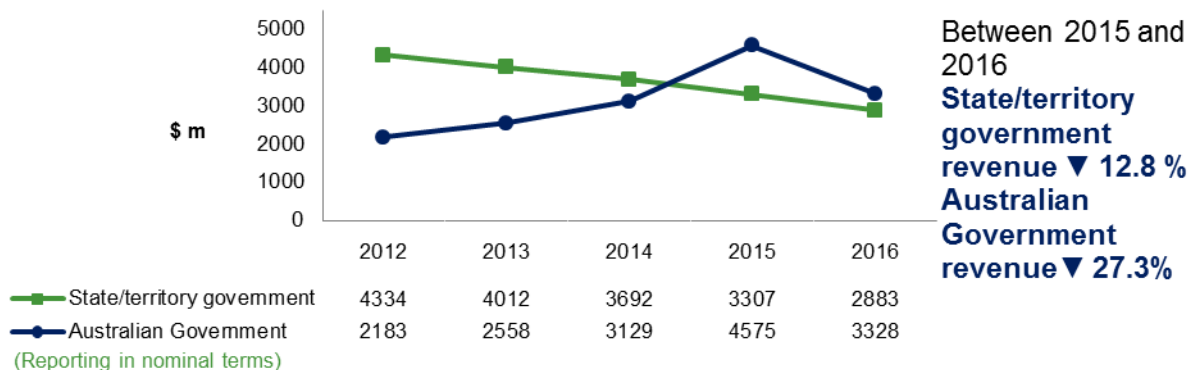
### VET operating revenue, 2012–16



### VET operating expenditure for government training departments and government training providers, 2012–16



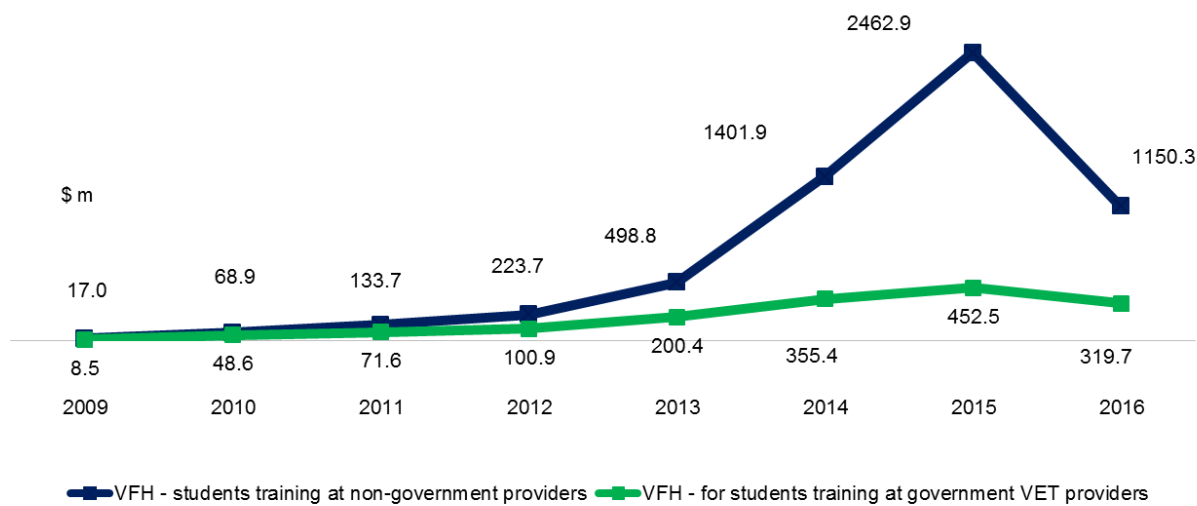
## Revenues from Government, 2012–16



See more at: <https://www.ncver.edu.au/publications/publications/all-publications/financial-information-2016>

**VET FEE-HELP:** The VET FEE-HELP (VFH) program was funded by the Australian government to assist eligible students for part or all of their tuition costs. This graph was produced as part of a presentation delivered by Josie Misko (NCVER Senior Research Fellow, and the editor of this magazine) and Pat Owen (the coordinator of the National Finance Collection) to the recent InSources Policy, Compliance and Funding Summit in Parramatta. It is based on data sourced from the federal Department for Education and Training VET FEE-HELP statistics. It shows how loans for students in both sectors grow slowly from 2009 to 2012 but rise very rapidly for students at non-government providers. They peak in 2015 and drop heavily in 2016. In 2015 a new regime for eligibility for VET Fee-Help was introduced.

## VET FEE-HELP loan payments for students training at non-government and government training providers, 2009–16



Resources for your research: from NCVER's VOCEDplus data base



# A-NEWS

The considerable resources of the VOCEDplus data base can help you when you are starting up new research projects or literature reviews. VOCEDplus is funded by the Australian Commonwealth, State and Territory Governments and is endorsed by the UNESCO-UNEVOC International Centre in Bonn, Germany. It is produced by the National Centre for Vocational Education Research (NCVER), based in Adelaide, Australia.

Click on the following link to start your search.

<http://www.voced.edu.au/>



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Link to the whole list of podlets: <http://www.voced.edu.au/podlets>

Link to the feedback form: <http://www.voced.edu.au/content/contact>

## Upcoming Conferences

## Australian Conferences 2018: details on dates and links



**February 1-2**, 20<sup>th</sup> International Conference on Distance Education and Virtual Learning, Melbourne, Hotel Grand Chancellor. See more at

<https://www.waset.org/conference/2018/02/melbourne/ICDEVL>

**February 4-5**, International Conference on Education and E-Learning, Park Regis North Quay, Brisbane. See more at: <http://iserd.co/Conference2018/Australia/1/ICEEL/>

**March 15-16**, Big Data & Data Analytics Innovation Summit, Melbourne. See more at [https://theinnovationenterprise.com/summits/big-data-analytics-innovation-summit-](https://theinnovationenterprise.com/summits/big-data-analytics-innovation-summit-melbourne-2018)

[melbourne-2018](https://theinnovationenterprise.com/summits/big-data-analytics-innovation-summit-melbourne-2018)

**April 26-27**, Inaugural AVETRA VET Practitioner Research Conference 2018. Melbourne, Victoria, <https://avetra.org.au/pages/inaugural-avetra-vet-practitioner-research-conference-2018.html>

**July 12-13**, Australian Conference of Economists, ACE 2018, *Australia's Place in the World*, Canberra. See more at: [http://esacentral.org.au/annual-conference-item/25300/ace-2018/?type\\_fr=407](http://esacentral.org.au/annual-conference-item/25300/ace-2018/?type_fr=407)

**August 12-13**, Australian Council of Educational Research (ACER) Research Conference 2018, Teaching practices that make a difference: Insights from Research, International Convention Centre, Sydney. See more at <https://www.acer.org/research-conference>

**August 15-17**, Joint international conference *Skills for a global future: working and learning together*, Sydney, This conference is co-hosted by the National Centre for Vocational Education Research and New Zealand Ako Aotearoa and Industry Training Federation. This is a coming together of the NCVET 'No Frills' conference and the New Zealand Vocational Education and Training Research Forum. See more at <https://www.ncver.edu.au/about/news-and-events/events/27th-national-vocational-education-and-training-research-conference-no-frills-2018>

**September 13-14**, Velg National Conference 2018, *Skilling Australia's VET Futures*. Adelaide Convention Centre See more at <https://www.velgtraining.com/nvc>

**October 2-5**, South Australian Council of Teaching English as a second Language (SATESOL) and the Australian Council of TESOL Associations (ACTA) Conference, English language learning in a mobile world. See more at <http://tesol.org.au/ACTA-Conference/ACTA-International-Conference-2018>

## International Conference for 2018: dates and links



**April 13-17**, 2018 American Educational Research Association Meeting: The Dreams, Possibilities and Necessities of Public Education, New York City, NY. See more at <http://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-Call-for-Paper-and-Session-Submissions>

**June 6-8**, 3rd International Congress on Vocational and Professional Education and Training. *Skills for employability and careers*, Winterthur, Switzerland. See more at <http://www.vpet-congress.ch/>

**July 13-15**, Association for Research in Post-compulsory Education (ARPCE), 3rd International ARPCE Conference, *Research in Post-Compulsory Education*, Harris Manchester College, University of Oxford. See more at: <http://arpce.org.uk/conference-2018/>

**July 17-19**, SCUTREA (Standing Conference on University Teaching and Research in the Education of Adults), *'Lifelong Learning and the Pedagogy of Hope'*, University of Sheffield's Hotel and Conference Centre, Sheffield, United Kingdom. See more at <http://www.scutrea.ac.uk/>

**July 5-6**, Education and Employers and the Edge Foundation with support from the Department for Business, Energy and Industrial Strategy, *5<sup>th</sup> International Conference on Employer Engagement and Training*, London Westminster. See more at <https://www.educationandemployers.org/research/5th-international-conference-on-employer-engagement-and-training-2018-call-for-papers/>

**August 12-15**, IVETA International Conference 2018, *'Making technical and vocational education training the first choice'* Tsogo Sun, Cape Town, South Africa. See more at <http://www.sacpo.co.za/iveta-2018>

**September 3 – 4**, European Educational Research Association, *Inclusion and Exclusion, Resources for Educational Research?* Free University, Bolzano. See more at <http://www.eera-ecer.de/ecer-2018-bolzano/>

**September 12-14**, 9<sup>th</sup> international conference of the EARLI SIG 14 *Learning and professional development*, University of Geneva, Lausanne, Switzerland. See more at <http://unige.ch/earlisig14/>

**October 8-10**, World Federation of Colleges and Polytechnics World Congress 2018, Melbourne, Victoria, Australia, *Preparing for the Skills Future Now* (hosted by TAFE Directors Australia supported by Victorian TAFE Association, with planning committee members coming from Box Hill Institute and Holmesglen Institute) <http://www.cvent.com/events/wfcp-2018-world-congress/event-summary-3c74b6b106e3453cbd95ef86f5d6f3f2.aspx>





Department  
For  
Lifelong  
Learning.



## SCUTREA Conference 2018

### Lifelong Learning and the Pedagogy of Hope

The SCUTREA 2018 conference will be hosted by the Department for Lifelong Learning (DLL) at the University of Sheffield. DLL has a long and proud reputation for supporting adult learners and delivering high quality education to a diverse student body.

Our conference theme – *“Lifelong Learning and the Pedagogy of Hope”* - aims to showcase the transformative nature of adult education and to celebrate and promote successes in adult education at both micro- and macro-scales, in order to reassert the central importance of adult education to individuals, communities, employers and families, and to the health, wellbeing and economy of every neighbourhood, region and nation.

Whilst the Department’s work is largely in a Higher Education setting, we are very keen to encourage the submission of papers, symposia, posters and roundtable presentations from colleagues working and researching across a whole range of different settings and in diverse subject areas. Discussions of these will further enhance each other’s learning and practice and inform current and future research

Date: Tuesday 17th – Thursday 19th July 2018

Venue: Halifax Hall, the University of Sheffield

Further information and call for papers [www.scutrea.ac.uk](http://www.scutrea.ac.uk)

T: 0114 222 7116 e: [scutrea2018@sheffield.ac.uk](mailto:scutrea2018@sheffield.ac.uk) w: [www.sheffield.ac.uk/dll](http://www.sheffield.ac.uk/dll)

SCUTREA, established in 1971, organises annual conferences and brings together adult educators involved in research and teaching in the area. The annual conference provides researchers and professionals in adult education. Conferences are well attended by both national international experts. Despite SCUTREA being an adult education organisation the conference will also be highly relevant for those exploring the lives of adults and their educational backgrounds from a range of perspectives.





## 9<sup>th</sup> international conference of the EARLI SIG 14, University of Geneva

### Call for Papers

The University of Geneva is happy to host the 9<sup>th</sup> international conference of the EARLI SIG 14 **Learning and professional development**, from September 12<sup>th</sup> to 14<sup>th</sup> 2018.

EARLI SIG 14 focuses on professional and vocational education and training and has a particular set of interests associated with learning at and for work. The conference aims to bring together scholars from different disciplinary backgrounds, who are interested in investigating learning and instructional processes in connection with professional practices. It encourages research developing interdisciplinarity, methodological diversity, inter-professional collaboration and explores the relations between learning and development in educational and professional contexts.

For this 9<sup>th</sup> edition of the conference, a special focus is on the topic of **Interaction, learning and professional development**.

Three keynote addresses will be delivered during the conference, by Helen Melander (Uppsala University), Pierre Dillenbourg (EPFL, Lausanne) et Claire Tourmen (University of California, Berkley) Individual papers, posters, thematic symposia, round tables and data sessions can be submitted in **English** or **French** through the conference website: <http://unige.ch/earlisig14/> Submission deadline is **January 31<sup>st</sup> 2018**.

Stephen Billett & Laurent Filliettaz

## Employer Engagement in Education and Training Conference, the BEIS Conference Centre, London Westminster

The charities [Education and Employers](#) and the [Edge Foundation](#) with support from the Department for Business Energy and Industrial Strategy invite you to submit papers and proposals for their 2018 conference on [Employer Engagement in Education and Training](#).

The conference will focus on employer engagement in education and training, vocational education and how these relate to the UK Government's plans for increasing social mobility, the implementation of its Industrial Strategy and improving the flow of skills into the labour market post-Brexit. The conference also seeks to reflect on reforms and policy shifts in relation to vocational education and training and employer engagement internationally.

All abstracts and proposals should be submitted by 20th January 2018, accepted papers and proposals will be notified by the end of February 2018.

For more information and to submit a paper visit the Education and Employers website [here](#).

## No Frills goes international



In 2018, the [27th National Vocational Education and Training Research Conference 'No Frills'](#) will be co-hosted with New Zealand partners, [Industry Training Federation](#) and [Ako Aotearoa](#).

Save the date and join us in Sydney on **Wednesday 15 to Friday 17 August 2018**.

'No Frills' is a well-known annual national conference where researchers and practitioners in the vocational education and training (VET) sector come together to present, discuss and share information about key issues confronting the sector. By partnering with New Zealand, next year's conference will provide an excellent opportunity to highlight international evidence for benchmarking policy best practice.

The conference also provides valuable professional development opportunities to enhance research capacity and capability in the VET sector by incorporating activities on data and research analytics, and research practice.

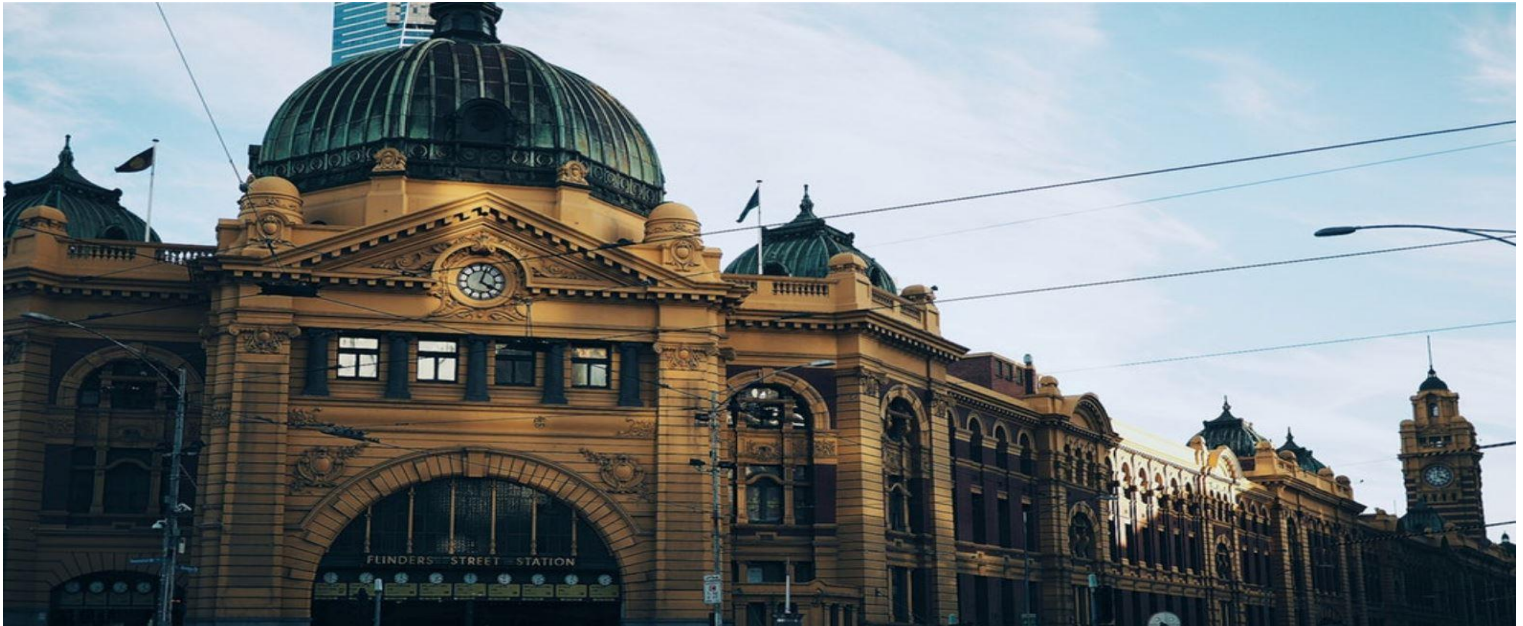
The 2018 conference program will focus on **Skills for a global future: working and learning together**.

### **Showcase your research at the first international 'No Frills'!!**

Call for presentations, papers and posters is now open at

<https://www.ncver.edu.au/about/news-and-events/events/27th-national-vocational-education-and-training-research-conference-no-frills-2018>

## Inaugural AVETRA VET Practitioner Research Conference, Melbourne



Flinders Street Station, Photo by Fabian Mardi on Unsplash

### Inaugural AVETRA VET Practitioner Research Conference in 2018 opens a new chapter in AVETRA's work in Australian VET research

In 2018, AVETRA will work with the VET Development Centre and the Victorian TAFE Association to stage Australia's inaugural VET Practitioner Research Conference. This one-and-a-half day conference will take place at the VET Development Centre in Melbourne over 26-27 April. Thursday, 26 April is a half-day devoted to research capability development. Throughout the day, workshops will be conducted on topics such as research methods and theories, developing proposals and sources of funding, using social media and publishing your research findings. Friday 27 April comprises a full day of research presentations by teachers, trainers, educators, and other professionals (e.g. managers) undertaking research in VET. The conference offers a complete package – covering development of research skills through to sharing research underway or complete. Participants will also have the opportunity to hear from keynote speaker, **José Luis Fernandez Maure**, Head of International at TKNIKA (Institute of Innovation and Applied Research for Vocational Education and Training) in the Basque Country and leader of the Applied Research and Innovation Affinity Group of the World Federation of Colleges and Polytechnics (WFCP).

The conference is a response to growing interest in the generation of knowledge by those working in the VET sector. As research by Beddie and Simon (2017) shows, there is already extensive and diverse activity underway in the VET sector that contributes new knowledge to industry and the VET sector itself. It should come as no surprise that innovation within VET is often driven by practitioners. Given the central role that this large sector plays in Australian economic activity and growth, innovation within VET is important to identify, share and celebrate. But the VET sector also plays a role in industry innovation. This contribution has not always been acknowledged. However, as shown by a range of researchers - including Callan and Ashworth (2004), Dawe (2004), Pickersgill and Edwards (2005), Curtin and Stanwick (2011), Dalitz, Toner and Turpin (2011), Beddie and Simon (2017), and Hodge, Smith, Field and Flynn (2017) – VET impacts in a number of ways on innovation in Australian industry. It is likely that

the contribution of VET to innovation will increase as the sector begins to directly foster the links between practitioner research and innovation.

Currently there is a call for Expressions of Interest (Eols) to:

- run research capability development workshops
- present research

For those interested in presenting on their research, there are opportunities to make full presentations (30 minutes) or short research 'snapshots' (10-15 minutes). The short presentation category may be of interest to new researchers wanting to 'test the water' by sharing their proposals for research or reflecting on projects that are underway. Longer presentations may be appropriate for complete projects and/or larger projects.

Key dates are:

- January 21, 2018: last day to submit an Eol for research presentations and workshops
- Outcomes of peer review of Eols released 19 February, 2018
- Finalised Eols due 5 March (i.e. making changes suggested by peer reviewers)
- Conference 27-28 April, 18

Note that costs are being kept down through the help of AVETRA volunteers and the generous assistance of the VET Development Centre. The registration fee for AVETRA members is \$25 for both days and \$225 for non-members. The fee covers both days of the conference. Single-day registrations are not offered.

Further announcements will be made regarding the registration process which will open in January.

Eols and general questions related to the conference can be directed to: [AVETRA2018PracResConf@mail.com](mailto:AVETRA2018PracResConf@mail.com)

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**We wish you a very  
Happy Xmas and  
Holiday Season and a  
prosperous 2018.**



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## About AVETRA

AVETRA is the peak professional association for VET researchers. Its ability to be a sustainable and viable association depends on its membership. Members are urged to continue their membership and to encourage their colleagues to join AVETRA.

AVETRA services include:

- An annual VET international research conference
- Two editions of *International Journal of Training Research* per annum
- The AVETRA e-newsletter with the latest news in the VET sector as well as VET research twice a year.
- The new *Research Today* publication twice a year.
- OctoberVET workshops organised by AVETRA members in centres as widely spread as Perth, Darwin, Townsville, Brisbane, Sydney, Melbourne and Adelaide.
- The AVETRA website with VET research links and information
- Awards for VET researchers including the joint award with TAFE Directors Australia, the Berwyn Clayton Award, The Ray Barker Award, and the AVETRA Best paper Award.

HELP AVETRA help VET research and join now if you are not a member. Full **\$180** (GST inclusive) and Student memberships **\$90.00** including GST are available.

*If you are interested in providing leads or contributing to this newsletter, please contact Josie Misko - [josiemisko@ncver.edu.au](mailto:josiemisko@ncver.edu.au)*