

FROM THE PRESIDENT

The annual AVETRA conference gathering represents an opportunity to 'see' the face of VET research and in action. As in past years, the recent Perth Conference brought together a mix of policy makers, practitioners, university based researchers, consultants, Higher Degree Research students, personnel from various levels of government departments and staff working in research focussed organisations. This diversity presents as both an asset and a challenge to an association like AVETRA.

The diversity is an asset because of the rich learning opportunities that it can afford. The pre-conference workshops show-cased this very well with a number of AVETRA members offering learning opportunities on a range of issues associated with building research capacity in conducting and disseminating research. This diversity is also a challenge – it is very difficult to find ways of understanding and meeting the development needs of a group of people whose roles in the production and dissemination of knowledge are often widely dispersed across a range of occupational roles and organisations.

The challenge of the diversity in educational research has been recently foregrounded in the context of understanding the impact of the Excellence in Research in Australia (ERA) exercise conducted by the Australian Research Council. In 2011 the Australian Association for Research in Education and the Australian Council of Deans of Education collaborated to undertake a program of work which aimed to create a plan to strengthen the national research capacity in the field of education in Australia. This project had its impetus in the ERA 2010 outcome which revealed a national average rating for the discipline (at the 2-digit (13) level) of 2.2; this was well below the 'at world standard' rating of 3.0. While this rating in and of itself was of concern, particularly to those engaged in education research in universities, the project focussed on a wider range of issues particularly in relation to who is involved in educational research, where it is undertaken and how is this research work organised. In other words this was to be an attempt to understand the 'ecosystem' of education research in Australia within the universities that comprise education for the purposes of the ERA exercise – the community of components (human, structural and cultural) that comprise this field of work and the factors (internal and external) that shape this system.

A team of researchers led by Professor Terri Seddon from Monash University from around Australia completed the project; AVETRA was represented by Professor Erica Smith from the

University of Ballarat. Two data sources were used – a secondary analysis of ERA data from 13 universities and a national online survey of academic researchers. Three key themes emerged from the data gathered for the project:

- education research is a dispersed activity within universities; 40% of all ERA 2010 outputs came from academics who work outside of Education Academic Organisational Units
- there is a wide range of motivations and interests driving research in education
- who is doing educational research (in terms of research outputs and people employed to undertake research work exclusively) is not evenly distributed geographically across Australia

The findings of this study present some challenges. As the report notes:

...[ERA]...was premised on a discipline based...FOR code.. which defined in terms of the way in which knowledge is produced...this classification prioritises methodology over the activity of the organisational unit doing the research (Seddon et al, 2013, p. 3).

Put simply, the report argues that the purposes supported by education research are moving away from schooling and being adapted to suit the needs of a wide range of organisations and contexts. We know this well from our experience in vocational education and training. The research however serves to illustrate this by arguing for a 'redrawing' of the boundaries of education research. It also leaves open the question about what unites us as researchers with interests in education (in its broadest sense) and also the important question of how we then develop the education research labour force. While the ERA report necessarily paints a constrained picture of the education research workforce with its attention to what is happening inside the ERA landscape, it nonetheless raises some interesting questions which AVETRA needs to ponder as we think about the ways in which we might be able to sustain ourselves as a professional community with our diversity of knowledge-building practices, personnel and organisational contexts.

References

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Rose-Anne Polvere, NCVER

A new VET journal

There is a new refereed journal available focusing on VET and VET teacher-education in East and South East Asia. It can be seen at www.tvet-online.asia/

Possible futures for the Indian apprenticeships system

The research reported on here was a project funded by the International Labor Organization and the World Bank in India to compare and contrast apprenticeship systems in 11 countries, for the purpose of drawing out some principles of good practice. The project was undertaken to provide suggestions for the process of reform and expansion of the Indian apprenticeship system [Planning Commission 2009]. The findings from this comparison are the subject of two reports to be published on-line by the International Labour Organization [Smith & Brennan Kemmis, forthcoming, 2013a and 2013b]. Whilst it is acknowledged that apprenticeship **systems** cannot be transplanted among countries it is however possible to identify the key **features** of countries' systems which can be sensitively developed in other countries.

India's apprenticeship system will be a major contributor to its future growth but in comparison to, for example, Australia or Germany, its apprenticeship system is small [Ministry of Labour and Employment, 2011], with only about 0.1% of the formal labour force involved in apprenticeships compared with up to 4% in some countries. The Indian labour force is the world's second largest [Economist, 2011] with 487.6 million workers and the country is aiming at developing 500 million skilled workers within the next ten years

Some of the obvious challenges that confront the Indian government in its attempts to reform the apprenticeship system include the small size of the apprenticeship system, lack of alignment of expectations of employers and apprentices, uneven quality of curriculum, uneven participation in the apprenticeship system among socio-economic groups and other groupings, lack of confidence in the skills of graduates of the system and the difficulties associated with a predominantly informal economy [Planning Commission Sub Committee 2009]. There is also concern about an over-complexity of regulation, the under-representation of women and minority groups in apprenticeships, and the availability and quality of sufficient trainers [ILO and OECD 2011]. Under these conditions international good practice principles derived from this research are highly relevant.

A number of international country case studies were written specifically for the project, which were then analysed by the authors. The aim of the cross-case

analysis was to develop good practice principles and features of a 'model apprenticeship system' which were then utilised, following an analysis of the Indian system, to suggest possible options for the Indian system. The country case studies were written by a team of international country experts. The experts were asked to validate their case studies with at least one academic from another institution and at least one senior government official. In their case studies they were asked to identify policy developments in their countries that

they considered to be helpful and those considered to be unhelpful; and to list current issues.

From the country data, underlying good practice principles were drawn out, grouped into four categories: occupational coverage, participation, national government structures and stakeholders. The principles are listed in Table 1.

A concern for quality: It became apparent when analysing the country case studies that good practice principles needed to have an underpinning concern

Table 1: Underlying Principles for a Model Apprenticeship System

Occupational coverage
<ul style="list-style-type: none"> ▪ Apprenticeships available in all industries; ▪ Apprenticeships available in a range of occupations, particularly those that are typically undertaken by women as well as men.
Participation
<ul style="list-style-type: none"> ▪ Apprenticeships open to people of either gender and all ages; ▪ Apprenticeships available in rural and regional as well as urban areas; ▪ Clear pathways for school-leavers; ▪ Pathways for disadvantaged people and for people without necessary entry qualifications; ▪ Availability of off-the-job programs to facilitate entry to an apprenticeship ; ▪ Pathways into apprenticeship (and beyond) are clear and well-publicised in ways that reach all potential candidates.
National government structures
<ul style="list-style-type: none"> ▪ National policy emphasis is both on training aspects and on employment aspects of apprenticeship; ▪ Good liaison between government agencies responsible for different aspects of the apprenticeship system; ▪ Where responsibilities lie with states and provinces as well as national governments, the relative responsibilities are well-defined and publicised; ▪ Rigorous qualifications that are regularly updated; ▪ Collection of appropriate data about apprenticeships; ▪ Systems make provision for apprenticeships in different geographical areas (eg rural as well as urban).
Stakeholders
<ul style="list-style-type: none"> ▪ All major stakeholder groups (employers, training providers, employer groups and employee associations/trade unions are involved in the development and maintenance of apprenticeship regulation and structures; ▪ A commitment to collaboration among the various stakeholders; ▪ System for adding new occupations to the apprenticeship system according to specified criteria, with specific stakeholder bodies having responsibilities to notify new occupations.



From previous page

for quality. In some cases, where apprenticeship systems were in their infancy or were historically very small, quality was not a primary consideration, but the need for quality was emphasised throughout.

Apprenticeship systems involve many components: employment, training in the workplace, training at training providers, and administrative systems at different levels of government. To address these issues and to suggest strategies, derived from the country case studies, that increased and assured quality, several points were suggested in relation to employers and to training providers, which had been utilised in one or more of the countries studied.

Outcomes

The findings from this research project have global applicability since the principles that were derived from the analysis can be used to benchmark current systems and further provide directions and strategies for improvement. The project provides a transferable framework for examining apprenticeship systems. In particular it provides a focus on training which is (oddly) often neglected. The framework pays particular attention to expansion strategies and risks.

An Options Paper for India was developed that mapped the good practice principles against the identified weaknesses of the Indian system. The findings were presented at a workshop of 80 senior stakeholders in New Delhi in September 2012. A small high-level working party was established by the Directorate General Employment and Training, Ministry of Labour and Employment, based on the options paper. The World Bank is working on pilot projects in India during 2013, based on the suggestions.

Further afield, parts of the report were used by the ILO's Geneva office to feed into the G20 meeting on youth unemployment in September 2012. Erica Smith was invited, as a result of the project, to a high-level workshop at CEDEFOP in Thessaloniki in Greece in May 2013 to discuss research and policy advice on apprenticeship to the European commission. Apprenticeship is often seen as an antidote to youth unemployment levels in the EU. In addition, Erica was invited to present the findings of the project at the English National Apprenticeship Service's international seminar in March 2013. (www.apprenticeships.org.uk/Awards/Apprenticeship-Week-2013/InternationalSeminar2013.aspx)

Interest has also been expressed from NGOs in Asian countries. It is clear that there is a great thirst for research in this area. One issue that emerged when the findings were presented at the INAP international apprenticeship conference recently, in South Africa, was the need for further research on informal apprenticeships and how far they ought to be, and could be, integrated into formal systems.

References

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Erica Smith (University of Ballarat) and Ros Brennan Kemmis (Charles Sturt University; RIPPLE).

New research into mixed-sector scholarship

Two new pieces of research into scholarship in mixed-sector institutions have been undertaken recently. The first, *Towards a culture of scholarly practice in mixed-sector institutions* explores the scholarship of teaching and learning in three locations in the Australian tertiary sector (university, VET and higher education in TAFE) in order to better understand how knowledge is built through scholarly practice. The research found that while knowledge building across the sector shares common features, its forms, practices, understandings and products are shaped by the specific terms and conditions under which it is carried out. However, there is significant alignment between stakeholders in all three settings as to the criteria used for defining 'quality scholarly practice'. The research was conducted by a consortium managed by the VET Development Centre. It is published by the NCVET and is available

'The research found that while knowledge building across the sector shares common features, its forms, practices, understandings and products are shaped by the specific terms and conditions under which it is carried out.'

on their website at www.ncver.edu.au/publications/2599.html.

A follow up study into the scholarship of engagement titled *Scholarly engagement: building knowledge with industry and the community in mixed-sector institutions* was commissioned by the VET Development Centre. The research used a similar case study methodology to the antecedent investigation but focused solely on scholarly engagement in higher education in the TAFE context. The research revealed that scholarly engagement in mixed-sector settings is extremely innovative, employing novel and highly democratised processes of building and distributing knowledge. This is largely a result of those institutions being ineligible

for the government sources of research funding to which universities have access, leaving them free of the constraints and accountabilities that accompany such grants. However, this very freedom was identified as a source of concern with respect to accountability and quality in mixed-sector scholarly engagement in what is emerging as a tension between innovation, and academic and ethical rigour. The final report will be available from 1 July 2013 on the VET Development Centre website at www.vetcentre.vic.edu.au/research-and-reports/vet-development-centre-research.

**Melanie Williams,
Principal, timeFUTURE**

AVETRA's 16th Conference – Fremantle and WA for the first time!

In 1997 the first discussions about starting a national association for VET researchers began and within a year I was travelling to the first ever conference in Sydney with an ultrasound of my embryonic twins in my wallet. Fifteen years later I look slightly upwards at my boys as I left the house to host the first AVETRA conference in Western Australia.

We hit an early Easter and a delightfully sunny period with blazing sunsets for both our evening events. However, I know that the confusing arrangements across our country that resulted in four different Easter school holidays did frustrate some member travel plans. The 144 delegates who arrived in Fremantle found themselves in the centre of the action with harbours, the Little Creatures Brewery and the Cappuccino strip surrounding the colonial Esplanade Hotel. The workshops and Welcome were hosted by Challenger by the Ocean, with Liz Harris showing us why they were the largest training provider of the year.

Michele Simons launched the concept of specialist hubs within AVETRA, starting with the focus on practitioner researchers for the first hub. Berwyn Clayton and Roger Harris as our Journal editors told us all what they were looking for and what we should give them. Sinan Gemici helped statistically inclined researchers explore the mysteries and trends within the NCVET databases in a double session. Steven Hodge ran a workshop focusing on the practicalities of doing research while Annette Foley welcomed our overseas visitors and introduced them to Australian VET speak. Michele then explained what it takes to get published, while Georgina Atkinson, Hugh Guthrie and Linda Simon welcomed the new researchers to the conference. As the sun set, Challenger gave us views to Rottnest island with drinks and canapés, and our great thanks go to them for their sponsorship!

While I have very clear memories of a range of key-note speakers at AVETRA conferences who have opened up new perceptions, but this year was a smorgasbord of VET research excellence. American, European, Australian and Indigenous perspectives stretched our minds and imaginations. We began with Etienne Wenger, for two decades a reference in our papers, and now a person reviewing his theory that has had so much influence on us. He told us how the next

challenge in our world of over-choice, with increasing virtual communities of practice, is filtering and choosing knowledges to determine what identity we wish to develop.

Colleen Hayward then took us back to the issues in our own country and focused on those who often have less choices and more challenging communities. Colleen provided a picture of how difficult learning can be for indigenous trainees and how their futures are linked to equally important choices of health and housing that provide a platform for development. We thanked ECU and the VET development centre for their generous sponsorship that significantly reduced the conference fees for delegates and contributed to such wonderful lunches at the Esplanade.

Of course there were 80 papers being presented in seven streams throughout the conference, exploring all the diverse themes of VET including equity, policy, assessment, workplace learning, competence development, and teacher learning. While many experienced researchers reported on funded projects, many new reflective practitioners and higher degree research students presented their explorations with a passion for discovery. A theme that has resonated for me is the continuing tension between our struggles as professionals to help learners and the increasing demands of servicing the regulatory and compliance demands of our institutions.

Michele Simons quickly disposed of the AVETRA AGM and then we headed off along the harbour to the Sailing Club for the Evening Gala Dinner. Drinks on the balcony, while the sun set on a Kings' ransom of boats, was disturbed by the amazing tricks of Mario the Magician who made cards vanish and silk scarves appear. Hugh Guthrie was rightly honoured at the dinner for his long service to our association, with Roger Harris and Steven Hodge taking out the Journal article of the year award.

The AVETRA Paper of the Year was won by Mary Leahy for the conference paper titled: "Person-centred Qualifications: Vocational Education for the Aged Care and Disability Services Sectors". The AVETRA Early Career Researcher Award went to Serena Yu and Tanya Bretherton from the University of Sydney for their paper: 'Defining Vocational Streams: Insights from Engineering, Agriculture,

Financial Services and Healthcare and Community Services'.

The next day we were treated to one of the most wonderful hours of AVETRA ever as Stephen Billett took us on a journey back in time exploring how VET has been shaped by Aristocrats, Theocrats and Bureaucrats. Stephen focused on the key knowledge residing in VET teachers as the guiding source for all development, and the audience wished he could fulfill his vision as the next Minister! Stephen constructed knowledge and passed it on to his AVETRA colleagues as a very special gift, built from his current ARC Future Fellowship.

The conference continued with Philipp Gonon explaining the Swizz and German Dual VET system and taking us into realities of other constructions of tertiary systems. Then Gavin Moodie used his VET policy knowledge and media engagements to map for us how the national discourses shape our VET system. Michele Simons, Liz Harris, Astrid Uptis and Jane Figgis responded with their views of the future; Liz as a TAFE CEO, Jane as a Journalist, Michele as a researcher and Astrid as a Canberra policy shaper. Perhaps we should note that Astrid picked up on Gavin's focus on interest groups and indicated that such groups were listened to and often did have an impact on how policy was shaped. Exhausted by so many meaningful conversations delegates headed into the late sun in Fremantle and later to the airport. I jumped onto the last ferry to Rottnest and spent my evening with peacocks and quokkas at my feet as I looked back across the ocean to a twinkling Fremantle in the distance, with an ambition achieved.

Landis Barratt-Pugh

ADVANCE NOTICE AVETRA 2014 – GOLD COAST

Australian Vocational Education
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Annual Meeting and Conference

22–24 April 2014

Informing changes in VET policy and
practice: The central role of research

Training Completions: Perspectives from a regional TAFE

This project explored the phenomenon of re-engagement, retention and completion of TAFE students at a regional institute, by analysing the factors that influenced this phenomenon. Adult learners in this training organisation generally fall within three categories:

1. Students who commit to study and complete successfully,
2. Students who participate in study but then withdraw before study is complete,
3. Students who discontinue with study but then later return to study.

The objectives of this small pilot research study were twofold: firstly to identify the factors that explained why students discontinued and secondly, to understand the intervening factors in the processes that lead to re-engagement, retention and completion by these students. As the course of project progressed, the second factor provided rich and varied data on which to focus research and analysis. A qualitative and inquiry based methodology was used to allow comprehensive investigation of the unique personal and environmental factors that underlie each participant's learning journey.

Factors that required these particular respondents to leave TAFE were generally due to macro institutional reasons. Interviewees were not able to return until studies commenced in the next point in the institute's training timetable. Factors of re-engaging, staying on and completing their next round of studies were unique for each individual, but commonly, re-educating for these interviewees, was a

mandatory requirement for employment in order to progress their careers and increase financial status.

Factors that contributed to re-engaging and completion at TAFE:

1. Participants had support from family, partners and friends.
2. Support from workplace supervisors and colleagues.
3. Learning environment responded to their learning styles and needs.
4. Strong intrinsic motivation to complete studies.
5. Perseverance and resilience.
6. Qualification provided personal status.
7. Provided pathways to more money and improved career choices.
8. TAFE institute was a local organisation with support staff and services that were easily accessible.

Their re-education involved micro issues that were fluid, dynamic and changeable in intensity throughout the interviewees' learning journeys. All interviewees encountered common issues such as difficulties with work or studies which they overcame if support was available from family or a supportive teacher.

Despite the many distractions during their learning pathways, this small cohort of

TAFE students were inspired to pursue their studies and complete in order to gain tertiary education credentials that would be recognised and valued by their local industries and communities. The synergy of domains and dimensions, populated by unique factors and stakeholders, are reasons these students cited as important for their decisions to re-engage and complete at their local TAFE. The research report proposed intervention strategies that would minimise some of the effects on students' abilities to remain in training.

This pilot research study showed that fundamental to each student's success was the involvement of their network of friends, families, peers, work colleagues and teachers, combined with inner drive and perseverance. It showed conclusively that a successful outcome for each student was dependent on all stakeholders in the vocational training environment taking responsibility, providing support and becoming involved.

Moving forward, in terms of education delivery, the experiences and insights gained have enhanced VET pedagogical strategies and a more self reflective and confident VET practitioner who has a wider understanding of students' issues. In terms of business operations, the flow-on effects have been increased completion rates and financial viability for the beauty team in a highly competitive training market. For the community, women have gained qualifications and skill sets and are empowered to manage small businesses, support their families and continue their journey of lifelong learning.

'This pilot research study showed that fundamental to each student's success was the involvement of their network of friends, families, peers, work colleagues and teachers, combined with inner drive and perseverance.'

Carmel Mary E. McKenzie
CQ TAFE, Canning Street,
Rockhampton

Students Making the Transition from VET to HE

Many universities in Australia provide entrance to various courses on the basis of a Certificate IV. However, students entering with this qualification can be disadvantaged, and were found to have a very high attrition rate at the University of Notre Dame Australia (UNDA). Accordingly, a targeted intervention program was established, focused on helping the students make a better transition to higher education. Tracking these students' academic progress has found that this intervention has significantly improved their results, increased student engagement with support services, and reduced their rate of attrition at UNDA.

Some secondary schools openly promote the Certificate IV as a suitable pathway towards university entrance. In doing so, students generally complete 'lower level' upper secondary courses in their final years, then move towards completing a Certificate III and/or IV during Year 12 or immediately afterwards. This has become a common enough practice, insofar as many schools having established relationships with training organisations, which a student might attend in lieu of regular school at least one day per week.

It is necessary to understand the Certificate IV qualification's place within Australian Qualifications Framework, and how this differs from the requisite skills for an undergraduate degree. Most Certificate IV courses are designed to provide vocational training in preparation for employment. Complex reading and extended writing tasks are not usually part of the teaching, learning or assessment in Certificate IV courses: competency is more commonly assessed through practical tasks. As such, these students lack the experience in academic skills that serves as a basis for undergraduate programmes. This is compounded if they have completed wholly school-assessed courses in upper school, with likewise limited academic content.

The academic progress of students entering UNDA on the basis of a Certificate IV was tracked by the

'It may well be that compulsory courses are necessary to achieve the essential foundations for success, where institutions intentionally act to serve their students best.'

Academic Enabling and Support Centre (AESC). This was done through accessing their grades across their tenure at the University, as well as through the university-wide Post Entrance Literacy Assessment (PELA) and Post Entrance Numeracy Assessment (PENA) programs. The PELA and PENA are directly linked to compulsory support programs for student identified as 'below benchmark'. Attrition rates of these entrants were also incorporated into this study.

When Certificate IV entrants' results are contrasted with the average PELA and PENA results, and attrition rates of the University, a clearer picture can be seen of their relative position. A comparison of results between gender and subject area was also included in this study. In 2010, Certificate IV entrants had an effective attrition rate of nearly 60%, in courses where attrition of $\leq 10\%$ was the norm. Male entrants in particular courses were negatively over represented in the data. It was equally problematic that engagement with support services, by Certificate IV students, was particularly low.

In 2011, in response to first major review of Certificate IV entrants, UNDA implemented a conditional course entry requirement program. Students were required to complete a 'primer course' prior to commencement. The 'primer' focused on academic reading, academic writing and academic research skills, as well as understanding the differences between Certificate IV and undergraduate teaching, learning and assessment. The program focussed on creating networks to a range of free services to provide ongoing assistance with their academic progress.

No Certificate IV entrant declined their offer of a place at UNDA in 2012, albeit that the offer required the completion of the primer course. Anonymous student feedback

obtained at the end of the course, in every semester, was overwhelmingly positive. As for the academic and attrition results, they were mostly encouraging. The tracking data showed 71% of female entrants in 2012 remained active in their studies, up from 46% in 2010. In 2012, 64% of male entrants remained active, up from 44% in 2010. These data suggest that there has been a marked increase in student retention between the entering cohorts of 2010 and 2012. The rate of failed units declined considerably over the same period.

Certificate IV graduands considering a move to university study need to be cognisant of the academic expectation differences, and also be provided with the opportunities to up-skill to be positioned for a successful transition. Institutions enrolling Certificate IV entrants need to provide tailored interventions which match student needs in an effective and proactive manner. It may well be that compulsory courses are necessary to achieve the essential foundations for success, where institutions intentionally act to serve their students best. Whilst voluntary participation in support is the ideal option, research shows clearly that it is rarely taken up on an optional basis by those who most need it. Leaving students who need support 'not to engage' effectively only compounds their disadvantage.

Keith McNaught

Professor Keith McNaught is the Director of the Academic Enabling and Support Centre, University of Notre Dame Australia, working between the Fremantle and Broome campuses. Keith's work on the Certificate IV intervention program has presented at conferences, presented in journal articles, and a further paper is expected to be published in 2013.

Interview with the Co-editors of the International Journal of Training Research

AVETRA is very happy to announce that the new co-editors of our journal, the *International Journal of Training Research*, are Berwyn Clayton and Roger Harris. Both of these people have a wealth of experience in research in the VET sector. They have both published extensively and they are extremely highly regarded by members of the VET community, both nationally and internationally. I interviewed Berwyn and Roger late last month to talk about their aspirations and plans for the journal.

Roger and Berwyn share many aspirations. The most important of these is to 'enhance the quality and status of the journal, and by quality we mean both the content and the presentation of the articles. We can lift quality by actively canvassing contributions and by improving the reviewing process'. They both want to reduce the backlog of papers and shorten the reviewing times: 'We also want to reintroduce book reviews and we now have a book review editor who is working on this'.

Both Roger and Berwyn also want to maintain and clarify the section of the journal that focuses on "Practice Articles" – 'This section gives early career writers the opportunity to publish their work and gives our readers exposure to what is happening out there. We also want to maintain the guest issues that are centred on one issue in VET. This gives our readers a new voice to listen to'.

As Berwyn said, 'this opens up opportunities for practitioner research to be included in the journal and to achieve that delicate balance between academic and practical research'.

Roger also mentioned some of the challenges that face the co-editors of a journal that has the dual purpose of maintaining high academic quality and serving the needs of a professional organisation with an eclectic membership: 'AVETRA has researchers in a wide variety of contexts and providing opportunities to report on this research is a delicate balance. The Practice Articles section of

Roger and Berwyn share many aspirations. The most important of these is to "enhance the quality and status of the journal, and by quality we mean both the content and the presentation of the articles".

the journal is therefore very important'. Roger is very passionate about the future of the journal and his editorship gives him the opportunity to 'give something back to the profession'. Similarly Berwyn sees her editorship as 'an opportunity to give back to the VET profession by developing the skills and experience in others'.

Berwyn shares many of Roger's aspirations. She sees her role as 'growing the journal into an nationally and internationally recognised publication with acknowledged impact'. She also wants to 'generate enthusiasm amongst AVETRA members about the value of the journal and how relevant the journal is to the wider VET community'. One way she sees of increasing the relevance and appeal of the journal is to 'open it up to a wider range of readers and researchers and for members to promote the journal amongst our national and international networks'. Berwyn also sees the need to build 'a body of skilled reviewers and to grow this body by providing training opportunities for new reviewers. Reviewing then becomes an educative process'.

In terms of the future of the journal, both editors want to ensure that processing times for articles submitted match the standards for a high quality journal, and they are currently working on processes that will ensure this. The issue of IJTR currently available online has articles 'which are a lovely mixture of topics including articles on pathways, leadership, green skills, VET teachers and their pedagogy, and challenges in VET'.

The Journal is in two very safe sets of hands.

Ros Brennan Kemmis



Berwyn Clayton



Roger Harris

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