RENOVATE OR REBUILD?
EXPLORING THE ARCHITECTURE OF VET

PROGRAM & ABSTRACT BOOK

18 – 20 April 2017
William Angliss Institute of TAFE – Melbourne

20
YEARS OF AVETRA

AVETRA
BRINGING AUSTRALIA'S VET
RESEARCH COMMUNITY
TOGETHER

VET
PROFESSIONAL
DEVELOPMENT

The VDC Professional Development (PD) Program provides
an extensive range of non-formal training for the VET workforce
through highly engaging and interactive national webinars,
half and full day workshops and special events such as
VET Leader Lunches, conferences and other functions.

For more information on the VDC PD Program or to make a booking,
please visit our website at www.vdc.edu.au or call us on 1300 917 150.

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AVETRA PRESIDENT'S WELCOME

Welcome to the 20th AVETRA Annual Conference.

Over many years the conference has provided a place for researchers, educators and policy makers to be challenged and enriched by the scientific analysis and application of leaders in their fields. Over those 20 years, the vocational education research community have grown and have contributed to key thinking in economic, policy, social as well as educational forums. Their work has encouraged us to think deeply, ask new questions and build our practice. I acknowledge the leadership and advocacy of the researchers who have led vocational research for many years and created a pathway for others to follow. I also acknowledge the early career researchers, some who will be presenting for the first time at the conference, they help us to renew and take on new challenges as the world of workplace learning and training shifts over time. Research is an ongoing process of enquiry with few if any definite answers.

This conference is a chance to explore a range of exciting research and practice, I hope you leave charged with enthusiasm and ready to ask questions of your world of VET informed by the best analysis and thinking in vocational education and training research.

Ruth Wallace
AVETRA President

CONFERENCE EXECUTIVE COMMITTEE

- Llandis Barratt-Pugh, *Associate Professor, Edith Cowan University*
- Anne Bowden, *Industry Advisor, TAFE NSW Transport and Logistics Industry Liaison Unit*
- Kira Volkoff Clarke, *Lecturer, University of Melbourne*
- Sarojni Choy, *Associate Professor, Griffith University*
- Lisa Curtis, *Director, Social Perspective Consulting & Principal Advisor, Department of Education and Training Queensland*
- Hugh Guthrie, *Honorary Fellow, Victoria University*
- Kevin Heys, *Treasurer and Public Office – AVETRA*
- Steven Hodge, *Lecturer, Griffith University*
- Stuart Middleton, *Director External Relations, Manukau Institute of Technology*
- Karen O'Reilly-Briggs, *Research Assistant, La Trobe University*
- Linda Simon, *Charles Sturt University*
- Michele Simons, *Dean of Education, Western Sydney University*
- Ruth Wallace, *Director, Northern Institute, Charles Darwin University*

AVETRA 2017 CONFERENCE SECRETARIAT

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Madeleine Catlin

AVETRA 2017 Conference Secretariat

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Web: http://avetra.org.au/

Master of Education (International)
International Graduate Centre of Education
Charles Darwin University, Darwin, NT

The MEd (International) is a coursework master degree program specially designed to facilitate the flexibility necessary for professionals in the area of education to tailor course requirements to their own career interests. The program provides expertise in a wide range of areas, including education policy, leadership and management, vocational education, literacy and language, Indigenous education, English language teaching, international education and higher education.

The MEd (International) connects its Australian and international students with local and international teacher and research communities. Opportunities are provided for students to turn their coursework research into single-author publications or co-authored publications with peers and expert staff. Conference support is also available.
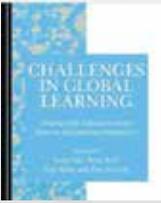
The book Challenges in Global Learning: Dealing with Education Issues from an International Perspective includes individual publications by coursework master students as well as joint publications by leading scholars together with the students: Adam Bodnarchuk, Justina Fernandes, Nick Hancock, Melissa Kelaart, Therese Kersten, Sonya Mackenzie, Kath Midgley, Cindy Napiza, Amy Norman, Katrina Railton, Dawnie Tagala, and Tania Tamaotai.

Our Coursework Master Alumni
Amy Norman, Parap Primary, NT.

"Applying to study for a Master of Education (International) degree was the beginning of a fascinating journey into the world of education research that has, in turn, changed my perspective on my work in the classroom forever more. It was such a valuable time to reflect on my own intuitions, collaborate with other teachers and contribute to the teaching profession. I honestly feel every teacher should embark on this as the most critical professional development they could ever undertake."
Photo: Amy funded by the School of Education to present at the AsiaCALL Conference, Taiwan 2014.

Nick Hancock, Santa Teresa Community, Ltyentye Apurte Catholic Education Centre, NT.

"I studied this course externally and found it to be very professional. Studying off campus can be an isolating experience. Although I was far from campus I felt I got to know the lecturers well and they always made time to support and encourage me. With the encouragement I received, I now find myself considering further studies."

For course inquiries contact:
T: + 61 8 8946 6101
M: +61 403 877 331
E: medi@cdu.edu.au
Website: https://igce.cdu.edu.au/medi

Study at university ranked in the top 2% worldwide
Source: Times Higher Education Rankings 2016 -2017

Dr. Ania Lian
Program Coordinator

CHARLES DARWIN UNIVERSITY

SPONSOR AND EXHIBITOR PROFILES

The Conference Executive Committee are grateful to the following, who at the time of printing have provided their support of the AVETRA 2017 Conference:

SPONSORS

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William Angliss Institute is the Victorian State government endorsed Specialist Centre for Foods, Tourism, Hospitality, and Events and is recognised as Australia's leading provider of training and education for these key industry sectors. The Institute aims to provide excellent training and education services for industry, students, and government in Victoria, Australia and globally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, to apprenticeships, nationally recognised vocational qualifications and on to higher education programs at both bachelors and masters level. WAI is the first TAFE in Australia to be granted permission to offer Research based Masters, including by Praxis and Exegesis – a method that will help elevate trades and craft skills as areas worthy of both technical excellence and scholarly reflection and research. William Angliss Institute aspires to secure "self-accreditation" for its Higher Education programs and "delegate status" for its Vocational and Trades programs.

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Through our services, the VDC provides ongoing professional development to all teaching and support staff in the VET Sector across Australia, with an extensive range of webinars, workshops, events as well as government funded grants, scholarships and evaluation activities.

The VDC specialises in providing non-formal training for the VET workforce as well as customised consultancy, management and strategic support services for all VET providers.

Professional development topics include:

- Quality, Compliance and Auditing
- Mapping and Validation
- Teaching and Learning Strategies
- Industry Engagement
- Assessment Tools
- Online Delivery
- Personal and Business Development
- Executive Leadership and Management Coaching

For more information on the VDC professional development program contact the VDC or visit our website.

W: www.vdc.edu.au   E: info@vdc.edu.au   T: 1300 917 150

EXHIBITORS

Springer

Contact:	Nick Melchior
Address:	15 – 19 Claremont St, South Yarra, VIC 3141
Tel:	0404 104 380
Email:	nick.melchior@springer.com
Website:	www.springer.com

Springer Science + Business Media was established in 1842 and is a leading global scientific, technical and medical publisher, providing researchers in academia, scientific institutions and corporate R&D departments with quality content via innovative information products and services. Springer publishes English-language science journals and books across all science disciplines. Springer is home to BioMed Central, one of the leading publishers using open access, a publishing model that has been fully embraced by Springer since the inception of the company in early 2004. Springer also has one of the most significant STM eBook collections and archives, as well as a comprehensive portfolio of open access journals.

Adult Learning Australia
Lifelong and lifewide learning for all Australians

Adult Learning Australia (ALA) is a not for profit national peak body for adult and community education (ACE). Our mission is for lifelong and life wide learning for all Australians. For more than 56 years, we have been working to ensure equitable access to lifelong learning, particularly in communities of disadvantage.

We are a not-for-profit entity with members in all states and territories of Australia who reflect the diversity of adult and community education. Our organisational members include Community Colleges, Neighbourhood Houses, Community Learning Centres, Aboriginal community education providers, Men's Sheds, Workers Education Associations and other community based providers of adult learning in urban, rural, regional and remote areas.

ACE organisations attract many adults from a range of backgrounds for language or literacy and numeracy programs, personal interest learning or adult basic education and accredited training programs. ACE also provides opportunities for people to make social connections and build confidence.

tafeSA

Contact:	Sue Ganley (TAFE SA) / Mat Balic (E-Train/NurseSim)
Address:	120 Currie St, Adelaide SA 5000 123 Greenhill Rd, Unley SA 5061
Tel:	08 8463 5157 / 08 7221 2887
Email:	enrollednursing@tafesa.edu.au / info@e-train.com.au
Website:	www.tafesa.edu.au / www.nursesim.com.au

TAFE SA Community Services, Health and Lifestyle includes qualifications in Nursing, Aged and Disability Services, Mental Health, Dental, Youth & Community Services, Early Childhood Education, Positive Psychology, Wellbeing and other related disciplines including professional development short courses.

In 2016 TAFE SA, in conjunction with ETRAIN Interactive Pty Ltd launched NurseSim for student and staff use. NurseSim is a powerful 3D simulation learning tool covering a range of nursing clinical skills. It provides high impact learning experiences and is suitable for a variety of learning styles. It contextualises theoretical concepts and explains scientific processes using practical demonstrations delivered in interactive and immersive 3D.

NCVER

Contact:	Deanne Loan
Address:	Level 5, 60 Light Square
	Adelaide SA 5000
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Email:	deanne.loan@ncver.edu.au
Website:	www.ncver.edu.au

The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of research and statistics about vocational education and training (VET) in Australia. NCVER's website www.ncver.edu.au is a 'one-stop-shop', providing access to NCVER's latest research, statistics, news and events. It offers access to NCVER's extensive catalogue of publications, which can be downloaded free of charge, and the VOCEDplus database www.voced.edu.au.

OTHER SPONSORS

Charles Darwin University is a new world university; a place you can follow your passion to inspire others and help shape the future. Studying with CDU is a great way to enhance your professional experience and influence a new world in education. At CDU we have a passion and a vision to use our skills and knowledge to help shape a brighter future.

Routledge is the world's leading academic publisher in the Humanities and Social Sciences. We publish thousands of books and journals each year, serving scholars, instructors, and professional communities worldwide. Our current publishing programme encompasses ground-breaking textbooks and premier, peer-reviewed research in the Social Sciences, Humanities, and Built Environment. We have partnered with many of the most influential societies and academic bodies to publish their journals and book series. Readers can access tens of thousands of print and e-books from our extensive catalogue of titles. Routledge is a member of Taylor & Francis Group, an informa business.

Contact:	Associate Professor Sarah O'Shea
Address:	Northfields Avenue, Wollongong NSW 2522
Tel:	02 4221 3981
Email:	ssc@uow.edu.au
Website:	socialsciences.uow.edu.au

University of Wollongong is a research-intensive university with an outstanding reputation for its learning environments across a broad range of disciplines.

Our commitment to our students is evident in our graduates, who are recognised for their capability, quality and success in the global workplace.

UOW is an international network of campuses and regional learning centres. Together with our partners, we make a strong and connected presence in our communities.

We are a young and vibrant university with undiminished ambitions. We value our research capacity to work on complex interdisciplinary problems. Our spirit of inquiry drives our research and learning environments and our objective of earning a place in the top 1% of the worlds universities.

William Angliss Institute of TAFE – Melbourne
555 La Trobe St, Melbourne VIC 3000
Tel: 03 9606 2111
Web: www.angliss.edu.au
Date: Tuesday, 18 April – Thursday, 20 April

Stairs	
Lift	Theatrette/ Demonstration Kitchen 5.34
	Conf Coord Office
	Kitchen
	Kitchen Area
Flagstaff 5.26	Auditorium
	Docklands 5.18
Flagstaff 5.27	Docklands 5.19
Stairs	Bar
	Toilets
	Foyer/Pre Function Area
Main Lifts	Balcony
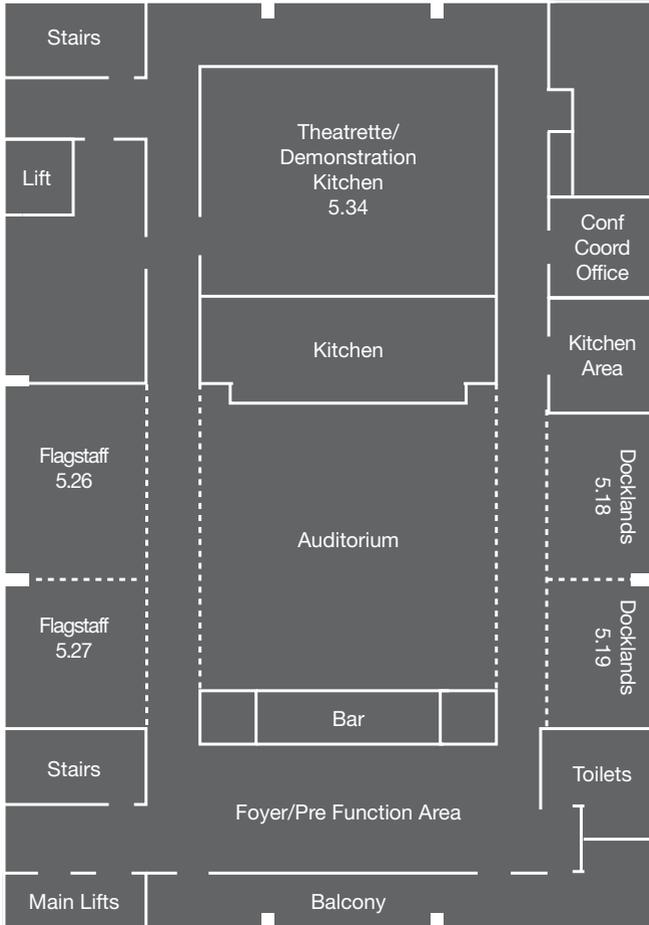
Session	Room
Registration Desk	Level 5 Foyer
Plenary Sessions	Auditorium (Level 5)
Concurrent Sessions – Stream 1	Auditorium (Level 5)
Concurrent Sessions – Stream 2	Flagstaff 1 (Level 5)
Concurrent Sessions – Stream 3	Flagstaff 2 (Level 5)
Concurrent Sessions – Stream 4	A224 (Level 2)
Concurrent Sessions – Stream 5	A225 (Level 2)
Exhibition and Catering	Docklands 1 & 2 (Level 5)

Campus Map

William **Angliss** Institute

North

A Building
- Café 555
- Durawear Shop
- Information Centre
- Reception
- Security
- Skills Recognition TAB
- Training Room Angliss
- Travel Compliance
- Training Hospitality & Business Conference Centre

B Building
- International
- Bookshop
- Tourism and Events

C Building
- Learning Resource Centre
- Careers and Employment
- Higher Education
- The Lounge
- Student Activities Centre
- Youth Learning
- Counselling and Personal Development Centre
- Learning Support
- Medical Centre
- Resort Management and Entertainment Operations
- Student Support Services

D Building
- Butchery
- Angliss Bistro
- Bakeshop
- Coffee Academy
- Culinary and Food Processing
- Prayer Room
- Occasions Restaurant

E Building
- Angliss Restaurant
- Central Stores

F Building
- Culinary Academy

Legend
- Lift
- Prayer Room
- Public Phone
- Stairs
- Toilets
- No Ramp Access

Spencer Street
Southern Cross Station
Entry 550 Little Lonsdale Street
Little Lonsdale Street
Courtyard
Courtyard
Nicholson Place
King Street
La Trobe Street
Carpark
Courtyard
Nicholson Place

CARPARK

RECEPTION

Main entry 555 La Trobe Street

Flagstaff Station (200m)   Trams: 23, 24, 30, 34 City Circle
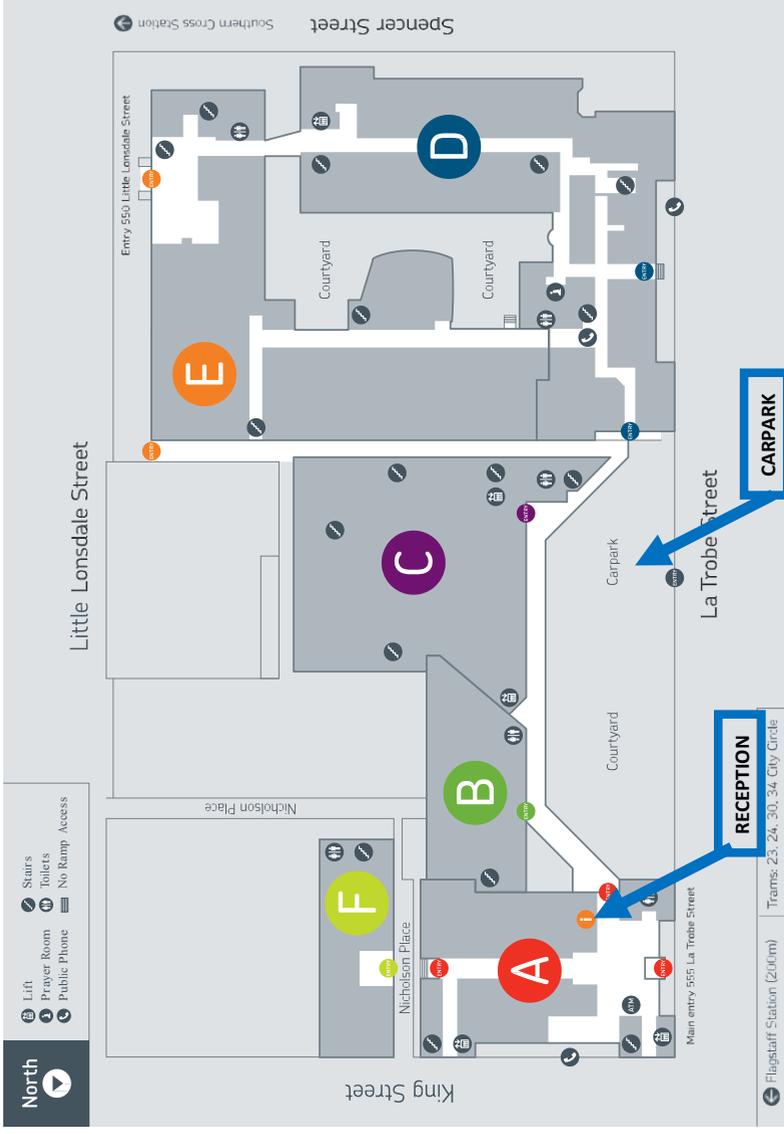
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Are you looking to advance your skills as an adult educator in a flexible program that offers recognition for both prior qualifications and also teaching experience?
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AUSTRALIA

REGISTRATION DESK AND OPENING TIMES

Please visit the AVETRA 2017 registration desk to collect your conference material.

The registration desk will be in the Foyer on Level 5 of the Conference Centre, William Angliss Institute of TAFE – Melbourne. Please visit the registration desk to pick up your name badge and conference material. Should you have any queries during the conference, please visit the registration desk.

Opening hours:

1400 – 1930 hours on Tuesday, 18 April 2017 (pre-registration)

0730 – 1830 hours on Wednesday, 19 April 2017

0830 – 1530 hours on Thursday, 20 April 2017

GENERAL INFORMATION

ABSTRACTS

Abstracts supplied for publication can be found at the end of this document. Full papers, if submitted for publication, will be available on the AVETRA website after the conference (www.avetra.org.au). Delegates will be notified by email when the papers are available.

AUDIO/VIDEO TAPING OF SESSIONS

Audio or video taping of any of the conference sessions is strictly forbidden.

CAR PARKING

Parking is available on Jeffcott Street for $25 daily.

https://www.parkingmadeeasy.com.au/rent-car-spaces/jeffcott-st-west-melbourne

CREDIT CARDS

Credit cards accepted at the registration desk are MasterCard, Visa and American Express. Merchant fees apply. The majority of hotels, restaurants and shops will accept all major credit cards.

DRESS CODE

Dress code during the conference is smart casual.

DISCLAIMER OF LIABILITY

The Conference Executive Committee, including the AVETRA 2017 Conference Secretariat, will not accept liability for damages of any nature sustained by participants or their accompanying persons or loss or damage to their personal property as a result of the Conference meeting or related events.

DISCLOSURE

The Conference Executive Committee and Conference Secretariat are committed to providing an unbiased, balanced and objective educational and technical program.

EVALUATION

Your feedback on the conference and suggestions for the 2018 event will be solicited by an electronic survey shortly after the conference.

LOST & FOUND

The AVETRA 2017 Conference Secretariat is not responsible for any damaged, lost or stolen articles. Items found during the conference should be handed in to the registration desk where they may be claimed.

NAME BADGES

All delegates will be given a name badge at registration. For security reasons, we ask that you wear your name badge at all times. This name badge is also the official entrance pass to all conference sessions, exhibition area, breaks and lunches each day.

TRADE EXHIBITION

A trade exhibition will be held on Level 5 in Docklands Rooms 1 & 2. Morning tea, lunch and afternoon tea refreshments will be served in this area to enable you to visit the exhibitors whose support of the conference is much appreciated.

WI-FI

Wi-Fi will be available free of charge for the duration of the conference. You are required to register for a Wi-Fi password should you wish to access the internet on your own device.

1. Use the following link to sign up for Guest Wireless Internet: https://guestauth1.angliss.edu.au/
2. Enter the conference code 98576232. Do not leave any spaces (before or after the code) in the box
3. Enter your email address Once you have registered your access PIN will be emailed to you
4. Please then select "WAI_Conference" on the wireless network, open a web browser and enter your email address and supplied access PIN.

SOCIAL FUNCTIONS

WELCOME RECEPTION

Venue: Docklands 1 & 2 (Level 5) William Angliss Institute of TAFE – Melbourne
Date: Tuesday, 18 April 2017
Time: 5:30pm – 7:30pm
Cost: Included $50 per person (Guest tickets)
Dress: Smart casual

Celebrate 20 years of AVETRA, join us at the Welcome Reception!

AVETRA 2017 DINNER

Venue: Auditorium, Level 5, William Angliss Institute of TAFE – Melbourne
Date: Wednesday, 19 April 2017
Time: 7:30pm-10:30pm
Cost: $90 per person
Dress: Smart Casual

We hope all delegates and their guests will join us on this occasion to make it a memorable evening.

KEYNOTE AND INVITED SPEAKERS

The AVETRA 2017 Conference Executive Committee are pleased to welcome the following keynote and invited speakers:

Peter Noonan

Peter is a Professorial Fellow in the Mitchell Institute at Victoria University. He has played a major role in shaping policy in Australia's tertiary education and training systems over the past two decades as a policy adviser, senior executive in and consultant to federal and state governments, universities, higher education providers, and TAFE institutes. His major areas of expertise include tertiary education policy, funding and regulation. Peter has held a number of senior appointments in education and training portfolios at both state and national levels. He was a member of the Expert Panel for the Review of Australian Higher Education (Bradley Review). Since taking on his role at the Mitchell Institute in 2014, Peter has led the development of several major and influential reports on tertiary education financing and reform options. Peter is also an Honorary Senior Fellow in the Graduate School of Education at The University of Melbourne. Peter was also appointed to the Commonwealth Government's Higher Education Expert Panel in 2016.

John Polesel

Professor John Polesel is Associate Dean International and Director of the Centre for Vocational and Educational Policy, in the Melbourne Graduate School of Education. He manages a range of research projects focussing on upper secondary education, transitions from school and vocational education. His research interests include issues of inequality, the relationship between schools and vocational training, models of education and training and youth transitions in Australia and internationally. He recently completed a national ARC study of the partnerships schools form to deliver VET programs, in conjunction with Deakin University, the Catholic Education Offices and Departments of Education in Victoria, New South Wales and South Australia and the Association of Independent Schools NSW. He recently led a destinations survey of secondary school students for the NSW government. He has played a leading role in winning and conducting over sixty major educational research grants and consultancies, and is part of the recently awarded ENLIVEN Horizon 2020 project. He established a Masters program focussing on Australian and European approaches to education and training, the Master of Education Policy International, which has been running successfully for

12 years. He has written or co-written over 100 journal articles, book chapters and commissioned reports, mostly as first author, including in some of the most prestigious international journals including: Oxford Review of Education, Comparative Education; Journal of Education Policy; Australian Journal of Education; and European Journal of Vocational Training, and chapters in major Springer books.

Tim Rawlings

Tim Rawlings is the Head of Training Product Development for PwC's Skills for Australia where he leads the team responsible for the review of the standards underpinning almost 400 VET qualifications.

Prior to the creation of Skills for Australia, Tim was a part of PwC's Education Team and his work in VET included working with registered training organisations on quality, student experience and compliance matters. He was also previously a Senior Policy Adviser to a state minister responsible for education, training and employment which included oversight of a whole of sector review of VET in that state.

Tim's international experience with PwC includes two years in the Middle East firm working on projects in Saudi Arabia and the United Arab Emirates related to economic analysis, public policy and improving the efficiency and effectiveness of public sector entities.

Melinda Waters

Dr Melinda Waters has significant experience in the VET sector having worked in teaching, senior management and workforce development roles and, most recently, in tertiary education policy at TAFE Directors Australia (TDA). She also has international experience in VET curriculum development and in policy relating to higher education in VET. Melinda came to VET from a successful business career in the hospitality sector and has developed a keen interest in innovation in tertiary teaching and the policy settings that foster and sustain them. Her Doctor of Education from the University of Melbourne explored this theme and informs the presentation.

TUESDAY, 18 APRIL 2017

Time	Event	Room
1400 – 1930	Registration desk open	Room: Level 5 Foyer
1730 – 1930	Welcome Reception – *Happy 20th Birthday AVETRA!*	Room: Docklands 1 & 2

WEDNESDAY, 19 APRIL 2017

Time	Event	Room
0730 – 1830	Registration desk open	Room: Level 5 Foyer
0830 – 1010	**Plenary Session 1**	Room: Auditorium
0830 – 0840	Welcome to Country	
0840 – 0900	Conference Opening	
0900 – 1000	Keynote Presentation: Future directions for tertiary education in Australia – Challenges and possibilities **Peter Noonan**	
1000 – 1030	Morning Tea	Room: Docklands 1 & 2

1030 – 1100 — Concurrent Session 1

Stream 1: Access, equity and pathways *Room: Auditorium*	Stream 2: Teaching, learning and assessment *Room: Flagstaff 1*	Stream 3: Qualifications, training products and future skills *Room: Flagstaff 2*	Stream 4: Apprenticeships, traineeships and work-integrated learning *Room: A224 (Level 2)*	Stream 5: VET policy and reform *Room: A225 (Level 2)*
Reasonable adjustment: Is it a way forward to manage diversity and equity issues in Vocational Education and Training? **Sonal Nakar**	Positioning tertiary students as interdependent learners **Stephen Billett**	Skilling the educators for the ideas boom **Linda Simon & Francesca Beddie**	VET teachers practices of integration for refugee and migrant students: Comparisons between Australia and Sweden **Sarojni Choy & Gun-Britt Warvik**	Building high calibre VET research capacity through effective higher degree by research project management **Llandis Barratt-Pugh**

1100 – 1105 — *Change Rooms*

1105 – 1135 — Concurrent Session 2

Stream 1: Access, equity and pathways *Room: Auditorium*	Stream 2: Teaching, learning and assessment *Room: Flagstaff 1*	Stream 3: Qualifications, training products and future skills *Room: Flagstaff 2*	Stream 4: Apprenticeships, traineeships and work-integrated learning *Room: A224 (Level 2)*	Stream 5: VET policy and reform *Room: A225 (Level 2)*
In transition: Employment outcomes of clients who completed vocational training at AMES Australia **Rizwana Shamshad, Monica O'Dwyer, Stella Mulder & Gerald Onsando**	e-Assessments for learning in vocational education: Promises, potential and pitfalls. **Selena Chan**	Making the links explicit between a vocational course and future career skills in a disrupted world **Nick Marsden**	They need to be very, very resilient... **Anne Jones, Berwyn Clayton & Naomi Pfitzner**	Re-interpretations: Researchers present new ways of looking at their research **Erica Smith, Stephen Billett, Sue Webb & Llandis Barratt-Pugh**

1135 – 1140 — *Change Rooms*

Time	Stream 1: Access, equity and pathways	Stream 2: Teaching, learning and assessment	Stream 3: Qualifications, training products and future skills	Stream 4: Apprenticeships, traineeships and work-integrated learning	Stream 5: VET policy and reform
1140 – 1210			**Concurrent Session 3**		
	Stream 1: Access, equity and pathways *Room: Auditorium*	Stream 2: Teaching, learning and assessment *Room: Flagstaff 1*	Stream 3: Qualifications, training products and future skills *Room: Flagstaff 2*	Stream 4: Apprenticeships, traineeships and work-integrated learning *Room: A224 (Level 2)*	Stream 5: VET policy and reform *Room: A225 (Level 2)*
	Building a community of practice for research impact on the VET-HE borderland **Susan Webb, Steven Hodge, Ann Marie Bathmaker, Trevor Gale & Shaun Rawolle**	Developing educator capability for delivery of blended learning **Na Li, Craig Poole & Anna Daniel**	Uptake and utility of VET qualifications **Patrick Korbel & Josie Misko**	Work based learning as a conduit to business creativity in Australia **Shayne Baker, Malcolm Cathcart & Neil Peach**	Swings, roundabouts, roadmaps and frameworks: The employability skills journey in Australian VET **Berwyn Clayton & Roger Harris**
					Room: Docklands 1 & 2
1215 – 1300	Lunch				*Room: Auditorium*
1300 – 1400	Plenary Session 2				
	Keynote Presentation: VET, inequality and the lure of university **John Polesel**				
1400 – 1430			**Concurrent Session 4**		
	Stream 1: Access, equity and pathways *Room: Auditorium*	Stream 2: Teaching, learning and assessment *Room: Flagstaff 1*	Stream 3: Qualifications, training products and future skills *Room:Flagstaff 2*		Stream 5: VET policy and reform *Room: A225 (Level 2)*
	Increasing access and equity: VET proves to be the pathway to success for many students **Stuart Middleton**	VET teaching: Realising potential **Lisa Maurice-Takerei & Helen Anderson**	The new generation of Pracademics: Educators and learners working on real employer problems **Anna Daniel**		The changing purposes and ends of TAFE **John Pardy**
1430 – 1440			*Change Rooms*		
1440 – 1510			**Concurrent Session 5**		
	Stream 1: Access, equity and pathways *Room: Auditorium*		Stream 3: Qualifications, training products and future skills *Room:Flagstaff 2*	Stream 4: Apprenticeships, traineeships and work-integrated learning *Room: A224 (Level 2)*	
	Pathways to university: Do you want a VET diploma or higher education diploma with that? **Craig Poole, Na Li & Alicia Toohey**		The Rise of the Artisans: How participatory action research benefits the development of specialised artisan skills **Angela Tsimiklis**	Student Debt Busting - The development of academic industry awards at TAFE Brisbane **Ross McLennan**	
1510 – 1530	Afternoon Tea				*Room: Docklands 1 & 2*

1530 – 1600	Concurrent Session 6		
	Stream 1: Access, equity and pathways *Room: Auditorium*	**Stream 2: Teaching, learning and assessment** *Room: Flagstaff 1*	**Stream 5: VET policy and reform** *Room: A225 (Level 2)*
	The importance of life long learning as we age **Caron Rounds**	VET teachers' and trainers' participation in professional development: A national overview **Jacqueline Tuck & Erica Smith**	Addressing the challenge of scholarship and industry currency in vocational education: A pilot **David McLean, Nancy Everingham, Jane Mancini, Amberlee Mitton & Melanie Williams**
			Room: Auditorium
1600 – 1700	**Plenary Session 3**		*Room: Auditorium*
	Keynote Presentation: Hoarders or Minimalists: Is it time to spring clean training packages? **Timothy Rawlings**		
1700 – 1745	**Panel Session – Discussion with keynote speakers** Session Chair: Llandis Barratt-Pugh		*Room: Auditorium*
1745 – 1830	AVETRA AGM		*Room: Level 3 Lecture Theatre*
1930 – 2230	Gala Dinner		*Room: Auditorium*

THURSDAY, 20 APRIL 2017

0830 – 1530	Registration desk open			*Room: Level 5 Foyer*
0900 – 0920	**Showcasing Practitioner Research – Introduction Melinda Waters**			*Room: Auditorium*
0925 – 1025	Showcasing Practitioner Research			

Session 1 *Room: Auditorium*	**Session 2** *Room: Flagstaff 1*	**Session 3** *Room: A224 (Level 2)*	**Session 4** *Room: A225 (Level 2)*
Lessons from a fellow's travels **Robert Brodie**	Researching and responding to the need for academic learning skills in the first semester **Fiona Wahr & Sita Venkatraman**	Addressing young people's trauma and mental health issues to increase completion of training **Therese Hickey, Amy Passarini & Owen Smith**	Applied research and innovation: Bringing the trades in **Henry Pook**
Is operating in a prefabricated construction environment different? **Philip Alviano**	Renovating the VET teaching workforce: An international comparative vision for a contemporary VET teacher workforce **Claire Rasmussen**	Going the extra mile – Inclusive practices for koorie students **Karen Mann & Carol Harrison**	

Time	Stream 1: Access, equity and pathways	Stream 2: Teaching, learning and assessment	Stream 3: Qualifications, training products and future skills	Stream 4: Apprenticeships, traineeships and work-integrated learning	Stream 5: VET policy and reform
1030 – 1100	**Plenary Discussion – What does it take to do Practitioner Research?** Session Chairs: Melinda Waters and Linda Simon				*Room: Auditorium*
1100 – 1130	Morning Tea				*Room: Docklands 1 & 2*
1130 – 1200	**Concurrent Session 7**				
	Room: Auditorium	*Room: Flagstaff 1*	*Room: Flagstaff 2*	*Room: A224 (Level 2)*	*Room: A225 (Level 2)*
	Don't overlook community providers **Kaye Bowman**	Engaging secondary learners in VCAL with industry based drone technology **Ann Baxter, Lilly Smolenskaya & Brent Govan**	Employer training in Australia: Building current and future skills in the workplace context **Erica Smith, Victor Callan, Jacqueline Tuck & Andrew Smith**	VET and innovation: Does the student work placement process contribute? **Steven Hodge & Raymond Smith**	Towards a comprehensive account of adult learning and development **Stephen Billett**
1200 – 1205	Change Rooms				
1205 – 1235	**Concurrent Session 8**				
	Room: Auditorium	*Room: Flagstaff 1*	*Room: Flagstaff 2*	*Room: A224 (Level 2)*	*Room: A225 (Level 2)*
	English to employment: The role of VET units in immigrant English language programs **Gerald Onsando, Rizwana Shamshad, Monica O'Dwyer & Stella Mulder**	Capabilities and context: What are advanced skills for VET practitioners? **Teressa Schmidt**	Increased productivity through contextualised training **Chris Ho & Annemaree Gibson**	Understanding practice based learning in small business Chinese restaurants: A practice theory perspective **Ronnie Lui**	Disturbing effects of VET reforms on TAFE teaching units **Geethani Nair & Mutuota Kigotho**
1235 – 1330	Lunch				*Room: Docklands 1 & 2*
1330 – 1400	**Concurrent Session 9**				
	Room: Auditorium	*Room: Flagstaff 1*			*Room: A225 (Level 2)*
	Adult learning choices- Contrasts and confusion: Some articulated experiences showing how choices are really made **Michael Henderson**	Locating and practicing authenticity in Vocational Education and Training **Jennifer Miles & Jane Court**		Two models of apprenticeship: Implications for practice **Stephen Billett**	Reforming perceptions, policy and praxis to accommodate the neglected 'E' within the vocational education and training (VET) systems **David Lavicka**

1400 – 1405				
1405 – 1435	*Change Rooms*			
	Concurrent Session 10			
	Stream 1: Access, equity and pathways *Room: Auditorium*	**Stream 2: Teaching, learning and assessment** *Room: Flagstaff 1*	**Stream 3: Qualifications, training products and future skills** *Room:Flagstaff 2*	**Stream 4: Apprenticeships, traineeships and work-integrated learning** *Room: A224 (Level 2)*	**Stream 5: VET policy and reform** *Room: A225 (Level 2)*
	Race in VET: Migrants experiences in a regional Australian context **Miriam Faine, John Pardy, Reshmi Roy & Susan Webb**	Teacher leadership in VET – Lead vocational teachers traversing the high seas of change in TAFE Queensland **Jennifer Davids**	Make VET Great Again **Homi Azemikhah**	Providing pastoral care in apprenticeships: Increasing retention rates through the provision of mentoring and social support arrangements **Warren Guest & Mike Brown**	Community education in an age of VET uncertainty: Trends, policies and prospects **Don Perlgut**
1435 – 1530	Conference closing session			

KEYNOTE ABSTRACTS

CONFERENCE DAY 1 – WEDNESDAY, 19 APRIL 2017

Plenary Session 1 – Peter Noonan

Time:	**0900 – 1000**
Room:	**Auditorium**

FUTURE DIRECTIONS FOR TERTIARY EDUCATION IN AUSTRALIA – CHALLENGES AND POSSIBILITIES

2017 represents a critical year in the future shape of tertiary education in Australia.

In higher education the Commonwealth Government will announce its future policy directions and funding framework after considerable debate and uncertainty following the failure of the radical higher education changes in higher education announced in the 2014 budget to pass the Senate.

In VET the future shape of national agreements for the VET sector will be considered in the context of the potential reduction in Commonwealth funding to the states with the expiration of the National Partnership Agreement for Skills Reform.

While decisions on each sector will be taken separately, there is growing recognition Australia needs a longer term policy and funding framework which looks at VET and higher education as a whole in meeting Australia's future workforce and population needs.

Drawing previous work undertaken at the Mitchell Institute and by other researchers this paper will analyse current and emerging policy issues across the tertiary education sector and assess the effectiveness of current policy settings and funding levels against future workforce and demographic needs in Australia. The paper will also update the model for proposed tertiary education financing put forward by Peter Noonan for the Mitchell Institute in 2016.

Plenary Session 2 – John Polesel

Time: 1300 – 1400

Room: Auditorium

VET, INEQUALITY AND THE LURE OF UNIVERSITY

A recent analysis of international PIAAC data (Hampf and Woessmann 2016) suggests that over the long term individuals who enrol in VET are disadvantaged in employment terms, compared with those who enrol in general education. What does this suggest for young Australians considering VET options upon completion of school? This keynote considers historical data from a study of the non-university tertiary sector, as well as recent data from a survey of NSW school completers. It makes an argument for quality, industry-based VET and a return to differentiation and specialisation of tertiary provision. It also questions the artificial and unhelpful distinction between vocational and general education.

Plenary Session 3 – Tim Rawlings

Time: 1600 – 1700

Room: Auditorium

HOARDERS OR MINIMALISTS: IS IT TIME TO SPRING CLEAN TRAINING PACKAGES?

"Since I have embarked upon the ocean, and given full sails to the wind, I say there is nothing in the whole universe that persists."

These words from Pythagoras' speech in Ovid's Metamorphoses give us the image of a salty sailor reminded constantly that the wind, the waves, the moon, the sun, the rotation of the Earth and the temperature have an impact on the ocean's currents. In the same way technology, generational cohorts, demographics, confidence, commodity prices, war, fiscal policy and changes in social norms dictate the major shifts in economic currents.

Like the sailor, we are not at liberty to simply accept the entropy of our environment and bob randomly like a cork on the waves. We are compelled to attempt to determine, from history and inference, where the currents may impact us and tack our course accordingly.

We have to accept that the only thing that does not change is change itself. And so, in the VET Sector, we must not rely on an understanding of current jobs and current skills alone to prepare our future workforce with skills.

The answer offered by the CEO of PwC's Skills for Australia, Sara Caplan, last year was not to spend our energy and resources fighting the current, but to embrace it. We should not make training and career choices that infer we will only have one job path for life when everyone knows that is not the case.

Let's try to create training products that give the individual to tools to navigate the unpredictable future by creating a common core of skills within broad qualifications and remove many obsolete or overly prescriptive training products. Let's package and fund qualifications in a way that enables an individual to make a decision about the skills they need at that point in their career - and only those skills. Let's try to make sure as much information as possible (and expertise in synthesising that information) is available to enable individuals to receive careers advice throughout their careers.

This presentation will build on Sara's work and further explore how the Training Package system can change or be used to embrace these concepts.

ABSTRACTS

CONFERENCE DAY 1 – WEDNESDAY, 19 APRIL 2017

Concurrent Session 1	
Time:	**1030 – 1100**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

'REASONABLE ADJUSTMENT': IS IT A WAY FORWARD TO MANAGE DIVERSITY AND EQUITY ISSUES IN VOCATIONAL EDUCATION AND TRAINING?

Sonal Nakar
1. Griffith University, Mt Gravatt, QLD, Australia

Literature has highlighted the importance of having a reasonable adjustment approach as a measure of social justice to provide inclusive education for all students. However, the growing globalization and commercialization of vocational education and training (VET) has tended to encourage provider organizations to use more flexible reasonable adjustments to attract and retain more students in VET.

The framework of this new reasonable adjustment approach expands on the previous reasonable management approach provided to facilitate disadvantaged students. By introducing innovative and flexible teaching and assessment, this notion of reasonable adjustment now incorporates market-like efforts to secure more income in form of fees from students. However, there remains unanswered the question of how flexible the reasonable adjustment should be. This paper questions whether achieving a more diverse student population has delivered anything of value to the students who are making up that greater diversity. Perhaps the notion of reasonableness has been applied with too narrow a focus on a reasonable diversity of student entry characteristics, rather than also embracing their learning attainment and subsequent work-place success.

Reasonable adjustment may well be a way forward, but perhaps more attention needs to be paid to the concept of reasonableness before that can happen.

Concurrent Session 1

Time:	**1030 – 1100**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

POSITIONING TERTIARY STUDENTS AS INTERDEPENDENT LEARNERS

Stephen Billett

1. *Griffith University, Mt Gravatt, QLD, Australia*

Given the changes in the knowledge needing to be learnt through tertiary education, how that learning likely occurs and achieving educational goals of assisting students identify their preferred occupations and developing capacities to realise that preference, it is timely to reconsider how these students should be positioned in tertiary education. As this kind of education moves increasingly towards applied focuses, the kinds of knowledge long favoured by education in the past (e.g. declarative knowledge) and their means of development and assessment (i.e. didactic teaching) may be less relevant now. Instead, considerations of procedural, haptic, sensory and dispositional aspects of knowledge, for instance, come to the fore and demand new emphases in the focus and kinds of learning experiences afforded tertiary education students and the assessment of that learning. Rather than unidirectional transmission of knowledge, there is a now a growing need to account for the bidirectional and mediated qualities for contemporary learning in tertiary education through students' engagement with others, texts, digital resources, images, patients, clients etc. Rather than viewing students as being independent learners, proposed here is the need for them to be positioned as being interdependent with these sources of knowledge that shapes their learning and development. It is important, therefore, to consider the consequences of this interdependence for curriculum and pedagogy, as well as placing centre-stage the importance of their personal epistemologies (i.e. how they think, act and learn). In conclusion, implications for curriculum, pedagogic practices and students' personal processes of learning are delineated and discussed here.

Concurrent Session 1

Time:	**1030 – 1100**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

SKILLING THE EDUCATORS FOR THE IDEAS BOOM

Linda Simon[1] , Francesca Beddie[2]

1. Charles Sturt University, Sydney, NSW, Australia
2. Francesca M Beddie and Associates, Bundanoon, NSW, Australia

Sandwiched between universities and schools, VET is often ignored in government policies. Such is the case with the current innovation agenda. Yet technical and para-professional skills are critical for Australia's future economy. These have been delivered for the most part through the VET sector, although requirements for higher order thinking, credentialism and current policy settings have seen these skills becoming part of higher education provision. Despite this, Australia's capacity to commercialise its good ideas remains under par. Could VET be a missing link in the innovation system?

This research is being undertaken for NCVER and focuses on challenging current policy thinking and building VET's recognition and capacity by examining the role of applied research in the sector, both current projects and possibilities for expansion. This paper outlines a proposed framework for the development of VET educators and other professionals to more readily undertake applied research and considers the capacity required by RTOs to pursue an enhanced business case and support staff participation.

The questions remain however, will governments support this enhanced role for the VET sector, and if so how will they ensure its success?

VET TEACHERS' PRACTICES OF INTEGRATION FOR REFUGEE AND MIGRANT STUDENTS: COMPARISONS BETWEEN AUSTRALIA AND SWEDEN

Sarojni Choy[1], Gun-Britt Warvik[1]

1.   *Griffith University, Mt Gravatt, QLD, Australia*

Vocational education and training (VET) teachers of refugee and migrant students are charged with educating them to meet the high vocational standards of occupations as well as specific cultural competences that help them navigate into occupations and successful enter the labour market. Because current VET teacher training programs do not fully equip them with competencies for integrating learning for these cohorts, teachers need to always find creative pedagogical practices as interventions that recognise and accommodate the students' backgrounds, enhance the 'experienced curriculum' for integration, and promote social inclusion of these students who tend to be on the margins.

This paper uses a practice theory lens to understand VET teachers' practices in supporting integration of learning in educational institutions and workplaces for refugee and migrant students. The exploratory pilot study used a case study approach in aged care programs delivered by VET institutions in South East Queensland, Australia and in a municipality in Gothenburg, Sweden. Ethical clearance was obtained from Griffith University and Gothenburg Unviersity. Data for the study was collected from in-depth group interviews with 10 teachers in Australia and in Sweden. The interviews lasted approximately 45 minutes and the conversations were digitally recorded and transcribed. The findings provided an understanding of VET teachers' practices and identified the practice architectures that enable or constrain their practices with integration. The findings have implications for the VET teacher development curriculum.

Concurrent Session 1

Time:	**1030 – 1100**
Stream:	**VET policy and reform**
Room:	**A225 (Level 2)**

BUILDING HIGH CALIBRE VET RESEARCH CAPACITY THROUGH EFFECTIVE HIGHER DEGREE BY RESEARCH PROJECT MANAGEMENT

Llandis Barratt-Pugh[1]

1. *Edith Cowan University – Joondalup Campus, Joondalup, WA, Australia*

The impact of digital disruption on business, workplaces, work and skills is, and will be, profound. This impact also confronts VET practitioners with determining what learning and what forms of learning will be required in the future. At such critical periods of renovation and rebuilding, examining the available research evidence should be at the core of any rational decision making to challenge inevitable ideologies. However, this requires a new generation of highly capable VET researchers with a sound apprenticeship and the confidence to assert rational perspectives. Developing a strong cohort of VET Higher Degree by Research (HRD) students is an imperative to support strong VET sector decision-making. This paper reviews the experiences of such students and their supervisors from a large national ATL study and from a local study investigating innovation in Higher Degrees. The paper proposes a framework for assessing students and a range of strategies for specific groups that can ensure the maximisation of resources and building VET research capability for the future.

Concurrent Session 2

Time:	**1105 – 1135**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

IN TRANSITION: EMPLOYMENT OUTCOMES OF CLIENTS WHO COMPLETED VOCATIONAL TRAINING AT AMES AUSTRALIA

<u>Rizwana Shamshad</u>[1], Monica O'Dwyer[1], Stella Mulder[1], Gerald Onsando[1]

1. *AMES Australia, Melbourne, VIC, Australia*

Vocational Education and Training (VET) plays an important role in providing required industry specific skills to people for Australia's growing labour market. In 2015, 52.8% employers in Australia used the Vocational Educational and Training (VET) system to recruit their employees.[1] AMES Australia offers vocational training namely Certificate III in Individual Support and Certificate III in Early Childhood Education and Care in Melbourne, Australia. Vocational training students at AMES Australia are mainly migrants (including Skilled, Family and Humanitarian) from non-English Speaking Backgrounds (NESB). In 2015-16, AMES Australia conducted a research project titled *Transitions to Employment* to examine the employment situation of its students who completed a Certificate III in Individual Support or in Early Childhood Education and Care. The study also identified the components of these courses that were effective in finding employment based on students' feedback. Data was collected through telephone interviews with 203 former AMES Australia students who completed their course in 2014-15. Students were interviewed six months after they had completed the course. This paper discusses the employment outcomes of the students and the effective components of the courses as emerged from the research. The paper further discusses the challenges faced by the students in finding employment in Australia.

Concurrent Session 2

Time:	**1105 – 1135**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

E-ASSESSMENTS FOR LEARNING IN VOCATIONAL EDUCATION: PROMISES, POTENTIAL AND PITFALLS

Selena Chan[1]

1. *Ara Institute of Canterbury, Christchurch, New Zealand*

To date, the prime focus of digital forms of assessments have been assessments of learning (i.e. summative assessments in the form of electronically invigilated exams). In the New Zealand vocational education context, the adoption of assessment for learning processes as a means to endorse qualifications' graduate profile outcomes is one consequence of the review of all pre-degree level qualifications. Technology-enhanced learning approaches may afford learners the opportunity to gather evidence of learning as it occurs. Digital technologies also create opportunities for 'just-in-time' feedback to be provided to learners as they engage with authentic learning activities either in the workplace or in simulated work learning spaces. This presentation, rationalises and introduces a range of eAssessments for learning approaches as part of an Ako Aotearoa (the NZ National Centre for Excellence in Tertiary Teaching) national research funded project.

eAssessment approaches include methods to collect and collate the many forms of multiliteracies inherent in learning vocational skills with foci on assisting the learning of attitudinal skills. Approaches matched to the disciplines of aviation engineering, carpentry, hospitality / cookery and quantity surveying include: preparing students for becoming reflective learners through scaffolded introduction to multi-media eportfolios; leveraging the collaboration tools of note-taking software to provide peer and teacher feedback on work in progress; supporting students to 'learn from making errors' within simulated virtual environments; and learning aspects of spatial awareness through using virtual reality platforms.

Concurrent Session 2

Time:	**1105 – 1135**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

MAKING THE LINKS EXPLICIT BETWEEN A VOCATIONAL COURSE AND FUTURE CAREER SKILLS IN A DISRUPTED WORLD

Nick Marsden[1]

1. UNITEC New Zealand, Laingholm, New Zealand

This project focuses on a simple question that invites feedback and suggestions from stakeholders regarding the alignment of the UNITEC Bachelor of Applied Technology (BAT) course design with future career skills. Although not a course evaluation as such, there are elements of evaluative reflection and feedback in the process. The main intention is to feed forward to future courses in a era where many fields of work are characterised by disruptive trends, and to gain some insights for the institution's on-going re-think, re-design process. Another intended outcome is to highlight any mis-alignments between course expectations, the job market and student expectations of the course. How far are the are understandings about work capability in agreement between the stakeholders? Are the course goals realistic and in line with industry needs? Is the definition of work readiness changing? The paper examines student responses in relation to perceptions of future work skills, as well as employer responses. It also discusses some projections about likely future workplace trends. One impact of the project is that it presents an opportunity for some critical thinking that will enable course designers to reflect on adaptations, rebuilds and modifications that might need to be made in order for graduate attributes to meet future workplace and career demands more appropriately.

Concurrent Session 2

Time:	**1105 – 1135**
Stream:	**Apprenticeships, traineeships and work-integrated learning**
Room:	**A224 (Level 2)**

THEY NEED TO BE VERY, VERY RESILIENT...

Anne Jones[1], Berwyn Clayton[1], Naomi Pfitzner[1]

1.   *Victoria University, Melbourne, VIC, Australia*

This presentation will explore some findings from a 2016 qualitative study into the experiences of tradeswomen and female apprentices in the electrical trades. The project team applied an adaptation of Brofenbrenner's 1990 ecological framework as a basis for the methodological design, data collection and analysis. Several career choice theorists have used similar approaches to understanding gendered career choices and have demonstrated that behaviours such as occupational choice result from dynamic interactions between individuals and the cultural and social environment in which they live (Cook, Heppner and O'Brien. 2005)[1].

We analysed in-depth interviews with 31 tradeswomen and female apprentices representing: every state and territory except Tasmania; metropolitan, regional and rural locations; small, medium and large businesses; and many different industry sub-sectors including residential and commercial electrical services, construction, mining, power, security and instrumentation

The presentation will look at the personal attributes, capabilities and attitudes that enable women to survive and thrive in the electrical trades. Resilience, the ability to adjust in the face of workplace adversity and move forward in a positive way (King, Newman & Luthans, 2016), is revealed as the key factor in the retention and successful progression of women in the male-dominated trades within the electrotechnology industry.

RE-INTERPRETATIONS: RESEARCHERS PRESENT NEW WAYS OF LOOKING AT THEIR RESEARCH

Erica Smith[1], Stephen Billett[2], Sue Webb[3], Llandis Barratt-Pugh[4]

1. *Federation University, Ballarat, VIC, Australia*
2. *Griffith University, Brisbane, QLD, Australia*
3. *Monash University, Melbourne, VIC, Australia*
4. *Edith Cowan University, Perth, WA, Australia*

This presentation consists of mini-talks by four members of AVETRA's experienced researcher group. Conference papers and scholarly outputs are normally and appropriately based on rigorous research on a specific topic, with conclusions drawn from that research. However constraints are placed on thinking by this format. This presentation sets researchers free to provide a big-picture interpretation of important issues in VET to which their own research has made a material contribution, but that are not necessarily tied to single research projects. We have conceptualised this as 'I-Pad abstracts'. In the presentation the researchers will speak about their chosen topic using only one visual slide, a list of his or her research related to that topic, and a short I-Pad sized written paper.

The idea for this presentation was inspired by a recent exhibition in Melbourne by artist David Hockney. In this late stage of his career he now uses I-Pad and I-Phone drawing programs for some of his art, enabling him to explore a greater range of ideas - and also revisit older themes - without the constraints of conventional production of paintings.

The format will result in new ways of looking at the topics, each based on a portfolio of research. The topics to be included are:

- 'What's right and what's wrong with competency-based training?' (Erica Smith)
- 'The standing of vocational education: Status, consequences and responses.' (Stephen Billett)
- 'Where is the education in vocational education and training?' (Sue Webb)
- 'Managing learning: Critical practices for orchestrating and producing learning in organisations.' (Llandis Barratt-Pugh)

Concurrent Session 3

Time:	**1140 – 1210**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

BUILDING A COMMUNITY OF PRACTICE FOR RESEARCH IMPACT ON THE VET–HE BORDERLAND

<u>Susan Webb</u>[1], <u>Steven Hodge</u>[2], Ann Marie Bathmaker[3], Trevor Gale[4], Shaun Rawolle[5]

1. *Monash University, Melbourne, VIC, Australia*
2. *Griffith University, Brisbane, QLD, Australia*
3. *University of Birmingham, Birmingham, UK*
4. *University of Glasgow, Glasgow, UK*
5. *Deakin University, Geelong, VIC, Australia*

How research impacts policy and practice is a vexed political problem (Weiss 1998) and the impact of education research may well be the most vexed of all. A new ARC-funded project set to explore the VET-higher education borderland is grappling with the challenge of planning for impact. This project will look at the role of social inclusion and social mobility in the context of the growth of higher education in VET providers. Obviously, findings from this research will face a turbulent and contentious policy environment which means that planning for impact becomes a significant concern as the project moves forward. Researchers have developed checklists about how to turn evidence into policy (Davies and Nutley 2001). Similarly, some research-funding bodies require grant holders to develop research impact statements and strategies; some provide detailed guidelines and toolkits (ESRC UK website www.esrc.ac.uk). But building a community for engaged scholarship (Boyer 1990) is not easy. Arguably, 'communities' of practice are locations fraught with negotiations and contestations over the meaning of the community and individuals' identities (Greene 2000). Avoiding what Thomson (2013) describes as researchers' heroic statements, the paper draws on adult and work-based learning literature that encourages researchers, policymakers and practitioners to work together throughout the research process (Hodkinson and Smith 2004; Webb and Ibarz 2006). The paper argues that before we can renovate or rebuild VET, we need to discuss how different interests within the community of practice for research-policy in VET understand knowledge and perceive the needs for social and policy decision-making.

Concurrent Session 3

Time:	**1140 – 1210**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

DEVELOPING EDUCATOR CAPABILITY FOR DELIVERY OF BLENDED LEARNING

Na Li[1], Craig Poole[1], Anna Daniel[1]

1. TAFE Queensland, Brisbane, QLD, Australia

The TAFE Queensland learner cohort is diverse with forty one per cent aged over thirty, and seventy five percent are working or seeking work. These and other factors influence different learning styles which requires a flexible delivery of teaching. Blended learning is regarded as a teaching approach that combines the effectiveness and socialisation opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment (Dziuban, Hartman, and Moskal 2004: 3).

TAFE Queensland is exploring how educators might best develop their capability to use blended learning approaches in the delivery of training. This presentation will present findings and recommendations from research and a pilot training program. I will describe strategies to overcome educator resistance and develop capability to apply blended delivery approaches for blended learning. I will not focus on technology, rather educator capability, although they are related.

This presentation is delivered from the perspective of a visiting scholar from China, and the study will be replicated in Chinese higher education institutes. I will present a comparison of findings between Australia and China.

Dziuban, C. D., Hartman, J. L., & Moskal, P. D. 2004, 'Blended Learning', Educause Center for Applied Research Research Bulletin, i.7, March 30. Accessed 2 February 2017.

Concurrent Session 3

Time:	1140 – 1210
Stream:	Qualifications, training products and future skills
Room:	Flagstaff 2

UPTAKE AND UTILITY OF VET QUALIFICATIONS

Patrick Korbel[1], Josie Misko[1]

1. NCVER, Adelaide, SA, Australia

We investigate how the uptake of VET qualifications can be used to examine how the VET system is meeting the needs of students and other stakeholders. Our focus is on analysing enrolments in training package qualifications, which make up a majority of the recognised training activity. Using NCVER's total VET activity data, we are now able to examine the uptake and utility of qualifications across the entire system, expanding on previous analyses that could only use data on government-funded training.

By consolidating enrolments in related current and superseded qualifications we investigate the spread of enrolments across qualifications and training packages. The analysis of 2015 enrolment data reveal that 20 training packages accounted for 90% of enrolments and that 200 qualifications accounted for 85% of enrolments. It also reveals that over a two-year period (2014-2015) there were more than 280 qualifications that recorded no enrolments. We also explore how the concept of 'vocational streams' (Wheelahan, Buchanan & Yu 2015) could be applied to rationalise related qualifications, and develop our own models for rationalisation.

The analysis presents a story of extremes: the concentration of a majority of enrolments in relatively few training packages and qualifications on one hand, and qualifications with no enrolments on the other. We conclude that there is potential scope for rationalising qualifications to limit the burden on the Australian training system by superseded or superfluous qualifications thus engendering a system that is responsive to the needs of students, employers and other stakeholders.

Wheelahan, L, Buchanan, J & Yu, S 2015, Linking qualifications and the labour market through capabilities and vocational streams, NCVER, Adelaide.

Concurrent Session 3

Time:	**1140 – 1210**
Stream:	**Apprenticeships, traineeships and work-integrated learning**
Room:	**A224 (Level 2)**

WORK BASED LEARNING AS A CONDUIT TO BUSINESS CREATIVITY IN AUSTRALIA

Shayne Baker[1] , Malcolm Cathcart[2], Neil Peach

1. *University of Southern Queensland, Toowoomba, QLD, Australia*
2. *Middlesex University, London, UK*

The knowledge economy is compelling business leaders to adopt creative approaches to become and remain relevant and competitive. Business has the opportunity to use many of the learnings from art and philosophy in order to effectively respond to this situation. This article takes insights from creative artists and thinkers such as Dante, Yeats, Chomsky and TS Eliot and connects them with contemporary developments in professional learning, practice and reflection (with particular reference to the work of Hager et al., (2012) Kemmis et al., (2012) and Boud et al., (2006)). The purpose of these connections is to illustrate the value of an emergent approach to tertiary education known as work based learning. The article is a departure from traditional views of work-based learning as it suggests that work based learning is a creative and innovative response that builds capability for both individuals and organisations. Within this context, significance is afforded through reflective practice. Whilst reflection is more associated with thinkers and artists than business leaders, it is an important skill in contemporary business settings. The authors argue that effective professional reflective practice draws the different elements of contemporary work based learning into a cohesive strategy for building higher levels of individual and organisational capability.

Keywords: work based learning; workplace learning; reflective practice; professional practice; negotiated curriculum.

Concurrent Session 3

Time:	**1140 – 1210**
Stream:	**VET policy and reform**
Room:	**A225 (Level 2)**

SWINGS, ROUNDABOUTS, ROADMAPS AND FRAMEWORKS: THE EMPLOYABILITY SKILLS JOURNEY IN AUSTRALIAN VET

Berwyn Clayton[1], Roger Harris[2]

1. Victoria University, Melbourne, VIC, Australia
2. University of South Australia, Mawson Lakes, SA, Australia

Employability skills are considered in many countries to be important for workforce entrants. Accordingly, governments have attempted to define them as part of their workforce policies. However, while there has been considerable work undertaken around 'generic skills' since Mayer (1992), we appear to be no closer to finding an agreed strategy, a consistent approach to implementation or valid means of assessing and certifying these skills. Few doubt their value, but the struggles in coming up with something understandable, implementable, assessable, certifiable and useful for learners and employers have been marathon.

Cconceptualised in different ways internationally, the clearest messages from overseas relate to their complexity and the attendant difficulties with comprehension, definition and application, mirroring the message in the Australian literature on the topic. This session, based on a critical review of the literature and engagement in national developments, analyses the journey taken in Australia, where disagreement reigns as to the constitution of generic skills underpinned by a more fundamental divide between those who believe in transferability and those who do not. As long as agreement cannot be reached over these aspects, it is unlikely to be achieved over modes of assessment, which require even more complex levels of understanding.

However attractive, could the term employability skills be little more than a wishful intent or ideology – one of the buzz words of our time, an empty signifier? Or is it a label for more sophisticated strategies? We look forward to robust debate in this session on these issues.

Concurrent Session 4

Time:	**1400 – 1430**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

INCREASING ACCESS AND EQUITY: VET PROVES TO BE THE PATHWAY TO SUCCESS FOR MANY STUDENTS

Stuart A Middleton[1]

1. *Manukau Institute of Technology, Manukau, New Zealand*

The author developed New Zealand's first Tertiary High School His thesis was a simple one: if young students failing in conventional schools by age 14 were taken out of a toxic school environment and given a chance to undertake tertiary VET qualification courses , simultaneously studying towards completion of their High School Diploma (NZEA L2/L3) there is every likelihood that they would develop a line of sight towards future employment and in doing so would re-engage with education and training.

Research on the issues surrounding transitions in education, the characteristics of education systems and later research conducted with students enrolled in "trades academies" -(a development which spun out of the policy setting created around the tertiary high schools) all challenges the rigidity of school sectors, a lack of quality in preparing for future lives. Increasing the role of VET in secondary schools is good for everyone.

Student results are excellent, schools report increased engagement and as a consequence increased rolls, parents report transformations not only of their sons and daughters but of the whole family. Furthermore, an emerging set of principles suggests that the education system has created a situation that increases poor educational outcomes rather than lift them to the levels to which governments aspire. Those multiple pathways principles are shaping and the paper will detail them.

The paper will conclude with descriptions of the success of implementing a VET Certificate into schools in Tonga and Samoa and developing interest into the Tertiary High School approach in Canada.

Concurrent Session 4

Time:	**1400 – 1430**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

VET TEACHING: REALISING POTENTIAL

Lisa Maurice-Takerei[1], Helen Anderson[2]

1. Unitec Institute of Technology, Mt Albert, New Zealand
2. Intueri Education Group, Auckland, New Zealand

In 'Unleashing the Potential. Transforming Technical Vocational Education and Training' (UNESCO, 2015) the importance of TVET to the development of a knowledgeable, skilled, adaptable and flexible workforce that engages in continuous learning is outlined. The development of a workforce such as that outlined is a lofty goal for educators and educational organisations. In order that graduates of TVET can take their place in the 21st century workforce outlined by UNESCO, some thought to the progress of the TVET workforce is required. Tasked with providing the opportunities that support the transformation of TVET and TVET graduates, the workforce requires an opportunity to revision and transform its own work.

This paper considers the opportunities provided by the recent Targeted Review of Qualifications (http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/targeted-review-of-qualifications/) and the resulting review of Adult and Tertiary Teaching qualifications to reconsider the provision of VET teacher education as a site for teacher transformation and revision. Opportunities for this area of teacher education to be broadened and problematized rather than being seen as a site for the transfer of skills are outlined.

Teaching in TVET is envisioned as a cycle of activities wrought through wise decision making based on relevant experience, learning and evidence. The paper is based on a newly released text *Designs for Learning. Teaching in Adult, Tertiary and Vocational Education* a text designed to go alongside the new New Zealand Adult and Tertiary Teaching qualifications.

Concurrent Session 4

Time:	**1400 – 1430**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

THE NEW GENERATION OF PRACADEMICS: EDUCATORS AND LEARNERS WORKING ON REAL EMPLOYER PROBLEMS

Anna Daniel[1]

1. TAFE Queensland, Brisbane, QLD, Australia

Our transitioning economy is affecting the nature and demand for skills, and the volatility and rate of change. The VET sector may respond by focussing more on 'futureproof' skills and by working closely with the employers who create jobs for our graduates. Futureproof skills include critical thinking, entrepreneurship, innovation, problem solving and collaboration.

One way to develop futureproof skills and support local employers is via project-based learning within training packages. Specifically, applied research is a project-based teaching approach that involves learners analysing an employer problem and recommending and implementing a practical solution. Applied research projects can meet emerging needs of employers or may investigate new opportunities. The problem solving approach of applied research enables learners to develop futureproof skills while they gain valuable industry experience.

During 2016 TAFE Queensland RedSpace: interviewed over thirty educators and scanned global case studies about applied research practices, challenges and experiences. Key outcomes from the research included practical tips for working with employers on team-based applied research projects and the notion of TAFE educators as 'Pracademics' - industry practitioner academics. I will propose that every TAFE learner should have an opportunity to undertake applied research, be it: a real life problem of an employer; a Grand Challenge that will change our world; or an enterprise project where learners build their own business. This has implications for the structure of training packages and andragogy, and projects enable flexibility to respond to local employer needs for new skills.

Concurrent Session 4

Time:	**1400 – 1430**
Stream:	**VET policy and reform**
Room:	**A225 (Level 2)**

THE CHANGING PURPOSES AND ENDS OF TAFE

John Pardy[1]

1. Monash university, Clayton, VIC, Australia

TAFE Institutes as key providers of technical and vocational education in Australia developed over the past four decades through various waves of policy activity. This research paper offers historical insights to facilitate understandings about the contemporary predicament of TAFE. Using primary data sources including policy documents along with institutional histories, the paper utilises neo-institutional sociology to provide a critical analysis of changes to TAFE. Commencing with the policy work of the Australian Committee on Technical and Further Education (ACOTAFE) in 1975, the then new Commonwealth Technical and Further Education Commission established a funding partnership between the Commonwealth, state and territory governments. As a consequence the foundation of an institution building phase for TAFE began. From 1992 the creation of the Australian National Authority Training (ANTA) lead to a phase of VET harmonisation with regard VET qualifications delivered by TAFE. Central to this harmonisation was the explicit policy intention of developing a national training market. Theses two policy settlements gave way to a third wave of policy reform, 'market design'. It is through the processes associated with market design that the ends of TAFE as a solid institutional base for offering and providing education and training in skills for industry have been dramatically undone. The research finds that what is emerging as a consequence of this recent wave of policy activity is both a crowded and a depleted vocational education and training landscape. As a consequence the future of TAFE has become insecure in a context where a proliferation of providers has undermined rather than guaranteed the future of public vocational education and training.

Concurrent Session 5

Time:	**1440 – 1510**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

PATHWAYS TO UNIVERSITY: DO YOU WANT A VET DIPLOMA OR HIGHER EDUCATION DIPLOMA WITH THAT?

Craig Poole[1], Na Li[2], Alicia Toohey[3]

1. TAFE Queensland, Brisbane, QLD, Australia
2. TAFE Queensland International, Brisbane, QLD, Australia
3. The Critical Friend, Mitchelton, QLD, Australia

The demand-driven model in higher education (HE) has led to significant expansion in HE places and with it, increased attrition. Concerns regarding university entrance standards have resulted in the government exploring Commonwealth Supported Places (CSPs) for HE sub-bachelor qualifications thereby challenging TAFE's market position, including in Vocational Education and Training (VET)-to-HE pathways, principally on price. Queensland TAFE-to-HE pathways have for 20 years provided students with VET qualifications guaranteeing university entry and credit as well as a transportable university entrance score (ATAR up to 86.75) facilitating mobility between disciplines and universities.

The aim of this research is to investigate student perceptions regarding the relative attractiveness of VET-diploma-to-degree pathways and fully subsidised HE degrees in cohorts intending to eventually complete bachelor degrees. Data was collected via enrolment streams and in-class surveys. Preliminary research indicates when prospective students are fully informed of merits of a well-developed VET-diploma pathway, many are willing to pay a premium to access its benefits above a significantly subsidised HE option. We examined cohorts who typically met university entrance requirements thereby meeting CSP eligibility. However many students chose to undertake the VET-pathway option despite it being 250% more expensive in first year. Student feedback across programme cohorts suggests that many identify benefits of a VET-diploma pathway above a fully subsidised HE-pathway.

These findings are relevant to tertiary education policy makers. In the current national debate on HE accessibility and preparedness which is significantly being led by universities, it is important that VET's representative peak bodies have evidence about VET's long-established capability to engineer beneficial and diverse pathways to get cut-through in the discussion.

Concurrent Session 5

Time:	**1440 – 1510**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

THE RISE OF THE ARTISANS: HOW PARTICIPATORY ACTION RESEARCH BENEFITS THE DEVELOPMENT OF SPECIALISED ARTISAN SKILLS

Angela Tsimiklis[1]

1. *William Angliss Institute, Melbourne, VIC, Australia*

Education is considered as the best means of advancing Artisan specialist skills.

Australia's vocational educational sector needs to generate innovation that sustains unique Artisan knowledge and skills. Strong and sustained growth within culinary artisan trades dictates that Australia should now implement training programs that target our own vocational professionals and provide specialised Artisan training that will legitimise accredited professionals.

This presentation discusses the benefits and experience of participatory action research, focussing on the structured Artisan Gelato training undertaken in 2014 by culinary educator, Angela Tsimiklis over four weeks at the prestigious Carpigiani Gelato University in Bologna, Italy.

The course provided the foundation to develop and implement a structured Artisan Gelato training program to address an identified Australian specialised skills gap. Artisan Gelato construction is a distinguished trade with highly sought after skill sets that are internationally highly regarded. Production of this specialist food product requires a depth of knowledge currently unattainable through training in Australian hospitality industry qualifications.

The research methodology was immersion first-hand learning of the best-practice skills and knowledge focusing on cultural, regional and seasonal influences of Artisan Gelato locally and internationally.

Australian vocational educational training institutions provide limited opportunity for professional training in specialised culinary artisan skills. This equates to inadequate opportunities for Australians to be trained locally to an international specialist standard. There is urgent demand for design and innovation towards nationally accredited Culinary Artisan training programs promoting unique Artisan skill sets.

Time:	**1440 – 1510**
Stream:	**Apprenticeships, traineeships and work-integrated learning**
Room:	**A224 (Level 2)**

STUDENT DEBT BUSTING – THE DEVELOPMENT OF ACADEMIC INDUSTRY AWARDS AT TAFE BRISBANE

Ross McLennan[1]

1. *TAFE Brisbane/University of Canberra, Brisbane, QLD, Australia*

Is it possible to create an industry-funded internship model which can help alleviate student debt in Australia? Live Study Programs position students as paid interns on campus. In return for much needed digital content creation, services and social media marketing, Industry contributes student remuneration as merit-based, academic prizes awarded upon graduation. During the past year, the Live Study Program model has been discussed and analysed at TAFE Queensland and logistical/legal processes and documentation have been established. Now, a small-scale pilot has begun in the Faculty of Creative Arts and Digital Design at TAFE Brisbane. This paper analyses and contextualises the Live Study Program model, details the processes involved in setting up the award scheme and reflects on the results of the small-scale pilot.

Concurrent Session 6

Time:	**1530 – 1600**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

THE IMPORTANCE OF LIFE LONG LEARNING AS WE AGE

Caron Rounds[1]

1. *eLearning and Workshops, Geelong, VIC, Australia*

The importance of education and training contribute to improving each individual's skills for paid as well as unpaid work. Learning is not only vital for work life longevity it is an important component of each person's well-being.

Traditionally career planning, has been viewed as most relevant for school leavers and university graduates. Just as important mid-life and later-life careers require considered planning as we face an expanding working career. For many the Vocational Education and Training sector is an important element in career success, understanding work options, expanding occupational choice, increasing employability and job mobility, improving salaries, engaging in continuous re-skilling and extending working lives.

At present it appears Australia is failing to grasp the opportunities of a population that is ageing, in particular the importance of experience and economic potential that older workers bring. Current barriers to mature age participation include ageism, inflexible workplaces and limited training opportunities.

This paper explores the barriers of ageism and how vocational educational and training bodies can provide an equitable environment with flexible pathways of learning to older students making career choices more accessible.

VET TEACHERS' AND TRAINERS' PARTICIPATION IN PROFESSIONAL DEVELOPMENT: A NATIONAL OVERVIEW

Jacqueline Tuck[1], Erica Smith[1]

1. *Federation University Australia, Ballarat, VIC, Australia*

This paper reports on the Professional Development (PD) of vocational education and training (VET) teachers and trainers in Australia. It utilises the data on PD gathered from two national surveys undertaken in 2016 as part of a major ARC-funded national research project on VET teachers and their qualifications. Part of the first survey, which focused mainly on VET teachers' qualifications and teaching approaches, examined the PD activities undertaken by the respondents. It explored the nature and frequency of the activities, the motivations for participation and the support provided for PD. The second survey was sent to VET teachers/trainers who had participated in PD activities offered by three major PD providers for VET. It focused on the external PD activities undertaken by respondents and explored the frequency, content and nature of activities.

The paper provides evidence on the current state of professional development, both formal and informal, for teachers/trainers across the VET sector and compares differences among teachers working for different types of provider. Detailed data are presented on participation in a range of industry and VET PD activities (both within and external to the RTO), the motivations for participation, and who pays for PD. The findings show the type of PD activities that were valued, and what participants would like to see in the future. The findings are expected to inform policy discussions about VET teacher development and will be useful for managers in TAFE Institutes and RTOs; and for those external organisations delivering PD to the VET workforce.

Concurrent Session 6

Time:	**1530 – 1600**
Stream:	**VET policy and reform**
Room:	**A225 (Level 2)**

ADDRESSING THE CHALLENGE OF SCHOLARSHIP AND INDUSTRY CURRENCY IN VOCATIONAL EDUCATION: A PILOT

<u>David McLean</u>[1], Nancy Everingham[1], Jane Mancini[1], Amberlee Mitton[1], Melanie Williams[2]

1. *RMIT, Melbourne, VIC, Australia*
2. *William Angliss Institute, Melbourne, VIC, Australia*

A vocational education teachers identity is intrinsically linked to the industry from which they first drew the practical knowledge that is applied to their teaching. Maintaining industry currency is then essential to how a vocational education teacher designs curriculum and ensures relative, valid and authentic assessment. It is also a mandated requirement that vocational teacher's provide evidence of how they maintain their industry knowledge and also how they grow their capability as educators. Maintenance of both industry currency and educational capabilities provides a significant challenge to vocational education teachers, their managers and the organisations they work for. How do they ensure meaningful evidence of industry currency? How do they construct a practical scholarship of vocational education? These questions influenced the development of a vocational teacher's scholarship framework that defined the level and type of inquiry that was characteristic of the sector's and teachers' knowledge needs.

This paper explores a pilot project where vocational education teachers volunteered to test the scholarship framework by undertaking a mini-ethnography into what is actually occurring in their respective industries? The scholarship framework defined a method for engaging with industry and how that inquiry connected to vocational education teacher capability development. The vocational practitioner's scholarship framework draws on research undertaken by Williams, Goulding, and Seddon (2013).

The participants in the pilot were supported by their institute to undertake the study; support included ethics approval, backfill and coaching. A record of their vocational scholarship is provided here in the form of written reflective reports that discuss the nature of each participant's practical research projects and how new knowledge has been incorporated into their teaching. They discuss how the experience reconnected them with industry and how the experience has affected their vocational education curriculum design and development.

Williams, M. Goulding, F. & Seddon, T. (2013). Towards a culture of scholarly practice in mixed sector institutions. Adelaide: NCVER

ABSTRACTS

CONFERENCE DAY 2 – THURSDAY, 20 APRIL 2017

Introductory Remarks: Dr Melinda Waters: VET Practitioner research in context

Time:	**0900 – 0920**
Room:	**Auditorium**

This session explores the concept of practice based research in VET and how it relates to innovation, quality and professionalism of the sector. Following the presentations there will be a chance to discuss how we can support and promote practitioner research.

Showcasing Practitioner Research

Time:	**0925 – 1030**
Stream:	**Session 1**
Room:	**Auditorium**

LESSONS LEARNED FROM A FELLOW'S TRAVELS

Robert Brodie
Swinburne University, Melbourne, VIC, Australia

Robert Brodie is a carpentry teacher at Swinburne University. In 2014, Brodie was awarded the International Specialised Skills (ISS) Institute's *Victorian Government, Department of Education and Training, Higher Education and Skills Group Overseas Fellowship* to travel to the USA and Canada to investigate exemplary models of carpentry trade training. This presentation is based on his 2016 report, *Journeyman carpenters in Australia*. It presents findings before arguing that changes made to the apprenticeship system over the past 20 years has left Australia with a deficient model with much to learn from the Red Seal Journeyman's certificate of training.

IS OPERATING IN A PREFABRICATED CONSTRUCTION ENVIRONMENT DIFFERENT?

Philip Alviano

Master Builders Association of Victoria, Melbourne, VIC, Australia

Modular construction, offsite prefabrication and new timber products are changing construction techniques and changing the nature of work on building sites.

Master Builders completed a skills analysis of prefabricated construction. This included structured interviews and visits to companies involved in offsite manufacturing.

The results indicated that while trade skills are important there are other requirements needed to operate effectively in an offsite construction environment. Construction experience, plan reading and knowledge of structural principles all helped to visualise the project. Being a manufacturing environment meant that process knowledge and awareness in keeping the production line flowing were also important skills.

Showcasing Practitioner Research

Time:	**0925 – 1030**
Stream:	**Session 2**
Room:	**Flagstaff 1**

RESEARCHING AND RESPONDING TO THE NEED FOR ACADEMIC LEARNING SKILLS IN THE FIRST SEMESTER

Fiona Wahr and Sita Venkatraman

Melbourne Polytechnic, Melbourne, VIC, Australia

Adequate academic literacy and number skills are important enablers of learning engagement and success in all educational settings. Student feedback and reviews of student feedback suggest that the academic literacy and numeracy skills of students entering the Bachelor of Information Technology at Melbourne polytechnic are not consistently strong. For these reasons the recent renewal of the Bachelor of Information Technology curriculum has included the introduction of four first year subjects with the aim of enhancing students' academic literacy and numeracy skills and subsequently their learning engagement in the course overall. These subjects have been designed to contextualise the learning of these skills within the students' discipline studies

The aims of this research are to:

1. Establish if and in what ways the first two academic literacy and numeracy skill development subjects offered in the first semester of the renewed course contribute to the academic literacy and numeracy skills of students.
2. Identify and implement improvements to the learning and teaching design of these two subjects to enhance academic literacy and numeracy skill development for students.

RENOVATING THE VET TEACHING WORKFORCE: AN INTERNATIONAL COMPARATIVE VISION FOR A CONTEMPORARY VET TEACHER WORKFORCE

Claire Rasmussen

Federation University, Ballarat, VIC, Australia

This paper/session challenges the assumptions and language used to describe the VET teacher workforce and considers the impact this has on the community and the teacher, especially in relation to the professional status of teachers, expected teaching standards and commitment to ongoing professional learning for teachers. By comparing the Australian landscape with the UK and Switzerland, the paper/session provides insights into international system architecture for VET. The session goes on to outline potential renovations to the Australian VET architecture that both respect existing fundamental principles and requirements and ensure a capable, contemporary VET workforce. This session will primarily focus on:

1. Vocational Education and Training (VET) teacher qualifications
2. Professional teaching standards and/or registration
3. Professional Development – maintaining teaching and vocational currency Examples of how teachers maintain teaching and vocational currency and competency through continuous professional learning.
4. The impact of the broader VET system on quality teaching.

Showcasing Practitioner Research

Time:	**0925 – 1030**
Stream:	**Session 3**
Room:	**A224 (Level 2)**

ADDRESSING YOUNG PEOPLE'S TRAUMA AND MENTAL HEALTH ISSUES TO INCREASE COMPLETION OF TRAINING

Therese Hickey, Amy Passarini & Owen Smith

Melbourne City Mission, Melbourne, VIC, Australia

The project aimed to provide Melbourne City Mission staff with evidence-based techniques to assist disengaged young people to complete VET qualifications. It also aimed to provide various in-house training opportunities that explore and promote understanding of a variety of mental health diagnoses.

As the project progressed the following deliverables were achieved:

1. Informed Practice-Exploring the needs of the student cohort – Staff took a focussed look at the mental health diagnoses and trauma related issues that affect our current cohort of students
2. Professional Development Days
3. Time to Reflect – a five-session professional development activity

GOING THE EXTRA MILE – INCLUSIVE PRACTICES FOR KOORIE STUDENTS

Karen Mann & Carol Harrison
Melbourne Polytechnic, Melbourne, VIC, Australia

The Koorie Services Centre (KSC) at Melbourne Polytechnic delivered key information about the day-to-day needs of Koorie students and practical tips that can be used to assist educators and Institute staff to support Koorie students to achieve their educational outcomes.

A training and cultural connectedness tool was developed to assist staff across the Institute to provide culturally appropriate support to Indigenous students.

1. Video interviews with staff, Aboriginal Elders and students via discussion, sharing their thoughts and experiences.
2. 'Going the Extra Mile' Guide, Induction tool and online training/webpage developed and available to staff through institute staff portal.
3. Three workshops delivered to staff and more workshops scheduled for 2017

Showcasing Practitioner Research	
Time:	**0925 – 1030**
Stream:	**Session 4**
Room:	**A225 (Level 2)**

APPLIED RESEARCH AND INNOVATION: BRINGING THE TRADES IN

Henry Pook
Holmesglen Institute, Melbourne, VIC, Australia

At a time when TAFE is assessing its contribution to an emerging national innovation agenda, scant attention has been paid to the potential of the 'traditional trades' in the conduct of applied research and innovation. Drawing upon examples from the building construction trades, this paper identifies past and present examples of applied research and innovation that have been undertaken in collaboration or partnership with industry, government and not-for-profit community based organisations: it argues that those areas of VET categorised as the 'trades' have a pivotal role to play in the development of applied research and innovation in the VET sector.

Concurrent Session 7

Time:	**1130 – 1200**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

DON'T OVERLOOK COMMUNITY PROVIDERS

<u>Kaye Bowman</u>
Kaye Bowman Consulting, Beaconsfield, VIC, Australia

Community Education Providers make up a discrete fourth sector of education in Australia, the community based, owned and managed not for profit sector, committed to providing accessible learning

opportunities for young people and adults in local communities that meet their needs and support place-based community development.

This paper provides insights into community providers of education and training, their scope and scale of programs, participants and outcomes and national policies supported.

Community Education in Australia in its totality consists of four main types of programs:1 Personal interest informal and non-formal learning activities – the traditional focus;

2 Adult basic education non-formal and formal – the new common focus;3 Formal vocational education and training (VET) – an additional focus for some ACE providers in line with

the latest Ministerial Declaration on Adult Community Education of 2008; and 4 Pathways from one type of learning program to another, and importantly from non-formal learning to formal learning for vocational purposes – a focus also in line with the 2008 Declaration. This paper draws on most recent data from a variety of sources and identifies factors contributing to community providers ongoing success and issues to be overcome. Pointers are also offered on where to next for community providers within the current policy environment for them to continue their important roles in educating and skilling young and adult Australians, and particularly the disadvantaged to achieve social inclusion. The presentation is possible due to funding by Adult Learning Australia.

Concurrent Session 7

Time:	**1130 – 1200**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

ENGAGING SECONDARY LEARNERS IN VCAL WITH INDUSTRY BASED DRONE TECHNOLOGY

Ann Baxter[1], Lilly Smolenskaya[1], Brent Govan[1]

1. *Holmesglen, Glen Waverley, VIC, Australia*

With experts predicting many jobs will be obsolete within the next decade due to the technology revolution, drones -- and the demand for drone pilots – is emerging as a key growth industry. The demand for drone use encompasses a wide variety of businesses including plumbing, construction, industry inspections, agriculture, mining, trades and even transport and delivery.

Many VCAL students are already experienced with drones as a popular and engaging toy. Matching the need for industry experience in using this new technology, with the engagement factor of drones as a toy, provides mutually beneficial training and engagement for both employers and students.   Our program offers experience in CASA regulated flight skills for drones under 2kg, for all Intermediate VCAL students as they explore drone use within individual industries on offer at Holmesglen.

The drone program is expected to enhancing student employability by providing real future workplace skills as well as building interest for further study in many industries including aviation. The opportunity to gain a full Commercial Pilot Licence (Remote) is being made available to all students, apprentices and members of the public to provide qualified drone pilots to meet future industry needs.

Tracking classroom engagement, future course selection, career outcomes and earning potential, within industries using drone technology will be mapped over the coming years as we follow students introduced to the drone program. This data will be analysed to modify our drone program and develop future engaging ideas for the classroom based around developing technology.

Concurrent Session 7

Time:	**1130 – 1200**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

EMPLOYER TRAINING IN AUSTRALIA: BUILDING CURRENT AND FUTURE SKILLS IN THE WORKPLACE CONTEXT

Erica Smith[1], Victor Callan[2], Jacqueline Tuck[1], Andrew Smith[1]

1. *Federation University, Ballarat, VIC, Australia*
2. *University of Queensland, Brisbane, QLD, Australia*

This paper presents and analyses research on current trends in employer training in Australia. While the vocational education and training (VET) system is a vital part of skill formation in Australia, the everyday training that happens in workplaces is also of importance and is relatively under-researched. Using some of the results of an employer survey undertaken with funding from the National Centred for Vocational Education Research, the paper describes and analyses employer-based training across a range of industry areas. Questioning areas included the reasons why employers train, and how these relate to employers' perceptions of their operating environment, and the structures they have in place to manage and organise training. Detailed data are provided about three specific forms of training: employers' use of nationally recognised training; the use that they made of external providers (not confined to the VET system); and the methods of informal training and learning that exist within organisations. Finally the paper reports what managers said about the barriers to providing more training. The paper analyses the findings by two factors shown in the literature to be of importance: the size of organisation, and the industry area.

Concurrent Session 7

Time:	**1130 – 1200**
Stream:	**Apprenticeships, traineeships and work-integrated learning**
Room:	**A224 (Level 2)**

VET AND INNOVATION: DOES THE STUDENT WORK PLACEMENT PROCESS CONTRIBUTE?

Steven Hodge[1], Raymond Smith[1]

1. *Griffith University, Mt Gravatt, QLD, Australia*

A recurrent question for researchers and policy makers is how does VET contribute to innovation, or 'the development or introduction of new or significantly improved goods, services, processes or methods' (ABS, 2016). While current policy statements appear to overlook the potential (CoE, 2015), previous research has highlighted a number of ways VET can contribute to innovation, including knowledge diffusion (Dalitz, Toner & Turpin, 2011), skills development and networks (Curtin & Stanwick, 2011), and training provider-business partnerships (Callan & Ashworth, 2004). An obvious way VET impacts on Australian businesses is through student work placements. This process involves students studying courses with Registered Training Organisations (RTOs) spending periods of time in host organisations for work experience. The process allows students to apply and hone their new skills and knowledge and develop skills and dispositions that can only be developed in authentic settings. This presentation reports on new research into the potential of the student placement process to contribute to innovation in host organisations. This NCVER-funded project involved exploratory fieldwork and case studies in four different industry areas. The findings did not show that placement students contributed in a direct way to innovation as officially defined. However, there was evidence that placement students contribute to knowledge diffusion, one of the mechanisms that links VET with innovation. If the definition of innovation is expanded to include 'practice innovation' there is evidence that students can make a direct contribution, particularly in industries concerned with care, learning and well-being.

1. Australian Bureau of Statistics (ABS) (2016). Innovation in Australian business 2014-15. Available at:
2. Callan, V. & Ashworth, P. (2004). Working together: industry and VET provider training Partnerships. Adelaide, NCVER.
3. Commonwealth of Australia (CoA) (2015). National innovation and science agenda. Welcome to the ideas boom. Available at:
4. Curtin & Stanwick (2011). Overview. In P. Curtin, J. Stanwick & F. Beddie (eds.), Fostering enterprise: the innovation and skills nexus – research readings. Adelaide: NCVER.
5. Dalitz, R., Toner, P. & Turpin, T. (2011). VET and the diffusion and implementation of innovation in the mining, solar energy
6. and computer game sectors. Adelaide: NCVER.

Concurrent Session 7

Time:	**1130 – 1200**
Stream:	**VET policy and reform**
Room:	**A225 (Level 2)**

TOWARDS A COMPREHENSIVE ACCOUNT OF ADULT LEARNING AND DEVELOPMENT

Stephen Billett[1]

1. *Griffith University, Brisbane, QLD, Australia*

Contemporary times present adults with new challenges, including frequent transitions in social and work roles, including sustaining employability across working life. The task for adult education is to guide adults' development when negotiating these transitions. Yet, it is constrained by a lack of a comprehensive account of adult learning and development. Earlier accounts (e.g. Erikson, Kohlberg) were often partial and fail to address such transitions. Recent accounts are often based on speculation, rather than empirical and appropriate conceptual premises (e.g. Knowles, Mezirow, Jarvis). It is difficult to organise well-directed and viable educational experiences when their potentials and consequences for adults' learning and development are uninformed and unknown. Proposed here is some beginning of what might constitute a comprehensive account of adult learning and development. It distinguishes between learning in the immediacy of experience and its legacies in the form of ontogenetic development (i.e. across the lifespan) that subsequently shapes how and what adults learn, and, therefore, contributes to ongoing ontogenetic development. The account acknowledges both social and brute contributions to learning and ongoing development, as well as those of learners. It draws diverse disciplines in beginning to shape a composite theory of adult learning and development that can inform how adult education should respond to assist adults in transition in work and their social lives. This includes those that offer views of the kinds of knowledge that need to be learnt for social and economic roles, and hint at what experiences can best secure that knowledge.

Concurrent Session 8

Time:	**1205 – 1235**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

ENGLISH TO EMPLOYMENT: THE ROLE OF VET UNITS IN IMMIGRANT ENGLISH LANGUAGE PROGRAMS

<u>Gerald Onsando</u>[1], <u>Rizwana Shamshad</u>, Monica O'Dwyer, Stella Mulder

1. *AMES Australia, Melbourne, VIC, Australia*

In Australia, English is the main language for communication and social participation including accessing and engaging in employment. Having adequate English language proficiency is therefore important for new immigrants' successful resettlement. For these reasons, eligible immigrants often enrol in Adult Migrant English Program (AMEP) offered at registered training organisations like AMES Australia to learn or improve their English language.

This paper reports from a study of education and employment outcomes of immigrants who completed vocational education and training (VET) within AMEP. Research indicates that VET units taken within English language programs improve new immigrants' employment access and equity. The Settlement Language Pathways to Employment and Training (SLPET) is a VET-focused sub-program of AMEP that affords employment-focused English language instruction to eligible students.

We conducted the *Transitions to Employment* study of AMES Australia's SLPET graduates six months after course completion. Although three quarters (75%) of the 460 respondents were employed before immigrating to Australia, slightly less than one quarter (24%) were engaged in employment at the point of enrolment in the SLPET program. After completion of the program, slightly more than one third (35%) of the respondents found employment. This employment rate is more than half (56%) when accounting for their labour force participation.

In all, SLPET is an effective VET-focused program that increases opportunities and pathways for new immigrants to find employment while learning English. However, if the program is expanded, the benefits of SLPET could be afforded to many more new immigrants.

Concurrent Session 8

Time:	**1205 – 1235**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

CAPABILITIES AND CONTEXT: WHAT ARE ADVANCED SKILLS FOR VET PRACTITIONERS?

Teressa Schmidt[1]

1. CQUniversity, Noosa, QLD, Australia

The capability of VET teachers is a prominent topic in contemporary VET discourse and the link between the quality of VET teaching and learner outcomes and satisfaction has been argued. Multiple attempts have been made to categorise and assess VET teaching skills through various capability frameworks, most of which serve to identify the skills required of the 'competent' VET teacher. John Mitchell developed an alternative model, proposing that some teachers demonstrated skills that were more advanced and describing them as 'Advanced VET practitioners'. While the frameworks and models have no doubt provided managers and teachers with an instrumentally useful means of categorising VET teaching skills and competencies, they do not account for the influence of context on the way that advanced skills are demonstrated or recognised. This paper will present emerging findings of a research project which seeks to understand the nature of advanced skills for VET teachers and the ways in which these skills are recognised and understood. A comparative analysis of two Queensland TAFE regions found that while it is generally agreed that practitioners with advanced skills provide important key functions, and despite Mitchell's model to distinguish Advanced VET Practitioners, it remains difficult to identify and articulate what advanced skills are. Initial findings also indicate that some skills are more likely than others to be influenced by context and situation, and their identification, recognition and attributed value may be highly dependent upon the key focus and strategic direction and goals of the specific organisation.

Concurrent Session 8

Time:	**1205 – 1235**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

INCREASED PRODUCTIVITY THROUGH CONTEXTUALISED TRAINING

Chris Ho[1], Annemaree Gibson[1]

1. Box Hill Institute, Keysborough, VIC, Australia

The Professional development and training needs of the Vocational Teacher in Australia today is constantly evolving, there is a constant tension between the desire to create innovate and engaging activities, establish teacher identity and pedagogy, and the perceived constraints of educational compliance. Thoughtful design and planning is required meet the complex needs of Vocational Education teachers. Bound (Vocational Education and Training teacher professional development: Tensions and Context, 2011) identified that professional training for Vocational teachers requires re-framing and consideration at three levels of analysis to improve sustained change and uptake. The learning needs of the teachers, analysis of an Institutions processes, and how these processes are situated within "contextual conditions".

This presentation will refer to how the Teaching and Learning Enhancement (TLE) team of a Victorian Vocational Institution implemented a "Contextualised" staff Professional Development program, and the outcomes achieved as perceived by the students (teaching staff) and invested colleagues. The student's perceived outcomes are collated through semi-structured interviews, to encourage unbiased and objective feedbacks. TLE also interviewed relevant stakeholders to establish rigorous feedbacks on the outcomes of the program. The choice of stakeholders was directed by the Brookfield's Four Lenses framework (Brookfield, 2002), to ensure a holistic understanding of the perceived outcomes from the developed Professional Development programs created by the team. An online survey was also employed to collate feedbacks from those who may not had the time or uncomfortable with the interview process.

The collected data is Transcribed then deduced, using the inductive data reduction methodology (Ling, 2014) to discover and report on the common themes and findings.

1. Bound, H. (2011). Vocational education and training teacher professional development: tensions and context. Studies in Continuing Education, 107-119. 2. I Ling, B Heasly, M Ling (2014) Inductive Data Reduction involving Virtues, Values and Ethics: A bricolage workshop. Academia.edu. 3. Brookfield, D. S. (2002) Using the lenses of Critically Reflective Teaching in the Community College Classroom. NEW DIRECTIONS FOR COMMUNITY COLLEGES, No. 118.

Concurrent Session 8

Time:	**1205 – 1235**
Stream:	**Apprenticeships, traineeships and work-integrated learning**
Room:	**A224 (Level 2)**

UNDERSTANDING PRACTICE BASED LEARNING IN SMALL BUSINESS CHINESE RESTAURANTS: A PRACTICE THEORY PERSPECTIVE

Ronnie Lui[1]

1. *Griffith University, Mt Gravatt, QLD, Australia*

The owners/managers of small business Chinese restaurants (SBCRs), like other small business owners, prefer a training approach which is in-house, practical and integrated with their businesses. Many of them offer some form of on-the-job learning and training for their staff. This type of informal learning is commonly described in literature as practice-based learning (PBL), which represents the process of getting involved in a work activity and learning through actual engagement in related tasks.

The issue being addressed in this study is that most of the learning and training in SBCRs is rarely accredited, and often discounted. Yet workers in SBCRs learn and contribute to viable business returns. Furthermore, owners of SBCRs generally do not appreciate formal training offered by Vocational Education and Training (VET) institutions, claiming that the graduates are inadequately prepared. This implies that, there is disconnection between the recognised competences listed in the VET curriculum documents (Training Packages), and the actual competences, acquired through PBL, required of workers in SBCRs. These issues call for an investigation into models of VET provisions that can recognise and formally accredit PBL in SBCRs.

The research reported in this paper uses a practice theory lens to investigate special features and contributions of practice-based learning, and ways learning can be accredited. Data for the study was collected through in-depth interviews with twenty participants including male and female workers and managers/owners based in Queensland. Key findings demonstrate significant contributions of personal agency, and practice architectures in supporting the workers-learners' learning and work practices. In turn, the work practices shape and reshape the leaning of workers in SBCRs. The findings suggest there is potential for connecting current PBL practices as a platform for the enactment of the formal VET curriculum for accredited training in small business settings.

Concurrent Session 8

Time:	**1205 – 1235**
Stream:	**VET policy and reform**
Room:	**A225 (Level 2)**

DISTURBING EFFECTS OF VET REFORMS ON TAFE TEACHING UNITS

Geethani P. Nair[1], Mutuota Kigotho[2]

1. TAFE NSW, Bankstown, NSW, Australia
2. University of New England, Armidale, NSW, Australia

This paper reports on findings from a qualitative study into the influence of head-teacher leadership on pedagogical practices within TAFE teaching units. The context is set within the rapidly changing Australian VET structure and the wave of recent reforms that has fully shifted the VET sector into a marketised environment. The paper poses few questions. How has the marketisation of VET sector disturbed the teaching workforce? How has the National Agreement on Skills Reform impacted on the role of TAFE teachers and the long established customs and practices within teaching units? How do head-teachers navigate the current challenging VET terrain within their leadership practice and balance the societal and government expectations and the requirements of their role as educational leaders? What is the impact of the marketised environment that forces TAFE institutions into a reactive risk culture of compliance, increased competition, revenue-based funding and prescriptive training requirements on pedagogical practices within teaching units? The paper reports on findings from a multiple case study conducted in six TAFE teaching units across Victoria and NSW. Outcomes reported are based on a number of focus group and semi-structured interviews conducted with TAFE teachers, head-teachers and managers. An important finding of this research was that the pressure to transform pedagogical models in response to expectations of marketised reforms creates inherent tensions and conflicts in the work and values of teachers. Secondly, there is a critical need to re-focus the attention of TAFE teaching units to uphold the pedagogical excellence and produce quality educational outcomes.

Concurrent Session 9

Time:	**1330 – 1400**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

ADULT LEARNING CHOICES – CONTRASTS AND CONFUSION: SOME ARTICULATED EXPERIENCES SHOWING HOW CHOICES ARE REALLY MADE

Michael J Henderson[1]

1. *Monash University, Melbourne, VIC, Australia*

Australian adult learning choices are broadly impacted by the continuing policy changes affecting both the provisioning and funding of courses at vocational and higher educational institutions. Furthermore, the existing literature imparts significant understanding about how adults make choices about matters affecting them and how education uptake is often affected by factors other than individual and personal choices. However, significant policy shifts and so called rogue operators maximising profit over consideration of realisable learning benefits remain factors that are given more attention than the people that are presumed left with the choices to make.

The researcher has conducted learning choice interviews of various forms over the period from 2011 to 2017. The current project examines how individual circumstances and considerations contrast with the theoretical or policy perspectives more broadly understood when policy makers and institutions consider education provisioning.

This presentation uses highlights from the data already gathered to provide an alternative means of understanding how policy and circumstances are linked to individual choices made by adults today. This is a "mid project check" showing that the circumstances of the choices being made are often more complex than the theories, but that further investigation is warranted. This research would be of interest to policy makers, education and community service providers and those of us who seek to understand adults learning choices.

Time:	**1330 – 1400**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

LOCATING AND PRACTICING AUTHENTICITY IN VOCATIONAL EDUCATION AND TRAINING

Jennifer K Miles[1], Jane Court[2]

1. Monash University, Clayton, VIC, Australia
2. Chisholm Institute of TAFE, Dandenong, VIC, Australia

Founded on centuries of British and European political, economic and sociocultural influence, debate around technical and vocational education and training (VET) continues against the backdrop of increasingly competitive global markets. Not historically or contemporaneously renowned for its transformative learning spaces - it is well acknowledged within the sector that the pedagogy of VET is industry focused, competency-based training and assessment. Wheelahan (2009, p227) suggests that, although based on a constructivist paradigm, VET's instrumentalist focus 'plunders' constructivism, undermining critical thinking and knowledge acquisition about the self and the focus of learning.

Drawing on critical pedagogues and on a continuing PhD inquiry, we utilise hermeneutic phenomenology to examine the lived experience of five VET diploma graduates. Invited to revisit their transformative journey to self as learner and teacher in learning spaces Nonaka and Konno (1998) identify as Originating Ba... an emergent foundation for relationships and knowledge creation... the participants reflect on learning spaces intentionally designed to cultivate the emancipatory exploration of the self and the focus of learning.

Transformative Learning Theory (Mezirow, 2000; Taylor & Cranton, 2012) and Bourdieu's Field Theory (1977) frame the personal and vocational dimensions of meaning-making and identity reformation that emerged for these teaching practitioners, and the conditions identified by them as key to transformed perspectives on learning and teaching. Early data analysis reveals conditions identified as catalysts to personal and professional change, specifically around the importance of bringing the personal... the self... into the professional. We argue for the inclusion of these authentic models in the learning spaces of teacher professional development.

Concurrent Session 9

Time:	**1330 – 1400**
Stream:	**Apprenticeships, traineeships and work-integrated learning**
Room:	**A224 (Level 2)**

TWO MODELS OF APPRENTICESHIP: IMPLICATIONS FOR PRACTICE

Stephen Billett[1]

1.   *Griffith University, Brisbane, QLD, Australia*

Current conceptions of apprenticeship are often those associated with a novice, usually a young person, being guided in their learning of occupational skills by a more experienced practitioner (e.g. tradesperson). In this conception, the relationship between the more and less experienced individuals is central to how apprenticeship progresses and its effective enactment. Yet, another view of apprenticeship arising from its original meaning and long practiced across human history is highly interdependent, but not associated with close guidance of more experienced practitioners. A key difference is that this second conception positions apprentices as learning in highly interdependent ways with the physical and social environment in which they work and learn, not being directly guided by more experienced practitioner. That is, this learning process is more mediated by individuals, than more experienced partners. In essence the former is apprenticeship as a model of education and the latter as a model of learning. This paper discusses these two models of apprenticeship and how they inform contemporary considerations of learning at and for work. It appraises how intentional learning experiences and close guidance by more experienced interlocutors, on the one hand, and personally-mediated approaches to learning, on the other, are applicable to contemporary initial occupational preparation. It evaluates these models of occupational preparation to consider the degree by which and in what combination experiences afforded and processes of individuals' experiences in workplace and educational settings can secure effective occupational preparation. It proposes viewing apprenticeship as much as a model of learning than education.

REFORMING PERCEPTIONS, POLICY AND PRAXIS TO ACCOMMODATE THE NEGLECTED 'E' WITHIN THE VOCATIONAL EDUCATION AND TRAINING (VET) SYSTEMS.

David Lavicka

1.   *Defence, Wagga Wagga, NSW, Australia*

Since the introduction of training reform in the early 90s, the vocational education and training sector has widely and successfully adopted competency based training and assessment (CBTA) principles. One of the standard practices of applying CBTA principles is the emphasis on deriving and assessing bands of predominantly psycho-motor skill sets. From experience and observations within a variety of workplaces a shared premise is that the derivation of broader educative needs of the workplace has been more difficult to actuate. Training is well understood and effectively applied, but developers and designers tend to 'neglect' the broader workplace education requirements.

A conundrum for the workplace within this study is a shared understanding of vocational education; how to define it, how to source it, how to deliver it within the workplace and then how to exploit the intellectual capital. Compared to training there is scant research and policy on workplace education, resulting in few theoretical models or broader workplace practices to draw upon.

Taking the stance that there are distinct differences between training outcomes and educational programs, a workplace education framework will be presented which draws upon concepts within intellectual capital models. This framework will start with a contextual definition of workplace education and establish the important nexus between human capital (with a focus on generic cognitive skills) and organisational performance. This framework is under development and validation within a large Department, but may have potential for adoption within other workplaces with similar focus and structure.

Time:	**1405 – 1435**
Stream:	**Access, equity and pathways**
Room:	**Auditorium**

RACE IN VET: MIGRANTS' EXPERIENCES IN A REGIONAL AUSTRALIAN CONTEXT.

Miriam Faine[1], John Pardy[1], Reshmi Roy[1], Susan Webb[1]

1. *Monash University, Melbourne, VIC, Australia*

Vocational Education and Training (VET) in a policy and institutional sense plays an important role in the settlement experiences of many migrants to Australia.   This paper draws on narrative accounts of some encounters between recent migrants and VET providers, in a regional setting in Victoria.   The paper shows how migrants were present in VET settings, but were nonetheless often invisible in a policy sense.

The research revealed ways race and ethnicity are central to and constitutive of the experiences of both humanitarian and skilled migrants in Australian VET.   We therefore deployed critical race theory (CRT) as a useful conceptual resource to understand these experiences and to recognize some ways that VET and labour markets interacted in the process of (dis)placing migrants' skills.   We conclude that in a marketised Australian VET context, institutional responses to skilled migration play out in ways that can either be beneficial or exploitative, but more often privilege advantaged groups and are always culturally loaded.

Concurrent Session 10

Time:	**1405 – 1435**
Stream:	**Teaching, learning and assessment**
Room:	**Flagstaff 1**

TEACHER LEADERSHIP IN VET – LEAD VOCATIONAL TEACHERS TRAVERSING THE HIGH SEAS OF CHANGE IN TAFE QUEENSLAND

Jennifer Davids[1]

1. *Westmead Hospital, Parramatta, NSW, Australia*

Training reform in Australian vocational education and training (VET) since the 1980s has been aimed at fundamentally reshaping its purpose, processes and systems. TAFE has been the focus of a reform agenda that has demanded greater accountability and fiscal efficiencies, resulting in closure of campuses and a reduction in staff, resources and services, and high levels of staff casualisation.

The aim of this research study was to examine the importance of teacher leadership in TAFE within the context of this changing VET environment. A multi-stage, mixed-methods research study was conducted across thirteen TAFE Queensland institutes over a period of five years, from 2009 – 2014. It entailed the use of focus groups, an online survey of Lead Vocational Teachers (LVTs) and a series of in-depth interviews. The research found that the Lead Vocational Teacher (LVT) role was ill-defined and that, in common with previous research, teacher leadership was largely absorbed by filling the gaps in frontline management, administration and compliance, while LVT educational expertise and knowledge remained untapped in regard to educational reform. It concluded that the expertise of Lead Vocational Teachers in TAFE Queensland could be more effectively deployed by combining job roles, undertaking leadership training and developing formal frameworks for the building of pedagogical and business capability through more distributive forms of leadership within the organisation.

Concurrent Session 10

Time:	**1405 – 1435**
Stream:	**Qualifications, training products and future skills**
Room:	**Flagstaff 2**

MAKE VET GREAT AGAIN

Homi Dr Azemikhah[1]

1. *Competency Intelligence Academy, New Farm, QLD, Australia*

This paper reports on an investigation of perspectives of VET practitioners in the application of the Double Heuristic Method (DHM) (Azemikhah, 2013) to the teaching of Units of Competency in Training Packages. This investigation is the focus of a doctoral thesis and a book, titled, "Create Your Mental GPS with Competency Intelligence, the Secret path to your Dreams" (Azemikhah, 2016). This book presents a framework to examine ways in which the current problem of low levels of completion rates in VET may be addressed. Low completions rates in VET have been problematic since the publication of the AVETRA paper in 2009 titled, "Aiming at Higher Completion Rates in VET."

According to recent reports, completion rates in VET have declined to a staggering lowest level in the history of VET in Australia. The level of 5% is the lowest since 2009 and may be considered by some as a joke. It is now 2017 and there are still some reports, papers and articles that refer to the low level of completion rates in VET. This paper aims to review the reports briefly and to propose ways in which the problem may be addressed to "Make VET Great Again".

The paper highlights how further investigations into the premise of intelligence have revealed new insights and understanding regarding competence and intelligence. Further, how these new findings may explain the low level of completion rates in VET which not only throws light on this dilemma but also on the solution.

Concurrent Session 10

Time:	1405 – 1435
Stream:	Apprenticeships, traineeships and work-integrated learning
Room:	A224 (Level 2)

PROVIDING PASTORAL CARE IN APPRENTICESHIPS: INCREASING RETENTION RATES THROUGH THE PROVISION OF MENTORING AND SOCIAL SUPPORT ARRANGEMENTS

Warren Guest[1], Mike Brown[2]

1. Holmesglen Institute, Melbourne, VIC, Australia
2. LaTrobe University, Melbourne, VIC, Australia

The role of mentoring in lifting apprenticeship completion rates has received a lot of attention in recent years. Current research indicates that embedded customised support and pastoral care arrangements within apprenticeship training programs can help in this area (Buchanan, et al., 2016). This paper examines research into the provision of pastoral care within the TAFE sector. Key areas of interest to the research are: The barriers faced by apprentices, the types and intensity of support they require, and the contribution of increased pastoral care in the lifting of completion rates. The research will also discuss how well the TAFE sector is positioned to provide mentoring and social support that is independent of Australian Apprenticeship Centres, apprentice field officers and the more traditional role of the apprentice's employer. The data collected analyses the case notes of the 146 apprentice participants in the program. The project is a Holmesglen Institute of Applied Research Centre initiative, and the results detailed are from a six-month strategic study. For the purposes of this paper, retention was measured by whether an apprentice was able to successfully negotiate a difficult hurdle while undertaking their apprenticeship. It is posited in this paper that there is a long-standing problem with the 'architecture' of VET training in Australia, that all stakeholders find the system hard to access and difficult to navigate. The significance of this research is that it will engage discussion on how best to deliver change towards a more student centred model of VET delivery, with a dual goal of contributing towards achieving higher apprenticeship completion rates.

Buchanan, J., Rafaelle, C., Glozier, N., & Kanangaratnam, A. (2016). Beyond mentoring: social support structures for young Australian carpentry apprentices. Adelaide: NCVER

Time:	**1405 – 1435**
Stream:	**Teaching and learning in VET**
Room:	**A225 (Level 2)**

COMMUNITY EDUCATION IN AN AGE OF VET UNCERTAINTY: TRENDS, POLICIES AND OPPORTUNITIES

Don Perlgut

1.   *Community Colleges Australia, Sydney, NSW, Australia*

This paper examines the current state of Australian community education VET providers, analysing current trends, policy settings and future prospects. Much recent national VET policy has focussed on the scandal-ridden VET FEE-HELP scheme and its replacement, VET Student Loans. Only a very small number of Australia's 468 community VET providers actually used VET FEE-HELP, a situation unlikely to change with the new program. The major theme for community education numbers has been decline: during the 20-year period 1996 through 2015, the community education "share" of Australian government-funded VET dropped from 15.4% to 5% - a loss of more than two-thirds (207,100 to 80,300 students), paralleling a similar (although less dramatic) decline in TAFE numbers. This trend appears not to be the result of any deliberate government policies towards community-owned not-for-profit RTOs, but the result of a series of actions by state, territory and Commonwealth governments such as "contestability" and marketisation. The "unintended consequences" – a grossly diminished community sector – has been the result, with numerous close-downs and mergers. What does the future have in store for community providers, and what opportunities does the sector have to help meet Australia's skills and training needs, especially in its ability to serve vulnerable and disadvantaged learners? This paper examines ways that nimble and innovative community providers have created value, through the operation of small, independent community high schools; involvement in regional and local economic development ventures; and unusual partnerships with social services and government agencies, such as Indigenous driver education.

1.   Australian ACE Environmental Scan https://ala.asn.au/wp-content/uploads/2011/02/Australian-ACE-Report-2016-Final.compressed.pdf

2.   Historical time series of government-funded vocational education and training from 1981, NCVER 2016 https://www.ncver.edu.au/data/data/all-data/historical-time-series-of-government-funded-vocational-education-and-training-from-1981

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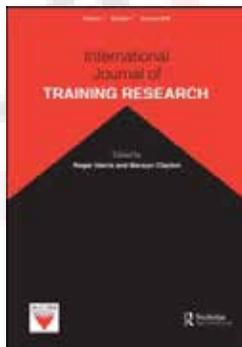
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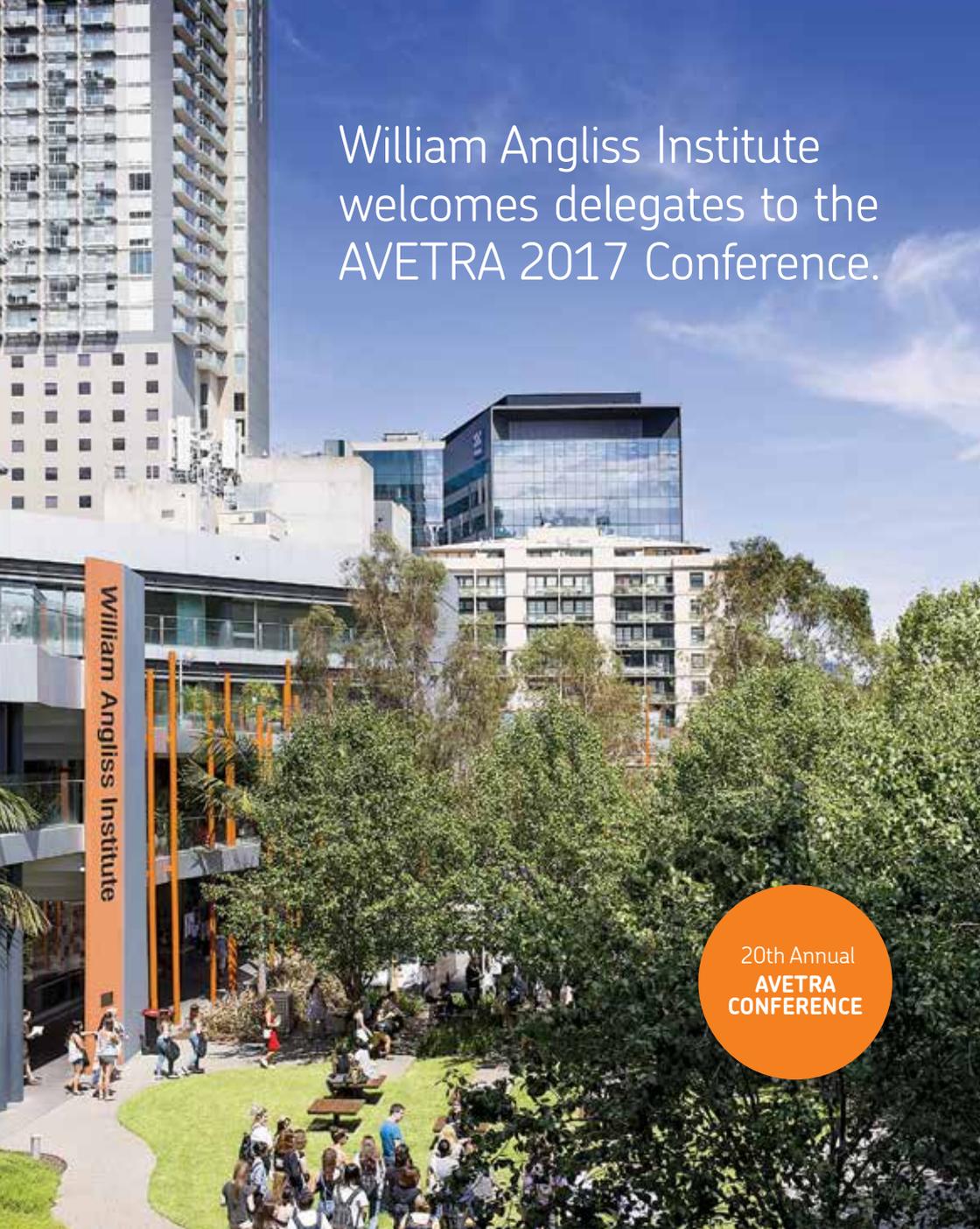
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