
Program Highlights

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Program Highlights

Wednesday 17 March 2004

1.00pm – 2.00pm	Registration - for Workshops and/or Conference
2.00pm – 5.00pm	Selection of Professional Development WORKSHOPS – choose a 3-hour workshop, to enhance your professional skills
4.00pm – 5.00pm	Registration for Conference – beat the rush on Thursday!
5.00pm – 6.30pm	PANEL Discussion – Diversity in Learning – with 5 guest speakers, facilitated by Professor Roger Harris, Vice President, AVETRA

Thursday 18 March 2004

8.00am – 9.00am	Registration
9.00am – 9.20am	Conference Opening – Ms Aurora Andruska, Group Manager, VET Group, DEST
9.20am – 10.05am	Keynote: Learners, Practitioners and Researchers: The Art of Telling their Stories, Dr Jane Figgis, AAAJ Consulting Group
10.05am – 10.35am	ANTA Keynote: Ms Kareena Arthy, Director of Research, ANTA
10.35am – 10.45am	LAUNCH of new NCVET Website
11.15am – 12.45pm	STREAMED Sessions – 5 themes
1.30pm – 2.15pm	Keynote: Mr Tom Karmel, NCVET
2.15pm – 3.15pm	AVETRA AGM
3.45pm – 5.15pm	STREAMED Sessions – 5 themes
7.00pm – 11.00pm	Conference Dinner at CIT Restaurant – award presentations, entertainment, and great networking.

Friday 19 March 2004

8.40am – 9.00am	Keynote: Mr Mark Lucas, ACPET
9.00am – 9.15am	TDA Prize winner presentation; discussion re the AVETRA Journal of International Research
9.15am – 9.45am	Keynote: High Level Review of Training Packages – Professor Kaye Schofield, UTS
9.45am – 10.15am	STREAMED Sessions – 5 themes
10.35am – 11.20am	Keynote: Mr Neil Black, TAFE NSW North Coast Institute
11.20am – 12.50pm	STREAMED Sessions – 5 themes
1.30pm – 3.00pm	STREAMED Sessions – 5 themes
3.00pm – 3.30pm	Summary, best paper awards, thanks and close of conference

About the Venue

Rydges Eagle Hawk Resort

This year's Conference is being held at:

Rydges Eagle Hawk Resort

Federal Highway (north ACT/NSW Border)

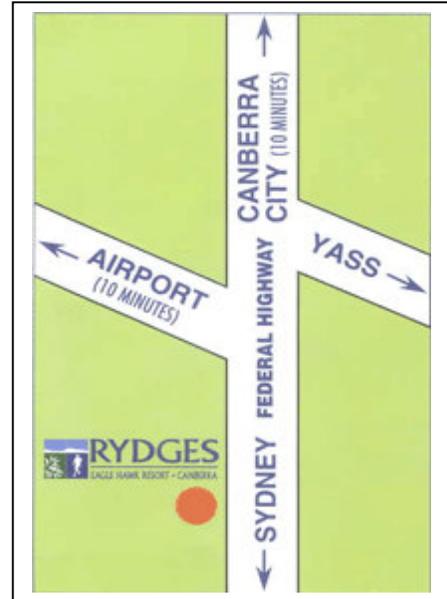
North Canberra ACT 2600.

About 15 mins drive from the city. Accessible by taxi or car.

Rydges Eagle Hawk Resort is set amongst 30 acres of landscaped gardens and the hotel facilities include:

- Guest laundry & valet service
- Ample guest parking
- Spa, sauna, and exercise equipment
- Table tennis
- Flood – lit tennis courts, volleyball and archery
- Children's playground
- Extensive BBQ facilities

Shuttle buses will be provided between Canberra Airport and the Resort. Coaches will also be provided to take guests to and from the Conference Dinner on Thursday evening.



Housekeeping

The Conference Secretariat

The Conference Secretariat will be housed in the Business Centre, next to the Atrium, and manned at all times to assist you.

Badges

Badges may be 'shared' amongst delegates from the one organisation, but ALL delegates must wear a valid badge at all times. The badges / lanyards have been colour coded as follows:

Organising Committee:

GOLD lanyards

Speakers:

RED lanyards

Delegates:

BLACK lanyards

Plus an indicator denoting your dinner status: RED dot indicates Dinner Attendee.

The Conference Dinner and Awards Night

The Conference Dinner and Awards Night will be held at the CIT Restaurant, Constitution Avenue, Canberra City – with the best of VET prepared food and facilities!

If you have booked to attend, your badge should sport a RED dot. NO RED DOT, NO ENTRY!!

The evening will include the presentation of the TDA / AVETRA Award for 2003-4, whose winner will also present an overview paper on Friday morning.

Layout of Venue

Layout of Venue to go here (ie floor plan of venue)

Workshops

Wednesday, 17 March 2004 - 2:00 pm

WORKSHOP 1: Eaglet Room

Susan Young: WS 001: Networks in VET: combining theory and practice

This interactive workshop will begin by highlighting research on networks in the Australian VET system (e.g. Mitchell et al 2002; Mitchell & Young 2003) and research on networks reported upon in the business literature (e.g. Cohan & Prusak 2001). The research indicates that networks are crucial for the building of knowledge and social capital and core to the implementation of a national training system. Participants in the workshop will explore the current and potential types of networks in VET; the structure of a network; the skills and knowledge required to develop and maintain networks; the personal and business benefits of networks; challenges and limitations of networks; and opportunities provided by networks. Pre-reading is recommended of the Reframing the Future publication Networking and the national training system: Core Ideas (Mitchell & Young 2003). This document is available free of charge from <http://reframingthefuture.net>. The workshop will provide an opportunity for participants to apply the research findings to practical VET contexts. The workshop will enable participants to develop a useful conceptual framework to guide their current and future networks. Additionally, the workshop will stimulate the fostering of networks in VET by clearly identifying the value of networks to individuals, organisations and the VET system.

Biography

Susan Young, the national project director of Reframing the Future, will run an interactive exploration of what it takes to establish and conduct Communities of Practice within the Vocational Education and Training sector. She will draw on her experience in supporting over 50 Communities of Practice conducted as part of the program over the past two years.

WORKSHOP 2: Osprey Room

Barry Golding: WS 002: Applying Mixed Methods: Looking behind the shed: a case study of a recent collaborative, mixed method, VET research project.

The workshop will look at how mixed methods (survey, interview) were employed in the Hayes, Golding and Harvey (2003) study for NCVER, adult learning through fire and emergency service organisations in small and remote towns using original data and documents. This is an excellent opportunity for new and emerging researchers to find out how mixed methods (literature, surveys and on site interviews can be used to good effect in a real and recent major national VET research project and to become aware of some limitations. It will include 50+ pages of notes and a copy of the final report.

Biography

Dr Barry Golding is a Senior Lecturer in the School of Education at the University of Ballarat. In that role he is the Course Coordinator for the Bachelor of Education / Bachelor of Technology joint degree, designed to prepare teachers for secondary teaching in technology, science and mathematics and Chair of the Education Research Committee. His academic qualifications from The University of Melbourne include a Bachelor of Science (Honours) in Geology and a Doctor of Philosophy in Education. He also holds a Masters Degree in Environmental Science from Monash University, a Bachelor of Arts from Deakin University as well as Diplomas of Education and Educational Administration.

He has extensive education experience in school, TAFE and university sectors spanning 25 years. His education-related research in the past decade has focussed mainly on vocational and adult education, with particular emphasis on: access and equity in vocational education and training; Indigenous vocational education and adult and community education and inter-sectoral transfer. His research has increasingly gravitated towards issues associated with how adults connect to learning, in all its diverse forms, in smaller and remoter Australian towns.

Barry has undertaken a large number of individual and collaborative research projects through Bendigo Regional Institute of TAFE, The University of Melbourne and University of Ballarat since 1993 with a wide range of

Workshops

collaborating institutions, including: the Centre for Research and Learning in Regional Australia at University of Tasmania in Launceston; the Research Centre for Vocational Education and Training at University of Technology Sydney; RMIT; Swinburne University and La Trobe University's Centre for Sustainable Regional Communities. Most of his research and consultancy has been national in scope, primarily for the National Centre for Vocational Education Research but also for: the Australian National Training Authority; the Aboriginal & Torres Strait Islander Peoples' Advisory Council, Open Learning Australia's Indigenous On Line Project, the Adult, Community and Further Education Board in Victoria and several Commonwealth Departments. In 2004 Barry is on the Executive of the Australian Vocational Education and Training Research Association.

WORKSHOP 3: Boardroom

Michael Brown: WS 003: Practitioner Research

Educational practitioners have most often been viewed as receivers and implementers of research rather than producers or co-producers of knowledge. Practitioner research is an approach to researching professional practice that identifies values and builds upon the knowledge and understandings of the practitioners. Subsequently practitioner research poses a challenge to the often-accepted orthodoxy of expert, objective and outsider researchers. Using the methodology of practitioner researcher ensures that those that do the work - do the researching.

Zeichner and Noffke (2001) cite five traditions or streams within practitioner research. These include the action research field that has developed from the work of Collier and Lewin and which has been the basis of much research within schools in the USA. The second stream is related to the British 'teacher as researcher' movement that arose in popularity in the 1970s and 1980s. This was also the origin of the third stream, which is the distinctively Australian work in action research associated with Stephen Kemmis and Robin McTaggart. Fourth is the quite recent research that involves the self-study stream of researching ones own practice. This has become very popular amongst university and college educators. The fifth stream is the tradition of participatory research that has gone hand in glove with popular education and social movements in the majority world. To these a sixth could be added of what Nita Cherry calls 'scholarly action learning' and what Zuber-Skerrit calls action learning/action research or ALAR.

Practitioner researchers are those that are both practitioners and researchers. They are often researching their own work or work that is of importance and relevance to them. Their research studies are often small scale and highly situated and context specific. This research is often joined to theoretical frameworks and concepts associated with reflective practice, and/or transformative and experiential learning.

According to Peter Jarvis (1999:72) the typical practitioner researchers are involved in researching issues and aspects of their work like:

- the changing nature of their practice,
- the relationship between professional preparation and practice,
- the way that practitioners develop their practical knowledge,
- the development of expertise,
- habituation and tacitness,
- the effects of the habitus,
- the development of professional identity,
- the inter-relationship between levels of expertise and identity, satisfaction and so on,
- the relationship between practice and continuing education

This workshop provides an overview and introduction to study design and planning, data collection, analysis and interpretation and writing up using practitioner research.

Biography

Mike Brown is a senior lecturer in workplace research in the Department of Industry, Professional and Adult Education at RMIT University, Victoria, Australia. He coordinates and supervises in the higher research degrees 'by project' program. He has spent many years working inside and alongside vocational education and training with a view towards changing curriculum and pedagogical practices.

Workshops

WORKSHOP 4: Falcon Room

Hugh Guthrie & Kaye Bowman: WS 004: Writing Better Reports

Hugh Guthrie and Kaye Bowman will outline the new approaches being adopted as part of the national managed research and evaluation program to produce reports of VET sector research.

In addition Hugh and Kaye will draw on their considerable experience to highlight the features and approaches that make for a good and useful research report.

Biography

Hugh Guthrie is Manager, Teaching and Learning at the National Centre For Vocational Education Research (NCVER) in Adelaide. His educational expertise includes needs analysis, curriculum and instructional design, educational evaluation and the development of performance measures. His role involves brokering the knowledge and other information arising from both NCVER's managed and in-house research and other sources on teaching and learning issues.

Dr Kaye Bowman is General Manager of NCVER. Dr Bowman's responsibilities include the national research and evaluation program under contract from the Australian National Training Authority (ANTA) and VOCED, the international database for technical and vocational education and training (VET) research. She also takes joint responsibility with her co-General Manager for NCVER's program of in-house research and analytic work and consultancy and international activities.

Dr Bowman was formerly Director of Planning and Performance Review at ANTA. She has also worked in the Queensland VET system. Previously she has worked in the field of regional development, including on national projects run by the National Centre for Urban and Regional Studies, the Commonwealth Department of Local Government, and state projects both in Western Australia and Queensland. Originally from Victoria, Dr Bowman holds a Bachelor of Science Honours (Biochemistry) and PhD (Human Ecology) from the Australian National University.

WORKSHOP 5: Meeting Room

Cheri Mangrai: WS 005: e-Learning and Teaching

Several companies at the ATP are developing tools to enable learning and teaching. The environment at the ATP makes us very aware of emerging changes in vocational settings, and related changes in learning needs, that result from technological change. In particular there is an emerging need in many fields for sustained professional development or cross training as one form of vocation is supplanted by another. There will be four companies making presentations. Some key themes for the discussion could be:

- What are the changes in vocational learning do we expect in the near future?
- What new forms of learning are possible with new technologies?
- How could systems support the administration of courses and more flexible course offerings?
- What is the role of the students, and the teachers, in these new settings?

The companies requested are:

- Regal Information Technology
- Mobile Robots and Mindbooks
- BodyOnline
- ARC Research and Development Pty Ltd
- K-Grid
- RM Australasia Pty Ltd

Sponsorship and Exhibition

Exhibitors – overviews

Australian Council for Private Education and Training (ACPET)

ACPET was established in 1992 as a not-for-profit company under the Corporations Act. It is now the only national body representing the Independent post-compulsory education and training sector in Australia. ACPET has nearly 600 member organizations delivering a full range of higher education, vocational education & training and ELICOS courses in all states and territories.

ACPET is the peak national body representing the sector in discussions with Commonwealth, State and Territory Governments and their agencies.

ACPET's primary aim is to assist its members to become more viable and competitive and to ensure that domestic and international students can make a genuine 'user choice' between public and private providers of post-compulsory education and training.

ACPET is committed to providing quality services to its members and works actively to enhance and develop the reputation and standing of independent providers.

More detailed information on ACPET and the advantages of membership will be provided to delegates in the conference satchels or alternatively please visit ACPET's website at: www.acpet.edu.au.

Australian National Training Authority (ANTA)

ANTA is a statutory authority providing a national focus for vocational education and training. ANTA's mission is to ensure that the skills of the Australian labour force are sufficient to support internationally competitive industry and to provide individuals with opportunities to optimise their potential

Visit the ANTA website at www.anta.gov.au/dapResearch.asp to find out the key research priorities for 2004.

ANTA's website also features a range of other useful information on vocational education and training in Australia, including:

- case studies of productive partnerships between registered training organisations and industry;
- fact sheets on Australia's training system;
- copies of ANTA publications, including our free magazine and e-newsletter;
- profiles of the latest Australian Training award winners; and
- the latest news and events.

Australian Flexible Learning Framework

What is the Australian Flexible Learning Framework? The Australian Flexible Learning Framework (the Framework) is a unique, world-class initiative designed to create and share knowledge about flexible learning and to support its take-up in the Vocational Education and Training (VET) sector. Ultimately, by making the VET sector more flexible, the Framework is contributing significantly to Australia being a global leader in education and industry.

Up to \$20 million per year has been committed to fund projects and initiatives under the Framework.

So, what is the Framework all about? Essentially, it's a five-year, national collaborative program of the Commonwealth, States and Territories in conjunction with ANTA. The Framework identifies five

Sponsorship and Exhibition

complementary goals that seek to make the take-up of flexible learning in the VET sector in Australia a smooth one:

- creative, capable people
- supportive technological infrastructure
- world-class online content development, applications and services
- enabling policies
- problem-solving regulation

NCVER

The National Centre for Vocational Education Research Ltd (NCVER) is a not-for-profit company owned by the state, territory and federal ministers responsible for vocational education and training (VET).

In this capacity, NCVER:

- collects and analyses national VET statistics and survey data
- undertakes a strategic program of VET research and development
- communicates the outcomes of its research and data analysis to policy-makers and practitioners
- collects and makes available VET research findings from Australian and international sources through the VOCED research database
- undertakes commercial consultancies
- builds links with similar international organizations to foster comparative analysis and collaboration on issues of mutual interest

A board of eight directors, who represent state, territory and federal governments, industry, unions, and training authorities, manage NCVER.

Exhibition floorplan here?

Conference Timetable

Conference Timetable

Conference Timetable

Keynote Speakers

In order of presentations:

Ms Aurura Andruska, DEST, Canberra, ACT

Opening Address:

Biography: *Aurora Andruska is responsible for the Department's programmes and policies in the area of Vocational Education and Training. Aurora formerly led the Department's Corporate Strategy Group and was instrumental in the Department's recognition as a people orientated organisation which values diversity, creativity and commitment.*

As a long-standing and respected member of DEST, Aurora has been responsible for many Departmental initiatives including the development and implementation of changed funding arrangements for non-government schools. She also played a major role in the development and implementation of the student assistance programmes AUSTUDY and ABSTUDY including changing work practices in Student Assistance Centres.

Dr Jane Figgis, AAAJ Consulting Group, WA

Title: **Learners, Practitioners and Researchers: The Art of Telling Their Stories**

I want to explore here some of the conventions we use in trying to share what we know and have learned in vocational education and training. Could we make our knowledge more persuasive, memorable, pleasurable to its intended audience? Are there voices, tools and techniques that might usefully be added to the kit?

Biography: *For many years Jane worked as a broadcaster on ABC Radio National where she presented, among other programs, the award-winning Education Report. She helped set up the consulting group AAAJ in 1998. A significant part of her consulting work has been in vocational education and training including managing ANTA's Blue Sky Project 'Fresh Thinking about Learning and Learners'.*

Ms Kareena Arthy, ANTA, QLD

Title: **Future Directions of ANTA's Research Program**

Biography: *Kareena Arthy rejoined ANTA in January 2002 to become Director, Planning and Performance Review. As Director, she has responsibility for the statistical analysis that underpins the Authority's National Strategy and for the production of the Authority's Annual National Reports that provide performance information on a range of key measures. Ms Arthy also has responsibility for managing the ANTA Agreement planning and funding arrangements and ANTA's external research and evaluation program. This includes industry skills forecasting and demand for VET.*

An economics graduate (University of Queensland), Ms Arthy began her career as an econometrician with the Australian Bureau of Statistics, also working with the Department of Prime Minister and Cabinet before joining ANTA in 1994 as senior economist. She gained a wide range of experience during her five years at ANTA (1994-'98), managing projects across flexible delivery, research, the training market, and communications. Ms Arthy returned to ANTA after a three-year secondment (1999-2001) as vocational education and training policy adviser to the then Australian Government Minister for Education, Training and Youth Affairs, Dr David Kemp.

Keynote Speakers

Dr Tom Karmel, NCVET, SA

Title: Lifelong Learning and Older Workers

Argument about the ageing of the population has focused on the importance of increasing labour force participation rates of older persons. One way of doing this would appear to be through education and training because we know that more educated persons tend to have a stronger attachment to the workforce. In addition, the lifelong learning agenda is partly premised on the idea that people who develop their skills over their lifetime will be more employable as they get older. This paper uses a number of the surveys of education and training to examine these issues. First, it looks at the relationship between educational qualifications and employment over the life cycle. It then examines the role that increasing educational levels has had in maintaining labour force participation and, rather speculatively, projects their impact on future participation rates. Finally, it looks at the relationship between education and training undertaken later in life and engagement with the labour market.

Biography: *Dr Karmel took up the position of Managing Director, National Centre for Vocational Education Research in August 2002. Prior to this position he has held senior positions in the Federal government in the areas of education, employment, labour market research and the Bureau of Statistics. His research interests have centred on the labour market and the economics of education. He has a doctorate from the Australian National University in the area of economics of education.*

Mr Mark Lucas, ACPET, NSW

Title: Nothing's private about the private VET sector

When one thinks about the private sector, one realises how little is known. This is not because the sector is private by nature (except in commercial matters!) but rather there is no public appreciation of the major contribution private RTOs make to the delivery of accredited training in this country. It is estimated that up to 45 percent of accredited VET courses are delivered by and through private providers, and 70 percent of this is on a fee for service basis. Mark's address will examine the nature and extent of the private VET sector and ACPET's plans to encourage research into the important contribution that private providers make to VET in Australia.

Biography *Mark Lucas is the Chair of the National Board of Directors of the Australian Council for Private Education and Training. Mark is in his third term of office as National Chair and has been an ACPET director for six years. Mark is the Chief Executive and Managing Director of ASPECT/ILA, a large VET and higher education private provider, with campuses in Sydney and Perth. His colleges are part of the international ASPECT group. Mark is on a number of government committees at state and federal level and has a sound appreciation and knowledge of the private VET sector.*

Professor Kaye Schofield, University of Technology, Sydney, NSW

Title: High Level Review of Training Packages

In November 2002 the ANTA Ministerial Council requested the National Training Quality Council (NTQC) to establish a High Level Review of Training Packages. During 2003 the Review examined the likely context in which Training Packages will operate in future, and identified a range of issues around the implementation of Training Packages. The work undertaken in these two phases has contributed to the third and final phase of the review, which is being undertaken by Professor Rod McDonald and Kaye Schofield. This third phase - which is not yet completed - has been asked to suggest options for enhancing the Training Package model and its supporting structures. The research brief poses four questions:

- 1) What would the capable VET sector need to look like in the future?
- 2) What Training Package components & structure will best meet current & future labour market, industry & individual needs?
- 3) What TP development & renewal (life cycle) is best able to accommodate such diversity?
- 4) What other VET sector responses are needed for the future?

Keynote Speakers

In her address, Kaye will speak to these four questions.

Biography: *Kaye is one of Australia's leading independent commentators, researchers and policy analysts in the field of skills formation. Over the past decade she has led many highly influential inquiries at national and state levels. These have included research and policy reviews in areas as diverse as the quality of the apprenticeship and traineeship systems in Queensland, Tasmania and Victoria; a Ministerial Inquiry into skills for the future in South Australia; flexible learning, the future of work, the role of industry in training policy, building organisational capability, and product development and distribution.*

Before establishing her firm in 1994, she was the Chief Executive Officer of the South Australian Department of Labour and Administrative Services and, before that, the CEO of the South Australian Department of Employment and TAFE. During that time she was a member of the inaugural SA Economic Development Board, the Board of the MFP and of the Aboriginal Lands Trust of SA.

Kaye holds an appointment as Adjunct Professor in the Faculty of Education at the University of Technology Sydney. She currently chairs the NSW Board of Adult and Community Education and the TAFE SA Board and is a Trustee of both the Dusseldorp Skills Forum and the Sydney Cricket and Sports Ground Trust.

Mr Neil Black, TAFE NSW North Coast Institute, NSW

Title: On Teaching to Learning

Staff in TAFE NSW - North Coast Institute are implementing a range of flexible and innovative teaching and learning practices in response to customer needs. With a particular emphasis on examples of work-based, online and blended learning, Neil will outline the learning experiences of teachers in relation to achieving effective outcomes for students when applying flexible modes of delivery. Neil will also attempt to draw a comparison between the practitioner's experiences and what the research tells us about the criteria for successful outcomes with work-based and online/blended learning.

The North Coast Institute has also changed certain human resource practices as a result of research into 'What makes a great teacher? - Attributes of Excellence in VET' by two of the Institute's teaching practitioners, Helen Corben and Kerry Thompson. In 2003 Helen and Kerry received the AVETRA and TAFE Directors Australia Joint Research Award for their work and Neil will explain how the Institute has made strategic changes to its HR practices as a result of this work.

Biography: *From a background in agriculture and farm management, Neil commenced his career with TAFE NSW as a horticulture teacher at Ryde College in 1971 and quickly realised his passion for both the subject and teaching. In 1984 while Head of the Horticulture Division of TAFE NSW Neil co-authored the text book – "Growing Media for Ornamental Plants & Turf" NSW University Press (1984) which is now in its third edition and is still being used as a teaching resource in a range of institutions.*

In 1989 Neil was appointed Chief/State Manager of the TAFE NSW Rural and Mining Industry Training Division and in 1991 moved with the Division to Orange in the Central West of New South Wales. When institutes were first established in NSW in January 1992, Neil was appointed Institute Director for Western Institute, while retaining responsibility for the Rural & Mining Industry Training Division. He held these dual roles until 1996 when he relinquished the direct Training Division role to firstly focus on leading the Western Institute – which in 1999 was named NSW Training Provider of the Year. In mid 2000 Neil moved from Orange to Port Macquarie to take up the position of Institute Director for the North Coast Institute, the position he currently holds.

In 1988 Neil received the Australian Institute of Horticulture Excellence Award for his contribution to Australian horticulture and then in 2003 Neil was presented with the National AUSTAFE Award for Educational Leadership. Neil is known throughout NSW, plus nationally and internationally through conference papers, as an advocate for flexible learning and for generally improving educational opportunities for those living in regional and rural areas. In this regard Neil chairs the TAFE NSW Flexible Learning Steering Committee and initiated the now biannual TRIC (TAFE in Rural & Isolated Communities) conference. Neil is an active member of a number of regional and statewide committees and of TAFE Directors Australia.

Diversity Panel

Wednesday, 17 March 2004 - 5:00 pm

Chair: Professor Roger Harris, Vice-President, AVETRA, SA

Professor Roger Harris has had extensive experience in VET teacher training and VET research. He is currently Director of CREEW (Centre for Research in Education, Equity and Work) at the University of SA. His recent research includes a range of nationally-funded projects on workplace trainers, VET staff development, VET professionals' work, apprenticeships and traineeships, Training Packages and workplace learning. He is currently Vice-President of the Australian VET Research Association (AVETRA) and editor of the Australian Journal of Adult Learning.

Ms Margaret Spalding, Deputy Chair, Chief Minister's Disability Advisory Group

PANELIST: Disabilities

Margaret Spalding is the General Manager of the Koomarri Association ACT Inc. During her time as General Manager, Margaret has developed the Koomarri Association so that it now serves a significantly increased number of clients and their families, has established additional types of service provision; and has gained widespread public support, not only in the ACT, but also in the surrounding districts.

She contributes to the human service industry at strategic policy and directions levels, as a member of the current and previous ACT Disability Ministerial Advisory Councils, the 2002 ACT Disability Reform Group, the ACT Leadership and Development Group and the Australian Social Role Valorization Group.

Mr Daniel Stubbs, ACT Council of Social Service, ACT

PANELIST: Disadvantaged

Daniel Stubbs is the Director of the ACT Council of Social Service Inc. (ACTCOSS). ACTCOSS is the peak representative body for not-for-profit community organisations, and disadvantaged and low-income citizens in the Territory. ACTCOSS has the twin roles of representation and advocacy. As Director, Daniel works to identify and pursue a social justice agenda for the people of the ACT.

Prior to working with ACTCOSS, Daniel has spent a number of years working within the disability sector and has a reputation as a strong advocate for people with disabilities and disadvantaged groups generally.

Daniel has also worked in a range of policy areas both inside and outside of government. These areas have included employment, education, human rights, equity issues, economics and the environment. This experience has provided Daniel with broad knowledge of effective social planning and policy making.

Daniel has an honours degree in economics from the University of Melbourne.

Mr Vaughan Croucher, CIT, ACT

PANELIST: Literacy

Vaughan Croucher is Dean of Learning Services at Canberra Institute of Technology. He has worked in all levels of education. His experience in literacy teaching includes teaching children, adults, migrants, Indigenous Australians and people with disabilities. He has been a past Vice President of the Australian Council for Adult Literacy and is currently a member of the Board of Adult Learning Australia.

Ms Pauline Robinson, CIT, ACT

PANELIST: Overseas Students

The Canberra Institute of Technology currently has around 700 international students from over 30 countries. In her position as manager of the International Division at CIT, Pauline manages marketing and recruitment of international students, ESOS compliance, visa issues, student accommodation and induction, and works closely with the Faculties on matters of pastoral care and academic issues.

Diversity Panel

Wednesday, 17 March 2004 - 5:00 pm (cont)

Ms Caroline Hughes, CIT, ACT

PANELIST: Indigenous

Caroline Hughes is a Ngunnawal Woman. She has been the Manager of the Yurauna Centre (C.I.T's Centre for Indigenous Students) for 2 years.

Prior to coming to C.I.T. Caroline worked in New South Wales and Queensland in various student support positions. Caroline has qualifications in Administration and accounting and completes her Bachelor of Education degree through UTS this year.

Caroline very actively supports the educational needs of Indigenous People by serving on a number of key committees in the Australian Capital Territory

Index of Papers

(alphabetical by first-named author)

Author(s)	Identifier	Paper Title
Mr Damon Anderson	PA062	Spoilt for choice? Individuals, VET markets and lifelong learning
Dr Jo Balatti	PA036	How effective is action research in changing VET provider practices aimed at improving Indigenous completion rates?
Mr Llandis Barratt-Pugh	PA 068	Emerging Learning from Workplace Learning Practices: Learning about researching and mapping the spaces and patterns that are f
Andrea Bateman	PA 058	Grading: Accuracy of subject matter experts
Ms Marie Bedggood	PA 057	RPL in enterprise-based RTOs: How does it work?
Kaaren Blom & Berwyn Clayton	PA050	What works where you are? A snapshot of training in five rural communities
Robin Booth & Sue Roy	PA059	Old but not out
Ms Louise Brooks	PA045	Trends in traditional apprenticeships
Mr Michael Brown	PA 063	The work-related learning of tertiary teachers in VET
Gerald Burke & Paul White, Monash University, VIC	PA 053	Price measures in education and training
Dr Clive Chappell	PA013	Contemporary vocational learning – changing pedagogy
Berwyn Clayton & Kaaren Blom	PA039	Doing it well, doing it better: Practitioners, pedagogy and training packages
Miss Holly Colyer	PA042	Employer Provision of Structured Training
Pene Davey & Pauline de Vries	PA028	Enterprising Partnerships : Incubating Learning
Mark Davidson & Martha Goldman	PA023	“Oh behave”... Reflecting teachers' behaviour management practices to teachers
Ms Susan Dawe	PA031	Enabling learners: diverse outcomes
Ms Catherine Down	PA048	Learning in a knowledge economy: What strategies are required?
Ms Felicity Dunn	PA055	The Credit Matrix – Building Bridges Between Qualifications
Dr Victor Dunnclyff	PA029	The Efficacy of Self-paced Learning Based on Print media
Mr Greg Durkin	PA037	Learning by doing meets learning by working: concepts of experiential learning and the implications for vocational learning.
Ian Falk Charles Darwin University, NT, & Jo Balatti, James Cook University, QLD	PA 060	Identities of place: Their power and consequences for VET
Dr Barry Golding	PA046	The applicability of networks in Australian adult and vocational learning research
Jock Grady & Chris Horton	PA041	Towards a distributed VET research model for regional Australia
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Papers annotated with an asterisk in the Contents below have been refereed to comply fully with the verification requirements of the Department of Employment, Science and Training for a conference publication, full written paper refereed. An anonymous refereeing process has been used. For further information please refer to the 2002 Higher Education Research Data Collection: Specifications for preparing returns for the collection of data, Higher Education Division, Department of Education, Science and Training, Canberra (available online: <http://www.dest.gov.au/highered/research/herdc.htm>).

Presenter/s: Mr Damon Anderson, Monash University, VIC
Title: PA 062 Spoilt for choice? Individuals, VET markets and lifelong learning
Stream: Current Issues and Research in VET. **Friday 9:45**

*** In an era of vocational education and training (VET) markets and lifelong learning, the concept of choice has been given unprecedented significance in official policy rhetoric. Individual learners are encouraged to exercise increased choice and behave like rational consumers to satisfy their needs and preferences, and to enhance their lifelong employability and economic security in the face of rapid change. Simultaneously governments have become increasingly reliant on individual choice and agency, in place of action by state agencies, to achieve the desired outcomes of lifelong learning policy (Field 2000). Yet relatively little is known about the nature, dynamics and outcomes of choice in VET, or whether individuals are able and willing to exercise choice in VET markets in ways and to the ends envisaged by government.

The purpose of this paper is to report on the findings of an ANTA-funded research project which examined key dimensions of individual choice in VET, including: the study and career trajectories of VET learners; the scope for individual choice in VET; the extent to which individuals 'shop around' for VET; the factors that shape choice in VET; the criteria, information sources and complexity of choice in VET markets; and the relative importance of types of choice in VET. Issues and implications for VET policy and practice are identified. The paper concludes by reflecting on whether the current scope for individual choice is likely to promote or hinder lifelong learning.

Presenter/s: Helen Anderson & Anna Rolleston, Manukau Institute of Technology, New Zealand
Title: PA 027 Attrition and Retention: The Missing Voice of Missing Students
Stream: Meeting Learner Needs. **Thursday 11:15**

This paper addresses the issue of attrition and retention of a minority group in a large multi-ethnic, urban polytechnic located in an area of low socio-economic status. One of the important findings in recent work on attrition and retention has been to note that while there are common factors with regard to cause and alleviation, there is also a significant element of local expression in the configuration of factors.

The purpose of this research has been to gather data from Maori and Pacific Islands students in a Manukau (South Auckland) polytechnic who have left their courses without completing. The focus of the research has been the students' view of the causes of their not continuing and their suggestions of strategies for improvement in the institutional arrangements for participation and support of Maori and Pacific Islands students.

A survey was conducted of Maori and Pacific Islands students who had left their courses after the first two weeks of study but before completion. While issues of contact and reply are endemic to this kind of study, the researcher achieved a return rate and depth of response

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which was both informative and supportive of the notion that local work can offer considerable insight when considered alongside internationally recognised models such as those of Vincent Tinto.

The findings of this research configures the dual impacts of “internal” institutional factors with regard to creating an engaging environment and the very real “external” effects of social and economic disadvantage in this locality. The findings are presented in a manner that reflects on the applicability of global research in this area to the local situation with Maori and Pacific Islands students. In a tertiary environment that has signalled high priority for the development of strategies to increase participation and success of Maori and Pacific Islands students at the tertiary level, these findings are a valuable contribution.

Presenter/s: Dr T. Aumann & Ms. I Wittman, Swinburne TAFE Division, VIC
Title: PA 008 e-business skill and training needs in selected industry sectors
Stream: Innovations in Workplace Learning Thursday 15:45

During November 2003 – February 2004, the Swinburne University of Technology TAFE Division’s Centre for Collaborative Business Innovation (CCBI) conducted research to determine current and emerging skill and training needs for e-business across four industry sectors. This research was funded via a grant from the Victorian Office of Training and Tertiary Education (OTTE), and it focussed on SMEs in the Culture & Recreation, Food Processing, Community Services & Health and Transport & Distribution sectors.

Using structured in-depth interviews with SMEs of various types, missions and locations across the four sectors, combined with structured in-depth interviews with business systems consultants, the current status of e-business uptake was clarified. Training needs and preferences in relation to e-business skill formation were also identified.

While the uptake of certain aspects of e-business was found to be strong amongst SMEs in all four sectors, most organisations are not exploiting the full potential that e-business offers. Few firms fully understand e-business, and few integrate e-business practices effectively into their overall business systems. The main barriers to further e-business expansion and integration were found to be cost and time constraints, a lack of skilled staff, and the unavailability of appropriate training options.

A distinct lack of knowledge about existing e-business networks, support and training options was evident. Nevertheless, there is a clear preference for e-business training that is short, self-paced and relevant to immediate business needs, focussed on such things as the implementation and management of integrated e-business systems, vendor relationship management, and software for managing client relationships.

Presenter/s: Andrea Bateman
Title: PA 058 Grading: Accuracy of subject matter experts
Stream: Current Issues and Research in VET. Friday 13:30

With the implementation of competency based assessment within the Australian vocational education and training (VET) sector the focus has been on valid and reliable assessments to ensure that there are consistent outcomes across training providers. Underpinning this has been the notion of providing assessment judgements within a dichotomous reporting framework; that is competent or not yet competent. This study investigated the appropriateness of subject matter experts in developing performance rubrics for competency as defined by the Public Services Training Package. Levels of performance were identified along a continuum for interpretive purposes and competency decision making. Groups of judges estimated the relative difficulty of each of the rubrics. Item response theory calibrated the rubrics. A comparison of judges’ estimates of difficulty and interpretation of developmental continuum, was compared to the outcomes of item response analysis.

The findings indicated that the specialists who developed the items and their relative difficulty levels were accurate in their judgments. The internal consistency measure was high indicating

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that the assessment instrument was a reliable measure of the construct. The criterion validity measure (person separation index) was high. There was room for improvement in terms of the construct validity (item separation index) of the instrument.

The study concluded that standard setting using subject matter experts proved adequate for developing performance rubrics.

Presenter/s: Dr Jo Balatti, James Cook University, QLD
Title: PA 036 How effective is action research in changing VET provider practices aimed at improving Indigenous completion rates?
Stream: Current Issues and Research in VET Thursday 11:15

*** Action research is a collective form of enquiry that is both a recognised research methodology and a change process. As an organisational change process, action research encourages a collective approach to problem definition, action planning, taking action and reflection. In recent times, action research has been enjoying a wave of popularity as a change process in educational institutions and other organisations. This paper draws on a recently completed NCVET funded project that investigated the effectiveness of action research in changing VET provider practices in order to improve Indigenous completion rates. Action research was used over a twelve-month period by a team in each of four TAFE institutes. The experience of action research was new to all team members except for the team facilitators. As a process by which colleagues learn better ways of thinking, interacting and working, the approach implemented in this context proved to have limitations as well as strengths. The paper describes the model, its outcomes, and the factors that impacted on its effectiveness.

Presenter/s: Ms Marie Bedggood, University of Ballarat, VIC
Title: PA 057 RPL in enterprise-based RTOs: How does it work?
Stream: Meeting Learner Needs Friday 11:20

Recognition of prior learning is acknowledged as a crucial element in lifelong learning, in the development of training cultures within enterprises and as a mechanism to assist mature age workers obtain formal recognition and certification of skills gained through work, learning and life experiences (Smith, forthcoming; Australian National Training Authority 2003b). The extent of its importance has been stressed by the inclusion in the Australian Quality Training Framework Standards for Registered Training Organisations of a standard that relates specifically to the mandatory offering of recognition. Standard 8.2(a) states that 'The RTO must ensure that RPL is offered to all applicants on enrolment' (ANTA 2001, p.18). Further, one of the Australian National Training Authority's overarching national initiatives outlined in A national marketing strategy for VET: Meeting client needs is the simplification of recognition processes in order to, amongst other things, encourage the completion of qualifications among key industry sectors (Australian National Training Authority 2000).

While recent research has looked broadly at recognition implementation and practice across a range of Registered Training Organisations (RTOs) and sectors, there is much less detailed information about skills recognition within industrial settings. Therefore, the outcomes of this study were intended to fill a gap in our existing knowledge about the valuing, utility and effectiveness of recognition within some of the key organisations in VET-enterprise RTOs.

This study was undertaken by CURVE at Canberra Institute of Technology and the Assessment Centre, at the University of Ballarat. The study looked at five medium and large sized enterprise RTOs that provide training and skills recognition services for their employees, and one enterprise that is in a partnership with its local TAFE institute for assessment purposes. The enterprise-based RTOs were selected on the basis of their willingness to participate in the research and the range of Training Packages and AQF qualifications that they offer. The enterprise RTOs included a mix of public agencies and private enterprises.

The enterprises involved in this study provided significant information about how recognition

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within enterprise RTOs can operate. As key players in vocational education and training they demonstrate various modes of commitment to recognition and clearly indicate that it is neither a static nor a simple concept, but evolves according to the needs of the organisation.

Presenter/s: Kaaren Blom, Training & Adult Ed, DEYFS, ACT & Berwyn Clayton, CURVE, CIT, ACT
Title: PA 050 What works where you are? A snapshot of training in five rural communities
Stream: Meeting Learner Needs **Friday 11:20**

It has been widely reported in recent years that Australia's regional and rural communities have extensive needs for skill development. Vocational education and training can assist these communities to develop the necessary skills to enable them to survive and to prosper in a social and economic environment transformed by globalisation, national policies and regulatory imperatives.

The purpose of this research was to investigate the implementation of training packages in rural areas and the ways in which providers, community and industry stakeholders interact to achieve positive training outcomes. The major drivers of training in the five communities examined in this study were the same as those that influence training activity throughout regional and metropolitan Australia. National training policy, industry skill requirements and state government initiatives played paramount roles in determining what and how training was delivered. Considerable influence was also brought to bear by the market, which dictated the focus, direction and form that training was to take.

Thin markets and the small numbers engaging in training constantly challenged providers of vocational education and training servicing these rural communities. While competition policy has elsewhere engendered a healthy training market, it can be more productive for providers in rural communities to collaborate in order to deliver the most effective vocational education and training. This study found evidence of extensive collaboration between stakeholders in rural communities, where networking and partnerships have allowed resource and information sharing, avoidance of unproductive duplication of effort, and positive outcomes for providers, learners, enterprises and the communities. The study suggests that policies and incentives that support enhanced collaboration will assist in the broadening of training possibilities in non-metropolitan Australia, and better meet the needs of rural learners.

Presenter/s: Robin Booth & Sue Roy, VEAC, NSW
Title: PA 059 Old but not out
Stream: Meeting Learner Needs **Friday 11:20**

The Australian population is ageing at an alarming rate and caring for us all in our decline an increasing concern. There are growing demands for quality aged care provision. All facilities are required to meet accreditation standards. The aged care workforce is not expanding quickly enough to meet this skill need. The bulk of care giving is done by personal care assistants at AQF3 level. This workforce has low status and seemingly little accredited training.

There are mixed views on whether recognition of skills can or should assist this process. In a snapshot of the aged care sector workforce we ask the important questions of employers and staff:

Why do we need to train existing worker in aged care sector? What type of training is needed? What are the barriers to training and skills recognition and how are these barriers being overcome?

This current NREC funded research project from the suite of existing worker research managed by NCVET considers these issues. The project is being conducted by staff at VEAC and the Centre Undertaking Research in Vocational Education (CURVE), Canberra Institute

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of Technology.

Presenter/s: Ms Louise Brooks, NCVET, SA
Title: PA 045 Trends in traditional apprenticeships
Stream: Current Issues and Research in VET **Friday 11:20**

This paper analyses the trends in traditional apprenticeships since 1996. The definition of a 'traditional apprentice' used in this report is contracts within the trades and related workers occupation group which are at AQF level III qualification or above, with more than two years expected duration for full-time and more than eight years expected duration for part-time or school-based contracts. Trends in 'traditional apprenticeship' contracts are compared to trends in other contracts. Characteristics of all apprentices and trainees in-training are also examined.

The study found that growth in the apprenticeship and traineeship system in the past six years has been mostly outside of 'traditional apprenticeships'. 'Traditional apprenticeship' numbers have grown slightly over the period with growth in most trade occupations.

The analysis concludes that 'traditional apprenticeships' were mostly undertaken by younger males, at Australian Qualifications Framework (AQF) level III and full-time. While other apprenticeships and traineeships were more likely to be undertaken by older females working part-time.

There has been growth in the overall participation rate of apprentices and trainees as a proportion of employed persons, from 2% in 1996 to 4% in 2002. However the proportion in the trades and related workers occupations has been consistently around 11% over the period. There is also a high proportion of teenagers in trade employment who are studying 'traditional apprenticeships'. The proportion is also significant for full-time teenage employment.

Presenter/s: Mr Michael Brown, RMIT University, VIC
Title: PA 063 The work-related learning of tertiary teachers in VET
Stream: Current Issues and Research in VET **Friday 11:20**

This paper provides a discussion on the work-related learning of tertiary teachers within VET. The paper works its way through four main points. The paper begins with a brief analysis of the current rendition of the Certificate IV as the initial qualification and foundation for VET teacher practitioners. This analysis provides the impetus for the alternate exploration and application of the notion of work-related learning to the area of teaching within the VET sector. A tentative framework for the study of the work-related learning of tertiary teachers is suggested and this is explored with regard to its potential for postgraduate research and teacher education within this sector.

Presenter/s: Gerald Burke & Paul White, Monash University, VIC
Title: PA 053 Price measures in education and training
Stream: Current Issues and Research in VET **Friday 11:20**

This paper examines the main purposes for undertaking price deflation and in particular distinguishes between price deflation in budgeting and in performance reporting.

Budgeting: Governments base their budgets for education and training on policy, which only occasionally requires the exact maintenance of standards of provision of personnel and other resources. If governments do wish to maintain existing standards of provision, then they require price index numbers that reflect the costs of the personnel and other resources. But if there is no explicit commitment to maintaining a current standard then alternative approaches can be and are used. However, for transparency it is desirable that information should also be available on how the costs of inputs have changed so that the effects of policy changes can be distinguished from price changes.

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National authorities in fact use a range of different methods to adjust educational budgets. The results can vary considerably across the different sectors. This can be illustrated by the adjustments made from 1997 to 2002 by the Commonwealth. University operating grants were adjusted by a Cost Adjustment Factor (CAF) that increased by 10 per cent. In contrast, recurrent funds for government and non-government schools were increased in line with a measure of Average Government School Recurrent Cost (AGSRC) that rose by over 30 per cent.

Performance Reporting: In performance reporting it is usual to seek to compare inputs with outputs. It is necessary to have both inputs and outputs expressed free of price changes. In the main sectors of education non-monetary measures of output can be used—such as hours of training in vocational education and training (VET) or equivalent full-time students (EFTSU) in higher education. There is no problem with price changes regarding those outputs since they are not measured in monetary terms—there are important questions about the changes in the quality of outputs over time but they are not the subject of this paper.

Inputs can also be measured in non-monetary terms such as number of teachers. A common measure used to compare inputs and outputs is the teacher-student ratio. But for measures of all the inputs the usual measure is expenditure on the inputs. To compare inputs over time it is necessary to deflate the expenditure on the inputs by a measure of prices that reflects the costs of the inputs, e.g. the cost of teachers and of non-teacher resources. The best measure of wage costs in the education sector is the Wage Cost Index (WCI) for Education. Various indexes may be appropriate for the non-wage component of costs though the non-farm GDP implicit price deflator (NFGDP deflator) may be a reasonable approximation for such costs.

This is in contrast with the common current practice (e.g. by ANTA and the Productivity Commission), which is to use the NFGDP deflator or a similar economy wide measure for both the wage component and the non-wage components of costs in the education sectors. The NFGDP deflator is not an appropriate measure where wages make up a large proportion of costs, as is the case in education. There are often considerable differences over time between increases in measures of overall inflation such as the NFGDP deflator and increases in measures of costs in labour intensive areas such as education and training. The differences occur because, in the overall economy, prices of goods and services increase by less than wages—productivity increases allow at least part of the wage increases to be absorbed.

VET: Particular consideration is given to the VET sector. An overall index comprising 69.5 per cent Wage Cost Index (WCI) for the Education industry and 30.5 per cent of a 'VET non-wage index' is proposed for use in performance reporting in the VET sector. The percentage shares are based on analysis of the wages and non-wage components in the total expenses in the VET sector over five years.

The use of the WCI for the wage component needs further consideration. On the basis of a comparison of changes in the WCI with the changes in the agreed salaries of TAFE teachers in recent years, the WCI seems a reasonable measure of wage changes in VET at this stage.

The index for the non-wage expenses in the VET sector has been constructed for this study from relevant components of the Consumer Price Index (CPI) and some Producer Price Indexes. The internal components vary, some such as computers and insurance quite considerably. Overall, this non-wage component has moved closely in line with the NFGDP deflator in the last five years but has more apparent validity.

Presenter/s: Dr Clive Chappell, University of Technology, Sydney, NSW
Title: PA 013 Contemporary vocational learning – changing pedagogy
Stream: The Pedagogy of VET Thursday 15:45

Changes taking place in industry, the labour market, work and work organization together with changing conceptions of knowledge, skill and learning are now impacting on the Australian VET system. Although these changes have important implications for VET provision there has

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as yet been little research that looks at the impact of these changes through the lens of pedagogy and vocational learning. This is the focus of this paper. Recent research both in Australia and overseas suggests that as a result of these changes all educational sectors are experiencing:

- A shift in focus of educational policy and practice from institutions to learners and from teaching to learning.
- A greater focus on work and workplaces as significant sites for learning.
- Increased emphasis on vocational outcomes that move beyond the acquisition of technical skills and competencies to outcomes that explicitly seek to change the ways in which people engage with work.
- Increased emphasis on the role of vocational education and training in developing people.
- In order to respond to these shifts new understandings of pedagogy have emerged in which VET teaching and learning practices are seen as needing to become more: learner-centred, work-centred and attribute focused
- These new understandings of pedagogy align themselves more with constructive learning theories rather than transmission theories of learning particularly when harnessed to an emerging goal of VET in terms of developing people.
- The emerging guiding principle of pedagogical practice is constructive alignment. That is the appropriateness of particular pedagogical strategies to the different purposes and settings in which contemporary vocational, workplace and organizational learning takes place.

Presenter/s: Berwyn Clayton, CURVE, CIT, ACT & Kaaren Blom, Training & Adult Ed, DEYFS ACT

Title: PA 039 Doing it well, doing it better: Practitioners, pedagogy and training packages

Stream: The Pedagogy of VET **Thursday 15:45**

This paper reports on a scoping study conducted for the Australian National Training Authority in 2003 into teaching and learning. The research was designed to identify key issues and themes that VET practitioners identified as being challenging in the translation of training packages into teaching, learning and assessment strategies. Recent research had provided evidence that practitioners were still coming to grips with the changes to pedagogical practice in a training package environment and it was considered strategically important to support the development of professionalism within the VET system and re-emphasise the importance of pedagogy.

The study verified an observation commonly made in the extensive literature on teaching and learning in VET: that VET practitioners are delivering in a range of contexts, using broad ranging strategies and various tools and technologies to meet the needs of diverse learners. It also found clear evidence that a considerable amount of effective and innovative teaching and learning was taking place.

However, what some teachers and trainers were doing well continued to challenge some other practitioners. A good deal of the research literature had previously pointed to the skills and knowledge gaps that many practitioners have when working in a training package environment. This study provided further evidence that a number of pedagogical issues need to be addressed and VET practitioners supported to build their capabilities to take on the current and future challenges in VET delivery.

Presenter/s: Miss Holly Colyer, NCVET, SA

Title: PA 042 Employer Provision of Structured Training

Stream: Current Issues and Research in VET **Thursday 15:45**

This paper will analyse factors associated with employer-funded structured training. By taking

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stock of previous research in the area, and analysing data from the ABS 2001-02 Training Expenditure and Practices Survey (TEPS), the paper researches issues such as drivers for training, workforce changes and reasons for increases in training being offered.

With legislative conditions differing across states, and within Industries, it is important to look closely at reasons why employers provide training to their employees and the composition of their training budgets. The paper will also look at various characteristics such as how and where the structured training was provided, constraints on training by different employer types and reasons why training was or was not provided.

Presenter/s: Pene Davey & Pauline de Vries, Douglas Mawson Institute of Technology, SA

Title: PA 028 Enterprising Partnerships : Incubating Learning

Stream: Involving the Learner in the Process **Thursday 11:15**

In 2003, Douglas Mawson Institute of Technology (DMIT) undertook one of ten New Practices in Flexible Learning Projects awarded as part of ANTA's Australian Flexible Learning Framework. This New Practice set out to research and trial an integrated enterprise learning model to provide a bridge between the simulated business environment of Practice Firms to the real world of entrepreneurial small business operating within an established Business Incubator. A secondary objective was to investigate how employability skills could be effectively mapped, developed and assessed within this learning environment across 3 Training Packages.

While there were specific learning goals and deliverables anticipated from this project, the action research has focussed on how this new learning environment – the Work Studio, Creative Resolutions – might enhance both the learning outcomes and employment opportunities for participating VET learners. The focus has also been on exploring how teaching practices need to adapt and change when collaborating with business partners in this new learning environment.

The paper will detail the methodology and processes involved in implementing this 'new practice' in teaching and learning. It will both document and evaluate the learning outcomes from 3 perspectives – the learner/student, the teacher/facilitator and the business incubator partner, Todd Street Business Chambers – and propose a way forward to develop and sustain VET/Business partnerships which are mutually enhancing for learners and small business as well as contributing to local community capacity building. The trial has opened up new possibilities in learning environments and affirmed the premise that small business/VET partnerships can work more productively when the contributions each can make are mutually valued and effectively integrated.

Presenter/s: Mark Davidson, Education Qld , QLD & Martha Goldman, Tropical North Qld, TAFE, QLD

Title: PA 023 "Oh behave"... Reflecting teachers' behaviour management practices to teachers

Stream: The Pedagogy of VET **Friday 13:30**

TNQTAPE is conducting an action research project aimed at improving pedagogical practice, using an approach known as 'classroom profiling'. This approach has been widely used and well documented in primary and secondary schools in Queensland during the past six years.

Classroom profiling is a process whereby a trained observer makes detailed observations of teacher-student interactions and provides constructive feedback to the teacher. This is done in a confidential, supportive and non-judgmental manner, on invitation by the teacher. A coaching methodology is employed based on principles of behaviour management and effective communication.

Data on observable behaviours has been collated during the time the program has been in

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place in Queensland schools, and although in the very early stages, data is now being collated in TAFE. While this data is very preliminary, it and anecdotal observations make for some very interesting comparisons with the school-based information.

The classroom profiling program will undergo some significant changes in the TAFE system, but promises to be a powerful tool for improving the professionalism of teachers, especially with forthcoming changes as a result of the Queensland government policy initiative 'Education and Training Reforms for the Future', which is likely to greatly increase the number of younger people attending TAFE.

This paper firstly outlines the classroom profiling program as it has developed in the schools sector during the past six years and presents a brief summary of the relevant quantitative and qualitative data. We then discuss how the program is being adapted for the TAFE context and the rationale for its implementation. Next we present the preliminary findings from the data and outcomes to date from the action research. Finally we discuss the implications for future practice and relevance for other VET organisations and practitioners.

Presenter/s: Ms Susan Dawe, NCVER, SA

Title: PA 031 Enabling learners: diverse outcomes

Stream: Meeting Learner Needs

Thursday 11:15

This paper reports on a follow-up study by the National Centre for Vocational Education Research (NCVER) to the report titled 'Outcomes of enabling courses' (Phan and Ball 2001). Of the total VET student population, around 6% are in enabling courses or lower-level preparatory or pre-vocational courses. The previous research had indicated that one in twelve of the graduates from enabling courses re-enrolled in the same course in the following year. The main purpose of this research was to investigate the reasons why some students who have completed an enabling course remain at the same level of qualification or re-enrol in the same enabling course in following years.

Phan and Ball identified six groups as being most likely to include students who were re-enrolling in the same level of qualification or the same enabling course. These included students:

- in the 40 to 64 years age group
- from non-English speaking backgrounds
- with a disability, particularly an intellectual disability
- whose highest secondary schooling was year 9 or below
- of Aboriginal or Torres Strait Islander descent
- who were unemployed prior to undertaking their course

Case studies undertaken focused on students in vocational preparation, disability and Aboriginal education programs at metropolitan and rural TAFE campuses. Staff report that low-level skills (literacy, numeracy and social) and unemployed status are the usual reasons why students re-enrol in enabling courses. Increased self-esteem or maturity are reasons some young people re-enrol in the same course. In addition, not all students are seeking to enrol in a mainstream course or employment, but are doing the enabling course for personal interest. Positive outcomes also include improved quality of life, health benefits, leadership in the community, encouragement of younger students by mature-aged students, and, with more self-confidence or motivation, personal interest may lead to paid or unpaid work in the community.

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Presenter/s: Ms Catherine Down, RMIT University, VIC
Title: PA 048 Learning in a knowledge economy: What strategies are required?
Stream: The Pedagogy of VET **Thursday 11:15**

The concept of a knowledge economy presupposes that those working within it are able to construct, deconstruct and reconstruct knowledge in order to meet changing conditions of work and global markets. This leads to a fundamental question which needs to be addressed by vocational education and training practitioners and policy makers: How do we best prepare our current and future students to access, maintain and manipulate information within such a climate?

This paper reports on some of the tentative findings of a nearly completed PhD research project. Although the research focused on the perceptions of practitioners of how they adapted their current competence when moving across changing or different contexts, there was also an emphasis on the strategies which would enable such knowledge and skill transfer. The paper discusses these emerging strategies and speculates on how learning might be.

Presenter/s: Ms Felicity Dunn, Victorian Qualifications Authority, VIC
Title: PA 055 The Credit Matrix – Building Bridges Between Qualifications
Stream: Meeting Learner Needs **Thursday 15:45**

The Victorian Qualifications Authority (VQA) is currently working on a credit-based framework – the credit matrix – that would be designed to apply across all the post-compulsory qualifications available in Victoria. Designed to work with, and enhance the Australian Qualifications Framework (AQF), the VQA believes that such a system could provide the basis for improving linkages between qualifications in the school, adult and community, vocational and higher education sectors. In this way, the credit matrix could, among other things, improve credit transfer and Recognition of Prior Learning (RPL) processes and overall make it easier for people to re-enter education and training and acquire qualifications throughout their lives.

Presenter/s: Dr Victor Dunnclyff, Southbank Institute, QLD
Title: PA 029 The Efficacy of Self-paced Learning Based on Print media
Stream: Meeting Learner Needs **Friday 13:30**

This paper discusses the results of a study conducted at Southbank Institute, Queensland, that examined the efficacy of using self-paced program delivery based on printed material as an alternative to a traditional classroom mode of delivery. A framework based on social cognitive theory was adopted to consider the results of learning achieved by two groups of students in a computer-aided drafting module of a vocational education and training (VET) program. Students from one of the groups undertook their learning using a self-paced mode of delivery based on printed material. Students from the other group experienced their learning in traditional classroom mode. A comparative evaluation of the two different approaches to the delivery of learning was conducted, based on the grades achieved by students and the reported experiences of the learners regarding the particular mode of delivery to which they were exposed. The results of the study revealed significant differences in terms of the academic success achieved, dependent on the mode of delivery experienced. Students who undertook their learning in the traditional mode were more likely to have achieved success and enjoyed their learning experiences than were their counterparts exposed to the self-paced mode of delivery. The study also revealed that for students undertaking their learning in self-paced mode when the principal learning resources were print-based, the possession of good reading comprehension ability coupled with the use of appropriate self-regulating strategies was a significant factor in achieving success.

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Presenter/s: Mr Greg Durkin, NZ Flooring Industry Training Organisation
Title: PA 037 Learning by doing meets learning by working: concepts of experiential learning and the implications for vocational learning.
Stream: Involving the Learner in the Process **Thursday 15:45**

The study of learning by doing (experiential learning) has highlighted many significant issues related to how people make sense of their world. Underpinning the notions of experiential learning & transfer are a complex series of suppositions about the way people relate and use understandings across a broad range of life settings. This paper presents the findings of a 2002 study into student perceptions of the nature and transferability of understandings developed through involvement in an experiential programme in light of contemporary research and literature. Looking beyond the extent of the research undertaken, the paper discusses how contemporary understandings of experiential learning can: (a) improve student learning within vocational education; (b) increase learner understanding of their own cognition; and (c) provide vocational educators with greater insight of the techniques and strategies used to transfer understandings.

Presenter/s: Professor Ian Falk, Charles Darwin Univ, NT, & Dr Jo Balatti, James Cook Univ, QLD
Title: PA 060 Identities of place: Their power and consequences for VET
Stream: Meeting Learner Needs **Thursday 15:45**

*** In these times of 'flexible delivery' and the rise of e-learning, the roots grown through a person's identification with their physical localities - their places - seem to be increasingly de-emphasised. The power of place certainly includes attachments to these virtual places, which are increasingly significant activities of contemporary life that include e-learning. However, it is the intention of this paper to tease out the strand of work on identities of place which is part of the broader framework on identity in VET learning already established by Falk and Balatti (2003). The literature and concepts around place-identity/ies are described, including some related specifically to Australian Indigenous senses of place. Nine examples to demonstrate the importance of place identity to VET and the need for further research in this area are then discussed. Place theory in our view has an enormous and as yet untapped potential to further our understanding and improvement of VET practices. Place theory has considerable relevance in many VET related contexts, not only the Indigenous-specific ones.

Presenter/s: Dr Barry Golding, University of Ballarat, VIC
Title: PA 046 The applicability of networks in Australian adult and vocational learning research
Stream: Current Issues and Research in VET **Friday 13:30**

*** Networks have increasingly been recognised by educators as important in adult and vocational learning contexts, in that they have the capacity to help potential learners engage and become better connected with a wide range of learning organisations through their families, jobs and communities and also with opportunities for future learning and work. The importance of 'being connected', including through networks to and between learning organisations, has come into higher relief with a recent increase in theorising about aspects of social capital including learning networks, the growth of lifelong learning and an identification of the particular penalties associated with several forms of disengagement from learning for people of all ages. This paper begins with a scan of research literature on networks in adult and vocational learning. The paper identifies some new techniques involving networks, found by experience to assist in the process of adult and vocational learning research: particularly for identifying potential research interviewees within learning organisations and communities, strengthening relationships between learning organisations and identifying opportunities for future collaboration. It also provides some insights from new data on organisational networks derived from a number of recent research studies about learning networks in TAFE, adult and community education and public safety organisations in small and remote towns. The paper

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finally provides a number of tentative, general findings about the broader applicability of network theory to research and theories about learning in such contexts.

Presenter/s: Jock Grady, TAFE NSW-Hunter Instit, NSW & Chris Horton, Wodonga Instit of TAFE, VIC
Title: PA 041 Towards a distributed VET research model for regional Australia
Stream: Current Issues and Research in VET **Friday 11:20**

Practitioner research can deliver significant benefits to the VET sector, primarily because it investigates, responds to and improves practice 'in situ', while gathering and analysing relevant data, and documenting and disseminating the knowledge gained to the wider professional community.

This paper reports on an initiative for broad-basing practitioner research by the development of a 'collaboratory' - a multi-institution, multi-practitioner framework that supports research projects focusing on 'located' experience and innovation in learning and teaching. The collaboratory model encourages diverse approaches to research and learning, built around shared practice values and epistemology.

Chris Horton from Wodonga Institute of TAFE's Centre for Research, Planning and Development, and Jock Grady from NSW TAFE's Hunter Institute's ITALIC (Institute Teaching and Learning Innovation Centre) are working with experienced TAFE R&D practitioners in several states to build this collaboratory approach.

Presenter/s: Jock Grady, Donna Hensley & Maggie Haerstch, TAFE NSW – Hunter Institute, NSW
Title: PA 025 Case Studies of Excellent Practices and Ideas in Vocational Education, Training, Teaching and Learning
Stream: The Pedagogy of VET **Thursday 15:45**

Does the VET sector have a unique pedagogy?

The aims of this project were to:

- Provide teachers with examples of innovative teaching practice in the VET sector through the use of case studies; and,
- Examine the pedagogical aspects of these case studies for further work in the theoretical development of a VET pedagogy.

The project provides a current picture of developments in teaching and learning in the VET sector. It also captures the views of practitioners who are leading the field in innovative teaching and learning.

The case studies describe innovative teaching and learning practices where teachers are able to balance industry workplace needs and educational system requirements to ensure that the learner's needs have the best possible chance of being met.

Some of the practices described in the case studies illustrate what many teachers would consider traditional teaching methods; however, the practices are applied creatively to enhance the learning process. Other case studies describe the up-take of learning technologies that enhance every opportunity to meet the learners' needs.

The studies also depict a range of learning approaches and environments. They are drawn from a variety of VET organisations across Australia and internationally. All case studies contain an evaluation component of the teaching strategy.

Within all the case studies there are themes reflecting the VET focus on:

- real or authentic workplace problems, and
- the provision of opportunities for learners to question and reflect on the skills they are

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acquiring for application within this context.

- Other themes that emerge include:
 - an emphasis on the learner having more responsibility for their own learning (self directed)
 - a recognition of various pathways for learners
 - a focus on collaborative learning partnerships with teacher, student and workplace, and
 - increased workplace practice opportunities either through placement or simulated environments.

Presenter/s: Dr Sheila Grainger, University College of Learning
Title: PA 067 Practitioners as Professionals: Revealing the Artistry of Expert Educators.
Stream: The Pedagogy of VET **Friday 11:20**

In this paper I explore the nature of practitioner knowledge, skills and expertise with particular reference to educators. I discuss different paradigms of and views on professional knowledge and trace their impact on the wider discourse of teaching and learning. Using video stimulated reflection to help teachers unlock their own knowledge in action I expose the complexity of teaching and highlight some possible implications for the pedagogy of Vocational Education and Training.

Presenter/s: Dr Maggie Haertsch & Ms Kylie Rowsell, Hunter Institute, NSW
Title: PA 047 The development of a Student Feedback System in a large education organisation
Stream: Meeting Learner Needs **Thursday 15:45**

Understanding learner experiences and learner needs on completion rates for courses will improve teaching and learning, resource efficiency and learner experiences. It is widely understood that learners use a range of learning strategies to understand and integrate knowledge and skills yet there remains a major challenge in understanding the factors that improve a learners' chance of successful completion of a course. Although learning is greatly affected by socio-demographic influences, health and mental state as well as a broad range of environmental factors, learning that is affected by the delivery of the course, the style of teaching or facilitating and group interaction which is not well understood. Misko(1) in a survey of 769 students found distinct advantages in the use of flexible delivery over traditional delivery in a classroom. These included flexibility of learning that fits with the learners' lifestyle and clear benefits of being self-paced. However in the same study flexible learning placed additional challenges on the learner's self-discipline and feelings of isolation. This quality improvement project will build on the work done by Misko and will be able to track student's experiences in relation to their progress immediately on completion or early exiting of their course. The project is in the pilot phase and will be will examine the determinants of positive learning experiences and factors around learner behaviour relating to course assessment and completion rates. This work will be a significant contribution to the enhancement of VET pedagogy and will provide useful data using a rigorous scientifically sound research design, greatly needed the discipline of education (2,3). The authors will present the findings of work done to date and the strategies used in developing a system wide approach to the collection of this data.

Presenter/s: Rhonda Hallett & Carolyn Woodley, Victoria University, VIC
Title: PA 064 Conceptions of teaching in a dual sector institution: implications for staff development
Stream: The Pedagogy of Vet **Friday 13:30**

Staff development processes and practices in a dual sector institution are complex as, in addition to meeting the separate needs of higher education academics and TAFE teachers,

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there is an imperative to foster collaborative effort between TAFE and higher education. At VU, there is increasing recognition that there are different conceptions of teaching held by teachers within and across the University's TAFE and Higher Education divisions, and that a better understanding of these differences will inform the development of institution-wide professional development strategies. Recent research suggests that staff development practices in tertiary institutions will need to be conceptualised in terms of institutional work-based approaches that locate workers as learners.

This paper describes a project that explores conceptions of teaching held by TAFE teaching professionals in a dual sector institution. The project builds on extensive work undertaken to identify the conceptions of teaching held by academics in Higher Education. It seeks to develop a complementary study into TAFE teaching that will inform staff and curriculum development processes in a dual sector institution. It complements work undertaken by one of the investigators, R. Hallett, whose PhD project is a study of the working knowledge of Higher Education academics.

Presenter/s: Dr Roger Harris , CREEW, University of South Australia , SA, Dr Michele Simons ,CREEW, University of South Australia , SA, Dr Erica Smith, Charles Sturt University, NSW, Mr Tony Bush, Charles Sturt University, NSW, Mr Ted Rosenblatt, TAFE Queensland, QLD

Title: PA 017 The construction of learners and the process of learning: a case study of the Certificate IV in Assessment and Workplace Training

Stream: The Pedagogy of Vet Thursday 11:15

To date, a large proportion of the VET literature on professional development for teachers and trainers has been technical in nature, describing the development, construction and outcomes of a wide range of professional development initiatives at both state and national levels. A smaller body of work has provided an analysis of the nature and extent of initial and on-going professional development undertaken by VET teachers and trainers at a general level or in relation to particular aspects of the national training reforms such as competency-based training or on-line learning. However, there has been little critical analysis of the curricula (or learning pathways) used to inform initial VET teacher / trainer development programs, particularly those that lead to the Certificate IV in Assessment and Workplace Training. This paper will address this gap by describing the outcomes of a study designed to examine ways in which learners and processes of learning are constructed, understood and embedded in developmental pathways that lead to the attainment of the Certificate in Assessment and Workplace Training. The outcomes of case studies conducted in 17 registered training organizations that deliver the Certificate IV will be reported. The results of the study will be examined with particular reference to the insights they provide about the types of learning cultures that might arise out from the work of VET practitioners who have completed the Certificate IV qualification.

Presenter/s: Sue Holden & Shay Keating, Victoria University TAFE Division , VIC

Title: PA 040 Generic skills development of three cohorts of learners within Victoria University TAFE Division

Stream: Current Issues and Research in Vet Friday 13:30

The proposed paper will present findings of research conducted into three different learner cohorts at Victoria University (TAFE Division):

- Foundation (Certificate of General Education for Adults) youth group.
- Existing workers (3rd year apprentice Carpenters).
- Adult learners (Diploma in Business Operations Management part-time students).

The Centre for Curriculum Innovation and Development (CCID) Victoria University TAFE Division was contracted to undertake the project Mayer Plus: Employability skills development beyond the Mayer model project. The aim of this project is to develop a model and/or

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products for generic skills development and assessment that can be customised for different learner cohorts within the VET sector. The researchers undertook interviews with students and teachers to discern how and where generic skills are being covered. The research questions explored include:

- How do different cohorts within the VU community (foundation, existing workers and older learners) articulate and perceive their generic skills and the transferability of these skills?
- Are there issues that impact upon generic skills development with these learner groups?
- What implications does this have for teachers facilitating the development and assessment of generic skills for each of these groups?
- What sorts of products can support the facilitation / assessment / recognition for each of these groups?
- How can teachers be effectively inducted in this approach? The results of the research will be used to inform a model of employability skills development and assessment that is customisable for the various groups. The details of this research process will be written up in three case studies. The paper will highlight some of these findings.

Presenter/s: Dr Sue Kilpatrick, University of Tasmania, TAS

Title: PA 020 Scanners, brokers and providers: Partners in developing learning programs

Stream: Involving the Learner in the Process

Thursday 11:15

*** This paper reports some of the findings from a project that aimed to identify effective processes for ensuring that the content of learning activities is relevant to the changing needs of clients, and evolves so as to always incorporate the best available knowledge and science. This paper focuses on findings relating to the drivers for the development of new or substantially revised learning programs. The project, 'Providing client-focussed education and training', was funded by the FarmBis section of the Department of Agriculture, Fisheries and Forestry. The project also produced a self-assessment checklist for training providers to identify ways of improving the development and delivery of training. The key issues include continuous monitoring of client's needs, and actively seeking opportunities to meet and work with industry organisations, other training providers and funding bodies.

There appear to be two drivers for the development of learning programs. One is problems or opportunities identified by people and organisations that could be termed 'scanners' and who tend not to be potential participants, the other is learning needs expressed by individuals or enterprises who want to participate in learning activities.

Scanners are typically industry organisations, government agencies and researchers, but may include providers and participants. Scanners identify learning needs that are not yet being expressed by potential participants, with the occasional exception of leading primary producers. Expressed participant needs drive the development of other programs. Providers become aware of the need for a new or substantially revised program, for example as a result of feedback from an existing program, because of legislative change or from delivering a similar program in other industries or contexts (for example computer training). Brokers (such as industry organisations who work to connect providers and participants) and 'champions' of training help participants identify and articulate their learning needs.

Presenter/s: Mr Kisilu M Kitainge, RMIT University, VIC

Title: PA 003 Is institution based training for the future in the automotive industry? What the trainees have to say

Stream: Meeting Learner Needs

Friday 13:30

*** Debates about what should and what should not be included in a training program have been a thorn in the flesh for educators, policy makers and industry practitioner for a considerable period of time. This paper reports and discusses views of automotive trainees about whether or not they believed their training was directed appropriately towards work

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within the automotive industry of the future. The data were collected from two sets of automotive trainees located in two totally different countries of the world, Kenya and Australia. The questions were similar and the views of the trainees are not significantly different. The questions that were asked are related to the emphasis of training, content of training and coping with technological change in the work place. Responses were also sought about the adequacy of training or whether there was need for retraining at the work place. The data were discussed according to each question and group based on two main themes. A way forward for the different stakeholders will then be recommended.

Presenter/s: Mr Derek Kosbab, VIC

Title: PA 002 Dispositional and Maturational Development through competency-based training interventions: Involving the Learner in the Process

Stream: Involving the Learner in the Process

Thursday 15:45

*** Presents a formative perspective on vocational learning that proposes that vocational competence is dependent upon dispositional development, which in turn results in moves towards maturation. Further, that dispositional and maturational outcomes occur as a result of a lifetime goal-setting intervention employed prior to training. Reports qualitative and quantitative research with unemployed adults engaging in vocational education that resulted in four findings. Firstly, that while Training Packages describe assessable outcomes in competency-referenced terms, trainees describe learning outcomes in non-competency referenced terms. Secondly, that vocational trainees describe their learning in terms of dispositional outcomes, that is, in terms of values, interests and attitudes. Thirdly, that dispositions can be categorised in terms of maturational concepts. Fourthly, in support of incremental theory, that trainees made moves towards maturation as a result of a lifetime goal-setting intervention employed prior to training.

Presenter/s: Mark Landy & Sheila Fitzgerald, TAFE frontiers , VIC

Title: PA 044 The Sustainable VET Organisation: Making the Intangible Tangible

Stream: Current Issues and Research in VET

Friday 13:30

If VET organisations are to thrive in the future they will need to develop a deeper understanding of the drivers of change across systems and the impact these have on organisational development and sustainability. We are currently witnessing a major change in the structure of the global economy – from a predominantly commodity based, industrial economy, to one that is increasingly dependent on intangible assets as the primary source of ‘value’. Intrinsic to the development of this ‘intangible economy’ is the contribution of intellectual capital – a key intangible asset.

Furthermore, there is growing evidence that the degree to which a business is able to perform successfully in this new environment is now largely determined by its organisational flexibility, including the capacity to capture and leverage its intellectual capital. The effects of this transformative process, facilitated and nourished by the unprecedented power and universality of the information and communication technologies (ICTs), have far-reaching consequences for the way in which all businesses operate – including vocational educational and training (VET).

In broad terms, the aims of this report are twofold. First, to look more closely at the developments cited above and comment on their consequences for VET organisations. In so doing, we draw on the extensive literature relating to intangible assets and our research findings from the field. Second, if VET is to respond to these changes – whether that is in the local, national or international context – we propose a model of organisational sustainability that has three core characteristics: innovative, adaptive and networked. This is not to say that VET organisations do not exhibit these characteristics. Rather, our position is that, given the prevailing economic and social conditions, these three features need to be thought of and

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further developed as the defining organisational capabilities of VET. Undertaking such a task is not without its 3 challenges, and we also report on the efforts being made by a number of VET and non-VET organisations in response to these changed circumstances.

At this stage of the project, our model of sustainability should be regarded as a 'work in progress'. Nonetheless, we believe that its essential features, supported by certain intellectual capital management tools and techniques outlined in this report, can assist VET organisations in the complex task of developing their own models of sustainability.

Presenter/s: Christine Leys & Cath Starr, NSW TAFE – Western Institute, NSW,
Jackie Jackson, Pauline Rowston, Therese Jones, Mid Western Area
Health Service, NSW

Title: PA 035 The Breakaway Project – An alternate path

Stream: Meeting Learner Needs

Friday 9:45

Those who are socially disadvantaged as adults often have poor education, higher unemployment rates, do not access health services as often as the general population and rely more heavily on social service infrastructure. Indigenous persons in Australia are overly represented in this group. If adolescents can be retained at school for longer periods, and gain the life skills to enable them to make positive choices, their chances of entering the cycle of disadvantage as an adult will be reduced.

The Cowra Breakaway Project stemmed from a request from the Aboriginal community to address behavioural and educational issues amongst teenage girls. A partnership between Cowra Health Service, the Aboriginal Health Team, Cowra High School, NSW TAFE-Western Institute, NSW Department of Education and Training (DET) district office, and the PCYC of the NSW Police developed from a community meeting. The target group was girls aged 13 to 15 years, predominantly indigenous, from disadvantaged families, who had poor school attendance and were at high risk of leaving.

The aim of the project was to develop and trial a community-based interagency approach in providing an alternative, off-campus, program for young female students with poor school attendance. This was to be achieved by: increasing attendance; by students re-engaging in learning activities; by developing life skills including a positive self-esteem and a positive body image; developing communication and assertiveness skills; and by matching these to the school curriculum.

Evaluation measures undertaken included the Coopersmith Self-Esteem Inventory, school and program attendance rates, reflective journals, student portfolios, group discussion and parental perceptions of the program.

Results have demonstrated improved self-esteem, increased school attendance, and an intention to stay at school. The program demonstrated positive outcomes in terms of both student and parental perceptions.

Presenter/s: Kinga Macpherson & Kerry Windsor, TAFE NSW Western Institute, NSW

Title: PA 014 Workplace Learning through core competencies

Stream: Innovations in Workplace Learning

Thursday 11:15

Workplace learning through the delivery of core competencies in Training Packages explores contextualised models for the development of generic competencies in the workplace and highlights the benefits to individuals, supervisors and the organisation.

This report overviews a range of issues faced by industry when providing training in generic skills or core competencies in Training Packages and reports on one industry's initiative in addressing this need. It demonstrates how the forest products industry utilises critical incidents and capitalises on legislative requirements such as participatory and consultative practices arising from the OH&S Act 2000 as the basis for workplace learning. It shows how these critical needs are integrated into work-based projects, aligned to the core competencies in the

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relevant training package and delivered in a holistic manner. Participation and successful completion of these work related projects thus becomes the vehicle to achieving core competencies in Training Packages.

This report describes the personal and industry outcomes in terms of equity issues especially those relating to workplace language, literacy and numeracy requirements. By being contextual and purpose driven, these projects have helped establish a culture of workplace learning whereby the sponsors of the projects become learners themselves and outcomes are meeting both organisational and legislative requirements.

Presenter/s: Fiona Martin & Catherine Down, RMIT University, VIC
Title: PA 049 Leading edge technology in advanced manufacturing:
Supporting the needs of industry
Stream: Current Issues and Research in VET **Friday 13:30**

This paper aims to discuss the first trial of the Applied Technology Framework and an innovative approach to enterprise consulting within a medium sized company specializing in precision machining. It reports on both what happened and the enhanced understandings, which have flowed from this process. It begins with a brief outline of the Applied Technology Framework (ATF) and its aims and builds on a paper presented at the Post Compulsory Education and Training conference in December 2003 (Martin, 2003). This paper has been written through collaboration with other project team members involved: Catherine M. Down, Projects Director, Educational Development and John Pittman, Strategic Consultant, Office of the Director TAFE.

Presenter/s: Suzy McKenna, Regency TAFE SA, SA
Title: PA 021 Is a nod or a wink as good as a word?
Stream: Meeting Learner Needs **Friday 13:30**

During 2003 fifty-five organizations received funding through Reframing the Future to undertake workbased learning projects focusing on the professional development criteria in ANTA's 'Bridging Pathways' and 'Partners in a Learning Culture' blueprints for implementation. An evaluation of these projects has found rich stories and substantial evidence of how VET professionals across Australia change, adapt and work together to adjust their knowledge, values, attitudes, resources and practices to meet the challenges of learner needs in our complex and diverse training system. This paper will present the evidence and illustrate it with stories from everyday VET experience where diversity, equity and flexibility move from rhetoric to reality.

Presenter/s: Mr Timothy McNevin, Australian Education Union, ACT
Title: PA 052 Flexibility vs. protection in managing teachers work - navigating a way forward
Stream: The Pedagogy of VET **Friday 13:30**

During 2002, CIT undertook a VET Policy Advice Project on measuring teacher time in flexible learning. The project officer, Elizabeth McPherson, undertook a literature review, produced a discussion paper, conducted individual focus group discussions of the issue then produced a report that recognises all teacher roles as valuable and negotiation as the key to working out teacher hours. The report includes a set of principles, guidelines, tips and some best practice examples to assist with such negotiations. The project is described in the document "How are you measuring your teaching time in flexible learning?" The complete project documents are available at <http://flexiblelearning.net.au/policies/year2002/home.htm>.

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Presenter/s: John Mitchell, John Mitchell & Associates, NSW & Susan Young, DFEEST, SA

Title: PA 011 VET Practitioners as Specialist Change Agents

Stream: The Pedagogy of VET

Friday 13:30

Significant structural and cultural changes are needed in VET organisations to support a responsive national training system (Mitchell & Young 2001). VET practitioners functioning as specialist change agents could be one way to bring about such changes (Mitchell 2002). While the organisational development literature (e.g. Cummings & Worley 1997) has established the legitimacy of the specialist change agent who is external to – but works with – organisations like Registered Training Organisations (RTOs), a research project was undertaken by Reframing the Future during 2003 to determine the potential role and efficacy of internal change agents within RTOs.

The paper indicates that it is important that more vocational education and training (VET) practitioners develop expertise as change agents to meet many of the challenges presented by a demand-driven national training system. However, the change agent role is complex and not to be under-estimated, as change agents need the agility to adopt a range of roles which could include being opportunists, diplomats and networkers. Change agents need an advanced range of skills and knowledge – as well as a high level of judgment, courage and sensitivity – to effectively assist the change process. Change agents also need to be reflective and insightful while coping with resistance, apathy, exuberance or turmoil.

Presenter/s: Ms Susan Monti & Mr Graham Stone, Northern Beaches College TAFE, NSW

Title: PA 033 Learner As Practitioner

Stream: Involving the Learner in the Process

Thursday 15:45

Students in the Diploma of Alcohol and Other Drug (AOD) Studies at the Northern Beaches College of TAFE, NSW, have been participating in an innovative learning strategy throughout 2002 and 2003, referred to as 'peer health promotion', which is a peer driven initiative that extends the traditional 'peer education' approach. This paper reports the initiatives that have been undertaken, the experiences gained and the likely outcomes of this study as the project continues into 2004.

Within this course the 240-hour vocational placement located within the drug and alcohol sector, which serves to link the theoretical and classroom environment with that of the AOD industry, has for many students in the past been experienced as a passive observational exercise. This peer education model, developed in late 2001 by the Community Services Section of Northern Beaches College of TAFE, aimed to maximise the learning outcomes from and for the AOD industry vocational placement subject for AOD Diploma students. The model rests on the Ottawa Charter for health promotion and draws out elements of the peer education model.

This paper describes the partnership, forged between an AOD agency (primary partner), the Alcohol Education & Rehabilitation Foundation Ltd (funding body) and the Northern Beaches College that has enabled AOD Diploma students to be involved in setting the vision, planning, delivery and evaluation of the Drug Awareness at TAFE project (DA@T). The aim of the DA@T project is to increase awareness specific to cigarettes, alcohol and cannabis within the body of TAFE students. Participating students received intensive training that included 'wrapping' a number of the AOD Diploma subjects around the peer health promotion initiative. Benefits and positive outcomes of the peer health promotion model include its cost effectiveness, its credibility as a source of information and its empowerment to both students and peers. This paper will examine the role of the learner as the facilitator of change.

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Presenter/s: Mr Gavin Moodie, Griffith University, NSW
Title: PA 018 Making the learner and the teacher the heart of VET policy
Stream: Current Issues and Research in VET Thursday 11:15

*** This paper considers the implications of students' needs and teachers' roles for vocational education and training policy. Governments do not fund vocational education and training just to satisfy students' needs and correspondingly they don't base their vocational education and training policies on students' needs alone. But what if they did? What would a vocational education and training policy look like if it were founded on this conference's theme – student and teacher: the heart of the matter? This considers the implications of students' needs and teachers' roles for vocational education and training policy. It starts by rehearsing theories of learning which posit that learning is most effective if it starts with each student's current knowledge and interests and reflects students' different learning preferences. It then reviews what is known of Australian vocational education and training students' educational backgrounds and interests to consider how learning may be organised and supported to best meet students' needs. Since teachers are central to constructing students' learning the paper considers how teachers may be best supported to meet students' needs.

Presenter/s: Sue O'Keefe, La Trobe University, VIC, Brian Dollery, UNE, NSW, & Lin Crase, La Trobe University, VIC
Title: PA 043 Investigating the employees' decision to participate in VET: Methodological considerations
Stream: Current Issues and Research in VET Thursday 15:45

*** Nurturing and enhancing the skills and abilities of the workforce is often critical to a firm's ability to sustain a competitive advantage, and to the ability of the economy as a whole to remain competitive. The need to continually develop the skills of employees has become even more of an imperative in the context of rapid technological change, globalisation of production and changing forms of work organization. Education and training confer significant economic and non-economic advantages for the individual, the firm and society, and whilst these gains are notoriously difficult to measure, they are almost universally acknowledged.

Whilst it is almost undeniable that an increasingly globalised economy requires a more highly skilled and malleable workforce, in the current context of reduced government intervention and increasing competitive pressures on enterprises, the provision and funding of education and training has itself become increasingly problematic. Accordingly, issues surrounding the precise nature of the relationship between the individual, the employer and the government are crucial to the future of VET in Australia.

This paper critically examines both the economic and psychological approaches to the examination of employees' decision to participate in VET, and presents a discussion of the advantages of a cross-disciplinary technique to enhance our understanding in this field. An experimental design process utilising this framework is also reviewed along with an examination of potential future research applications.

Presenter/s: Ms Phoebe Palmieri, Phoebe Palmieri Pty Ltd, VIC
Title: PA 061 Staffing the agile organisation: the impact of flexible learning on human resources practices in TAFE
Stream: The Pedagogy of VET Thursday 11:15

Flexible learning, in its multitude of forms, has changed the ways in which teaching and learning take place throughout TAFE. The work and working lives of teachers have changed correspondingly, and flow-on effects are experienced by many non-teaching staff as well.

These changes, together with the introduction of Training Packages and other developments in the TAFE environment, have had a far-reaching impact on the ways in which work is planned, organised and managed.

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The varied times, places and ways in which teaching takes place present challenges to the planning and management of work, and carry the potential for perceptions of inequitable distribution of workloads. Occupational health and safety issues arise when travel is involved, when teaching takes place on industry sites, and when work is done at home or at unconventional times. These matters require attention at the organisational level, and also increase the workload of managers, especially team leaders.

Training and professional development are important not only for those who teach, but also for those who provide support to services. The increase in recent years in the proportion of contract and sessional staff brings increased flexibility. At the same time, a more deliberate effort is needed to include these staff in the culture of the organisation, to incorporate and retain their intellectual capital, and to guard against deprofessionalisation of the workforce.

This paper draws on recent research by the author, and similar conclusions resulting from a parallel research project, which described how a number of TAFE Institutes are grappling with the complexities of human resource management in the flexible learning environment, and at the same time demonstrated the commitment of staff to their students and the opportunities for enrichment and job satisfaction presented by the varied aspects of flexible learning.

Presenter/s: Richard Pickersgill & Dr Peter Rushbrook, Charles Sturt University, NSW
Title: PA 032 The Poverty of 'Theory': Historical methodologies and a humanist approach to research
Stream: Current Issues and Research in VET **Thursday 15:45**

The paper argues two related points. The first is that research aims to produce knowledge based on evidence. The second is that the methods used by historians have much to offer contemporary VET researchers in the evaluation of evidence, the application of analytical reasoning and the presentation of results.

The claim that research can in fact produce knowledge is disputed by some sociologists of science, and by postmodernist theorists. Examples range across the humanities to the social and physical sciences. Education and VET research are not immune. In the United States and elsewhere some self-titled 'progressive' educators Social construction of knowledge theories depend largely on the philosophies of science developed by Popper, Kuhn, Lakatos and Feyerabend. These accept David Hume's sceptical argument about inductive knowledge.

From this it is argued that inductive research and reasoning are fatally flawed and/or that knowledge is sociologically rather than empirically determined. Postmodernism is less coherent but more pervasive. It explicitly seeks to undermine enlightenment rationality, empirically derived knowledge, and western humanism. In part 1 of the paper we defend the assumptions of social science research. We argue that both inductive scepticism and post-modernist 'discourse' lead to forms of irrationalism and relativism.

In part 2 we outline the methods used by historians to evaluate evidence and interpret social change. Against post-modernism and the sociologists of knowledge we argue that historical and other social science methods can produce valid knowledge. We defend the validity of inductive reasoning in knowledge production. We illustrate our discussion using two examples from current work.

Presenter/s: Ms Karen Plane, University of South Australia, SA
Title: PA 024 Wine and Cheese or Chalk and Cheese? Discovering the 'Attitudinal Ecology' between VET and small business for capacity Building in regional South Australia
Stream: Current Issues and Research in VET **Friday 13:30**

Bagshaw (2000) writes that emotional intelligence is embedded in life and work, an asset with strong commercial advantage for the organisation's stock of emotional capital. 'Emotional

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capital” is not well defined in the Vocational Education and Training (VET) discourse despite debate about capabilities based platforms to meet the social, environmental, economic and cultural needs of changing regional Australia. This qualitative research is exploring a social partnerships construct of learning ecologies in VET for connecting learning regions and the enablers and barriers to learning partnerships with small business. Small business, it has been argued, is opting out of responsibility for formal training and the last bastion of market failure for VET. This paper discusses what constructs this ‘attitudinal ecology’ between VET and small businesses. It questions how similar visions and common values about lifelong learning can be promulgated between small business and community stakeholders in a market economy of VET. It finds there are more similarities than differences though in the effect of regional economic policy on practitioners and small business, and suggests enculturating resilience and healthy resources of emotional capital in learning partnerships is not only a concern for small business, but warrants further investigation within VET too.

Presenter/s: Ms Ann Rice, Nepean TAFE, NSW

Title: PA 007 TAFE Managers: Juggling Educational Leadership and Accountability

Title: The Pedagogy of VET

Friday 13:30

*** This paper discusses the tensions felt by Technical and Further Education (TAFE) managers in trying to adapt to the ‘new vocationalism’. The major tension generated centers on the question of educational leadership versus accountability. A number of managers would argue that the two are in competition with the stress on accountability weakening the pedagogical output of TAFE. To many, the tensions created in the juggling of these roles while trying to maintain a healthy balance between the two, with limited support and resources, is not an attractive work option. Accordingly they are making the decision not to move into management positions within TAFE. The question must then be posed (particularly in the current climate of casualisation and the impending retirement of the ‘baby boomers’), “Who will step up to leadership in TAFE?”

Presenter/s: Mr Ian Robertson, RMIT University, VIC

Title: PA 056 Metaphor, online technology and recontextualisation in teaching

Stream: The Pedagogy of VET

Friday 11:20

*** Online technology represents a new space in which education occurs. Using teacher’s self-declared metaphors to identify the teaching principles to which four vocational education and training teachers aspire, this paper describes how each teacher has integrated online technology into their classroom practice. Analysis occurs at two levels. Firstly, an examination of these case examples elicits strategies that teacher’s use to align their use of online technology with the teaching principles to which they aspire. Secondly, Basil Bernstein’s construct of recontextualisation is used to explore the impact of policy and pedagogy in determining the pedagogic discourse characterising the teacher’s practice.

Presenter/s: Ms Bronwyn Robinson, RMIT University, VIC

Title: PA 026 Part-time/sessional staff: Making the most of an undervalued resource

Stream: The Pedagogy of VET

Friday 11:20

RMIT University’s TAFE training and assessment is currently being conducted by a substantial number of part-time/sessional staff. People Services data, collated in August 2003, indicate that of 567 staff that were employed in the TAFE sector, 27% were part time staff while a further 692 employees worked as sessional staff during 2003. While there are a variety of practical reasons for the employment of part-time and sessional staff in any Registered Training Organization, these staff employment figures raise questions as to how the University is able to ensure continuity in teaching practice (including assessment), audit

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compliance, quality of training delivered as well as addressing the broader organisational issues around up skilling its teaching practitioners to ensure a professional and sustainable teacher workforce. The employment of part-time/sessional staff also highlights potential difficulties in a range of day-to-day work issues, such as planning, timetabling and the daily administration work that is handled by teaching staff, the dissemination of information and participation in RMIT University staff development programs. At a broader organisational level it raises issues of 'belonging' to the University, a key factor in team building and developing strong staff morale. Two thirds of the program team currently delivering and assessing the Certificate III Dental Assisting is employed on a part-time/sessional basis. This paper will research the difficulties experienced by this group of employees and the implications for the delivery of existing programs and the development of new programs in the Dental Assisting area.

Presenter/s: Peter Rushbrook, Charles Sturt University Edward Wanigasekera,
University of Goroka
Title: PA 005 Towards Papua New Guinea's first vocational education degree:
reconciling modernism and cultural sustainability
Stream: The Pedagogy of VET **Friday 9:45**

*** The paper outlines outcomes and issues generated from a partnership between Charles Sturt University (CSU) and the University of Goroka (UOG) to develop Papua New Guinea's first vocational education degree. The partnership, funded through AusAID's Primary and Secondary Teacher Education Project (PASTEP), examined the transfer capacity of CSU's Vocational Education and Training (VET) courses to Papua New Guinea's Technical Vocational Education and Training (TVET) environment. An extended site-visit and consultancy period revealed both compatibilities and challenges. While Papua New Guinean TVET programs are being progressively re-modelled on the Australian VET system, increasing the capacity of Australian materials to meet local TVET trainee-teacher needs, there remain 'gaps' generated by the tensions within and between the needs of an emergent 'modernist' economy and the desirability and reality of cultural sustainability. A suggested solution to these potentially conflicting demands has been the adaptation of CSU's materials to include additional content-based contextual and traditional craft-training and associated business and entrepreneurial subjects. It is anticipated that TVET teacher graduates will then be better prepared to work with students through developing both 'modernist' trade skills while preserving and developing traditional craft skills. Given that eighty per cent of PNG's population live and work in the 'informal' or traditional economy, the proposed CSU-UOG cross cultural model should meet urgent national needs related to economic survival, as well as providing options for entering the capitalist cash economy.

Presenter/s: Mr Deen Sanders, National Finance ITAB, NSW
Title: PA 004 The Strategic Training Package. Finally addressing the link
between University and VET Education in the professional space
Stream: Innovations in Workplace Learning **Thursday 11:15**

The Financial Services Training Package is undergoing an enormous strategic shift, revolutionising the way Training Packages deal with a highly mobile, professional and knowledge based industry that is entwined in a complex relationship between University and VET.

As a consequence we have had to push the boundaries of competency standards and the VET endorsement system to develop a Training Package that adequately describes the modern professional knowledge based workplace.

A key part of this has been the development of innovative relationships between Industry, University and VET and identifying new roles for VET standards as a communicator across the widest educational spectrum. At the time of this conference, the new strategic Financial Services Training Package will be nearing endorsement and several research projects will

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have been run on new ways of working between University and VET. We anticipate that these projects will result in groundbreaking strategies to address the complex and entwined nature of education in the professional space.

Presenter/s: Associate Professor Andrew Smith, Charles Sturt University, NSW
Title: PA 010 From VET to HRD
Stream: Current Issues and Research in VET **Friday 9:45**

*** It has long been recognised that vocational education and training accounts for only a part of the total effort that takes place in the training and development of employees for their work in organisations. Dumbrell (2002) has shown that in financial terms, employers probably spend more on the non-accredited, enterprise specific training of their employees than the government spends on the VET system on an annual basis. Whilst annual government expenditure on VET amounts to some \$3.6 billion, estimates of employer expenditure on training exceed \$4 billion. This figure only accounts for the formal training that enterprises undertake. Estimates of the total value of all employer training have ranged as high as \$16 billion per annum (Richardson and Cully, 2003). Whilst figures of the order of \$15 billion appear to overstate the volume of training activities undertaken outside the formal VET system, much research in Australia and overseas has shown that the bulk of training carried out by employers is non-accredited, often unrecorded and does not fall under the rubric of vocational education and training (Smith et al, 2003).

Presenter/s: Dr Erica Smith, Charles Sturt University, NSW
Title: PA 009 Political construction of skill: The effects of policy changes in entry-level training in Australia on participation rates and on the perception of 'skill'
Stream: Current Issues and Research in VET **Friday 11:20**

*** One of the major aims of 'training reform' in Australian VET has been to increase participation rates in entry-level training through interventions in apprenticeship and traineeship policy. Policy changes, particularly those related to funding, at both national and State level, as well as other factors, have been instrumental in a large growth in numbers, particularly in traineeships, so that total participation is now over 400,000 (NCVER, 2003a). This makes Australia the 'most apprenticed' nation in the world per head of population (Walters, 2003). While some view this as desirable, others consider this large number to be an indication of lack of quality and lack of effective controls. This paper, reporting inter alia on discussions with those responsible for policy and implementation at national and State level and on analysis of apprenticeship and traineeship data, discusses the effects of the changes in funding regimes upon apprenticeship and traineeship participation, and draws some inferences both about quality and about the possible implications of the changes for perceptions of skill in the economy.

Presenter/s: Peter J Smith & Jennifer Dalton, Deakin University
Title: PA 006 Developing student agency through VET in schools: the role of structured work placements
Stream: Involving the Learner in the Process **Thursday 11:15**

*** Using a sample of 446 secondary students who had participated in a vocational education and training in school (VETiS) program, this study compares the experiences and perceptions of students who had undertaken a work placement with those who had not. The study shows that students who had participated in work placement enjoyed the VETiS experience more than those who had not, and that the work placement had assisted them in their decision whether to stay at school or not. A factor analysis of results showed a factor associated with self-confidence about employability, and a factor associated with assistance in achieving specific post-school employment. Students who had completed a work placement were significantly higher on both these factors than students who had not.

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These results are consistent with other research in the field, and it is argued that the work placement experience plays a considerable part in developing student agency in the decisions and the journey that they make in their transition from school to work.

Presenter/s: Dr Michele Simons & Dr Tom Stehlik, University of South Australia, SA
Title: PA 012 Getting connected: Professional development in online learning and flexible delivery in the VET sector
Stream: The Pedagogy of VET **Friday 13:30**

*** A recent contract research project commissioned by the Flexible Learning Research Program, an initiative within the Australian Flexible Learning Framework for the National Vocational Education and Training System, found that while flexible and online teaching methodologies were prevalent in the vocational education and training (VET) sector, only about 10 percent of courses in the sector are being delivered entirely online.

It appears that learners still need a certain amount of human contact and social interaction not only with teaching staff but with other students, and that the virtual online community does not always satisfy this requirement. In addition, while online learning lends itself well to some VET subjects (such as IT and business) there are other areas – for example construction and hospitality – where there is no substitute for practical, hands-on lessons.

The study also scrutinised the professional development opportunities available to help get VET teaching staff up to speed in the online learning environment. While formal professional development opportunities were noted to be lacking for casual and contract staff in particular, many educators were effectively making use of the internet and other informal networks, for example asking for help from more IT-proficient colleagues and peers. The paper presents the key findings of the project and also discusses the relative merits of using online survey instruments to gather data for such research projects.

Keywords: flexible delivery, online learning, professional development, casualisation.

Presenter/s: Tanya Tankard, Clare O’Kelly & Sharon Rice, Swinburne University – TAFE Division, VIC
Title: PA 016 Learning Pathways - A Diverse, Equitable and Flexible Indigenous Curriculum
Stream: Meeting Learner Needs **Thursday 11:15**

During 2002 Victoria’s Adult Community & Further Education (ACFE) funded the re-accreditation of the Coorong Tongala Certificate I program, along with the development of Levels II and III. Coorong Tongala Certificate I had consisted of seven modules that provided a culturally appropriate introduction to adult education and training for Indigenous people.

The new curriculum called Certificates I, II and III in Learning Pathways for Australian Aboriginal and Torres Strait Islander Peoples consists of five core modules. The core modules cover cultural studies, literacy, numeracy, and personal development. The new module ‘Where Are You Going?’ includes Managed Individual Pathway Plans (MIPPs) that cover education, training, employment and whole of life support planning.

Presenter/s: Lisa Thompson-Gordon & Christine Robertson, RMIT University, VIC
Title: PA 015 Enriching the learning experience in workplace settings through partnership
Stream: Innovations In Workplace Learning **Thursday 11:15**

How do you enrich the learning experience in workplace settings? This question is of particular interest to a group of Vocational Education and Training (VET) practitioners in the Community Services sector, as they take a collaborative journey with industry in the design of learning and assessment for the Advanced Diploma of Disability Work. The Program Advisory Group comprising service providers, industry-based students and VET teachers recognise

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their dual roles of practitioner/teacher and learner in the process, helping each other to identify the kinds of skills the industry requires at this level and how best to develop (or recognise) these skills within a group of highly experienced employees in the Disability Services field.

This paper will report on the experience of the various stakeholder groups, including the testing of assumptions around the learning process and the specific needs of industry-based students. The paper will also explore the outcomes of partnership, in terms of enriching our understanding of a learning community, that transcends traditional models of program development and delivery, namely those that centre around teacher or educator as 'expert'.

Presenter/s: Mr Anthony Tyrrel, Centrelink Virtual College, ACT
Title: PA 051 New users of VET expect a new terminology - DISCUSSION
Stream: Innovations In Workplace Learning Thursday 15:45

Terminology is all-important in the learning environment. Lecturer, teacher, course and curriculum are words that fit a learning model that centres on information transfer; they are words at odds with many contemporary uses of VET.

Centrelink Virtual College is an in-house enterprise RTO working hard to redefine VET practice in order for its application to be relevant to our core business, our learning professions and our learners. This redefinition of practice demands a new terminology.

This discussion will focus on in house enterprise uses of VET and its links to performance management, the new developing terminology, and the challenge to maintain high quality learning in different environments.

Presenter/s: Dr Louise Watson, University of Canberra, ACT
Title: PA 034 Student Fees and charges in VET: the case for reform
Stream: Current Issues and Research in VET Friday 11:20

*** Each State and Territory implements its own system of student fees and charges governing publicly funded VET courses. This paper compares the student charging policies in each jurisdiction and finds that the lack of transparency in student fees and charges masks issues that are likely to have an impact on student participation and industry demand for VET. These issues include: the poor level of information on course costs available to prospective students; the high real cost of some courses; and lack of consistency in charges for the same nominal course in different jurisdictions. The author argues for greater transparency in fees and charges policies across Australia but points out that improved transparency would expose the problems in the current system. The author argues that the best way to resolve these problems would be for State and Territory governments to move towards a consistent national system of student fees and charges in the VET sector.

Presenter/s: Ms Lesley Wemyss, Lesley Wemyss Training Consultancy, QLD
Title: PA 066 The new millennium the 'same worker'? New pedagogies for workers in Industry coping with completing competency-based learning
Stream: The Pedagogy of VET Friday 11:20

The system of National vocational education in Australia continues to disadvantage some workers. Vocational education as it has been designed has a one-size-fits-all system, which in fact does not distinguish between the many milieu, educational achievements, and cultural differences between employees in industry. There are few models for an effective pedagogy, taking into account all of the above as well as the fact that training must be delivered twelve hours a day, for several days in a row.

This paper examines the delivery of innovative pedagogy necessary for workers in a far north Queensland mine who need to access vocational training successfully to ensure that their careers progress within the Industry. It is reported that in occupations with a higher level of

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cognitive skills (such as supervisors) around three in five stayed in their jobs, because of accessing of post school education (Cully, 2003). I will identify the key issues that need to be addressed for this delivery so as to ensure positive outcomes, for these workers. These include:

- Release of people from work roster
- Briefing of management re commitment to outcomes
- Participants preparation for the learning process
- Facilitation expertise
- Development of innovative delivery strategies
- Resource implications
- Mentoring strategies to maximise the learning
- A variety of assessment methods
- Monitoring and review of the outcomes

This innovative pedagogy meets all these issues, and has significantly increased successful outcomes for this diverse group of vocational education participants. As well, satisfying important elements of the participant's organization, which compliment the organizations business structure, respond to change within the business and create a learning environment (Dawe, 2003).

Presenter/s: Ms Leesa Wheelahan, Southern Cross University, NSW
Title: PA 022 What are the alternatives to training packages?
Stream: Current Issues and Research in VET **Thursday 11:15**

The VET sector is polarised between those who support training packages and those who oppose them. However, in criticising training packages opponents have not generally suggested alternative models of qualifications and curriculum. This limits debate because unless alternatives are considered we are constrained by the existing training package framework and can at best suggest modifications that ameliorate its worst excesses. This paper attempts to contribute to a discussion within the VET community about alternatives to training packages. It considers the role of qualifications more broadly, and the type of qualifications we need to deal with rapid technological, economic, social and cultural change. The conclusion reached is that we must place less emphasis on the detailed specification of learning or competency outcomes, and more on developing communities of trust to underpin qualifications.

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I trust you have enjoyed this year's conference and will join us for our next event in 2005 in Brisbane

Berwyn Clayton
Conference Convenor 2004