

the

**CHANGING FACE**

O F V E T

# Program

**6<sup>th</sup> Annual Conference of the  
Australian VET Research Association**

**AVETRA**

**April 9 – 11, 2003  
Australian Technology Park Conference Centre  
New South Wales**

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## Thanks to our sponsors

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### GOLD SPONSOR:

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## Program Highlights

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### Wednesday April 9

- 12.00pm – 1.00pm Registration - for Workshops and/or Conference
- 1.00pm – 5.00pm Selection of Professional Development WORKSHOPS – choose a 4-hour or two 2-hour workshops, to enhance your professional skills. Boxed lunches included for workshop participants
- 4.00pm – 6.30pm Registration for Conference – beat the rush on Thursday!
- 5.30pm – 7.30pm Welcoming Cocktails at the Australian Technology Park with music provided by Bradfield TAFE students; welcome by Robin Shreeve, Deputy Director-General (TAFE), NSW Dept of Education and Training

### Thursday April 10

- 8.00am – 9.00am Registration
- 9.00am - 9.20am Conference Opening - The Hon Brendan Nelson, Commonwealth Minister for Education, Science & Training
- 9.20am – 10.05am Keynote: Shaping our Future - Research and the National Strategy for VET. Ms Liz Furler, General Manager Research Projects, ANTA
- 10.45am – 12.10pm PANEL SESSION - The Changing Face of VET Business: 7 speakers, covering all issues – with questions from the audience
- 12.10pm – 12.40pm POSTERS introductions – fast and furious – overviews of the posters on display and available for in depth discussions
- 1:30pm – 5.10pm STREAMED Sessions – 5 minutes between each 30-minute presentation, to allow you to move from room to room
- 5.10pm – 5.40pm Launch of the new AVETRA Journal: International Journal of Training Research – by Professor Bob Meyenn (CSU)
- 7.00pm – 11.30pm Conference Dinner at WatersEdge (beneath Sydney Harbour Bridge) – award presentations, entertainment, and great networking

### Friday April 11

- 9.00am – 9.45am Keynote: The Changing Face of VET Policy - An International and Australian National Perspective. Colin Walters, First Assistant Secretary, Department of Education, Science and Training
- 9.45am – 10.35am PANEL: two state perspectives, QLD and NSW. Jim Varghese, Director-General, Department of Employment and Training and Leslie Loble, Deputy Director General, NSW Department of Education and Training
- 10.40am – 11.00am Prize Winners: AUSTAFE and TDA Awards – their presentations
- 11.25am – 4.10pm STREAMED Sessions – 5 minutes between each 30-minute presentation, to allow you to move from room to room. Includes AVTEC meeting in Room 7A/B
- 12.30pm – 1.40pm AVETRA AGM – reports, elections, ‘the future’
- 4.10pm – 4.30pm Summary, prizes, thanks and close of conference

## About the venue

### The Australian Technology Park Conference Centre

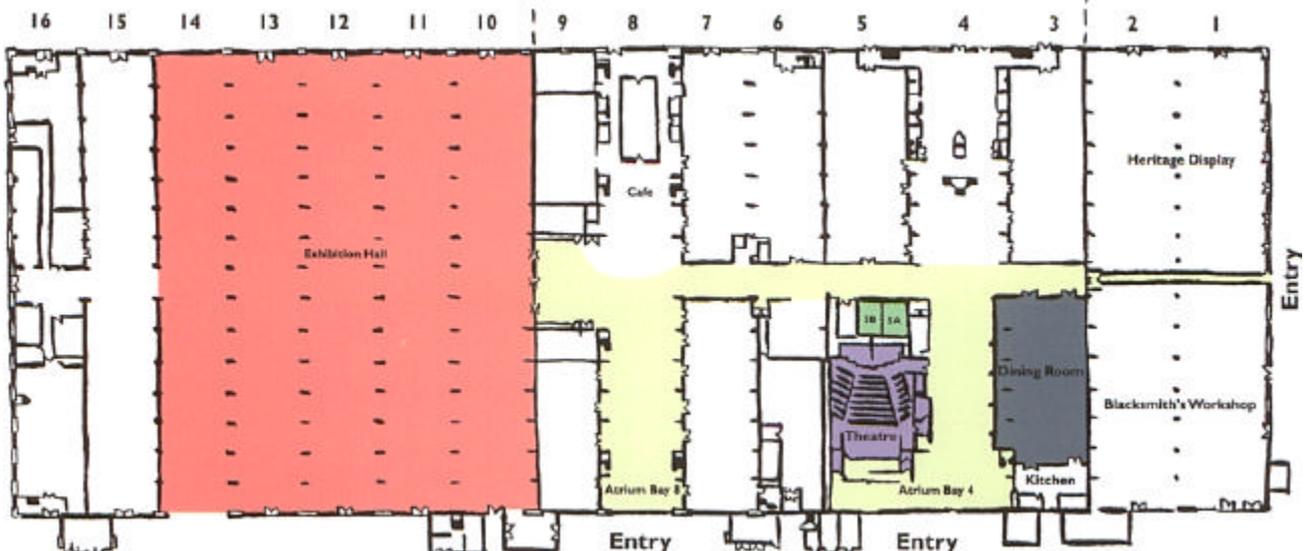
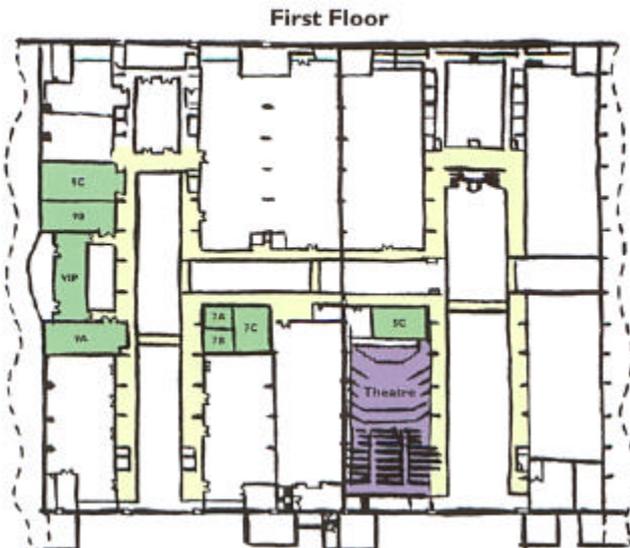
The Australian Technology Park Conference Centre (ATP) is an inspirational and unique venue for events and conferences. Located at the site of the century old Eveleigh Locomotive Workshops near Sydney's central business district, the ATP is now a focal point for technology and science in NSW with a resident population of over 1500 people and over 80 organisations. ATP Conference Centre is a world-class venue with unique 'industrial style' halls and purpose built conference facilities to showcase new technologies and host corporate and association based conferences, meetings, special events and exhibitions.

The ATP site is under the care and control of Australian Technology Park Precinct Management Limited, an operating company of the Sydney Harbour Foreshore Authority.

The venue is the best of the old and the new, Australia's industrial past and the stimulus and inspiration generated by the proximity to leading technology companies and research organisations.

#### Australian Technology Park Conference Centre. Flexible use. Convenient location.

Maximum Capacities				
Facility	Theatre	Classroom	Cocktail	Dining
Exhibition Hall			3000	2500
Dining Room	600	200	600	520
Theatre	520			
<b>Meeting Rooms</b>				
5A	30	20	30	10
5B	40	20	40	20
5C	80	50	80	40
7A	30	15	30	10
7B	30	15	30	10
7C	60	25	60	40
7AB	60	25	60	40
7ABC	160	50	160	80
9A	80	40	80	40
9B	80	40	80	40
9C	80	40	80	40
9BC	180	60	180	80
VIP Room	100	50	100	50



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## Housekeeping Notes

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**Conference secretariat:** will be housed in Room 5A – just around the corner from the Bay 4 Atrium – and manned at all times, to assist you.

### Your badges:

*The badges / lanyards have been colour coded as follows:*

<b>Organising Committee:</b>	<b>GOLD lanyards.</b>
<b>Speakers:</b>	<b>RED lanyards.</b>
<b>Delegates:</b>	<b>BLACK lanyards</b>

*Plus an indicator denoting your OPTIONAL EXTRAS:*

<b>BLUE dot:</b>	<b>Workshop attendee</b>
<b>RED dot:</b>	<b>Dinner attendee</b>

We will have to monitor that people attending these extras are legitimate, so please wear your badges at all times.

**Finding your way around:** the ATP is a very logical establishment: if you look on the carpet in the corridor which runs the length of the building, you will see numbers – they indicate which BAY you are in and which ROOMS you might sensibly expect to find in the vicinity. So if the carpet shows “5”, rooms 5A, 5B and 5C will be close by!

The Theatre and Atrium (where the exhibition and all catering will take place) are in Bay 4. Layout maps are also included in this program.

**Conference Dinner:** this year the Conference Dinner and Awards Night will be held at **WatersEdge Restaurant**, 11 Hickson Road, The Rocks (right under the Bridge) – with a fabulous view, great food, and plenty of entertainment. If you have booked to attend, your badge should sport a RED dot. All FULL EVENT PACKAGE delegates, plus people who have paid for extra dinner tickets, should be so marked. The evening will include presentation of the TDA/AVETRA Award, and the AUSTAFE/AVETRA Award – whose winners will then present their papers on Friday morning.

**If you have not already registered for the dinner, you may do so on Thursday up until midday, at the Secretariat Office, Room 5A – payment by cash, cheque or credit card accepted on the spot.**

**Coaches** for Conference Dinner: It has been decided that it is difficult to provide coaches TO the dinner, as people will be coming from many different locations at different times. But we WILL be providing a shuttle coach, returning to the three Conference Hotels, starting at 10:15 pm from WatersEdge and shuttling at about 30 minute intervals. The last coach will depart WatersEdge at about 11.30 pm.

**No Smoking:** needless to say, the entire ATP precinct is NON SMOKING – you may smoke outside.

**Mobile Phones:** anyone whose mobile phone goes off in a session will be promptly excommunicated! ☹

**Satchel:** this year the delegate bags are dual purpose, to ensure that you get value after the Conference – wine coolers. They should contain, when you pick them up:

- ?? The Conference program
- ?? Inserts from various sponsors / exhibitors / supporters
- ?? Pen (thanks to ACCESS Division, TAFE NSW)
- ?? A Conference Evaluation Form

**Please put your business card in the holder provided on the bag, so yours does not get lost!**

**Evaluation form:** we would very much appreciate your comments about the Conference, to enable us to do better next year – its structure, content, keynotes, the social functions, the venue, the overall organization – please complete the form provided, and either place it in the boxes provided outside the Theatre, or fax it back to the Conference Secretariat ASAP after the Conference.

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## Workshops

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Wednesday, 9 April 2003

### Workshop 1 – 4 hour workshop

Meeting Room 9A 01:00 PM - 05:00 PM

1:00pm **WS 1 - Implementing Training Packages: A guide to unpacking and repacking**

This workshop will offer some practical strategies for the curriculum development necessary for the development of customised training programs within a Training Package framework. The workshop is based on work carried out for ANTA to develop a useful guide for the processes of unpacking and repacking Training Packages and to help VET practitioners to confidently, flexibly and innovatively use Training Packages to meet their students' and client needs. The approach used will be a hands-on approach with participants encouraged to work on programs they need to develop during the workshop. There will also be group discussion on the issues and impediments encountered by VET practitioners and how these might be overcome.

**Ms Bronwyn Robinson, Manager, Special Projects, Program Renewal Group, RMIT.** *Bronwyn Robinson brings to her current position in Educational Development, at RMIT University, a broad experience base both in private industry and education. Her passion for education started while working in the primary education sector and helped crystallize her current beliefs that good education, at any level, should be about holistic, authentic and stimulating programs that place the student at the center of the process. Her current role in the Curriculum Development Unit sees Bronwyn working closely with program teams in the VET sector to design, develop and deliver Training Package qualifications while encouraging teachers to reflect on their current practice.*

**Ms Catherine Down, Projects Director (Educational Development), TAFE Centre of Excellence Planning Group, RMIT.** *Cathy has worked as a curriculum consultant within the VET sector since 1986 and is now Projects Director (Educational Development) within the Chancellery Planning Group at RMIT University. Her experience includes secondments to the Ford Motor Company (4 years), Automotive Industry Training Board, Victoria (1 year), Australian Competency Research Centre (2 years) and the Office of Training and Further Education (9 months).*

*This has enabled Cathy to develop considerable skill in research and problem solving within the VET sector. She has developed strong networks with other within the VET community and has a good understanding of and a strong commitment to the needs and directions of vocational education and training*

### Workshop 2 – 2 x 2 hour (repeat) workshop

Meeting Room 7AB 01:00 PM - 05:00 PM

1:00pm **WS 2a - TAA TP - Issues for Implementation**

The TAA Training Package, which replaces the current training package for assessment and workplace training, is in the final stages of development following a comprehensive and wide ranging review process. The new training package has been substantially restructured with all new units and qualifications. The 1st draft of the training package has received strong support and the 2nd draft is out for consultation from mid-March to mid-April. This workshop will enable participants to contribute to the review directly. It is intended to focus on three areas: 1. Content - provide feedback on the draft content. 2. Transition - what are the issues and how do we address them. 3. Links to Higher Education - What are the possibilities for articulation and how do we develop them?

3:00pm **WS 2b - TAA TP - Issues for Implementation (as above)**

**Ms Jane Carnegie, National Manager, Business Services Training Australia.** *Jane is from the Business Services ITAB and is the manager of the Review of the Training Package for Assessment and Workplace Training.*

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## Workshop 3 – 2 separate 2 hour workshops

Meeting Room 7C 01:00 PM - 05:00 PM

1:00pm **WS 3a - Methodology Workshop**

This interactive workshop is intended to provide practical advice and assistance on research methodologies. Participants are asked to bring with them examples of methodological issues they have or are facing in their research. A panel of experienced researchers will be available to provide ideas and suggestions as well as providing opportunities for discussion of the methodological issues with other participants. The workshop will deal with a range of methodological conventions, ideas and approaches.

**Dr Clive Chappell, Associate Professor and Co-Director, OVAL Research, UTS.** *Clive Chappell is Associate Professor in the Faculty of Education at UTS and co-director of OVAL Research a Key University Research Centre involved in researching contemporary issues in Organisational, Vocational and Adult Learning. Currently he is involved in 2 major research projects for ANTA and the ARC. These projects are researching various aspects of pedagogy, identity construction and new vocationalism.*

**Mr Geof Hawke, Senior Research Fellow, OVAL Research, UTS.** *Geof's professional experience has involved a range of areas within vocational education for over 30 years. He has worked in roles as diverse as TAFE vocational counsellor, researcher, manager and policy adviser. He was a member of the VEETAC CBT Implementation Taskforce and the Mayer Committee Secretariat. Later he was the founding Chief Executive of the National Community Services and Health Industry Training Advisory Board.*

*Since 1995, Geof has worked within the RCVET (now OVALRESEARCH), a nationally-recognised Key Research Centre supported by the Australian National Training Authority. In that role he has managed over thirty large and small-scale projects, has been Acting Director on a number of occasions and has spoken and written widely on research and policy matters.*

### **Recent research**

*Mr Hawke's recent research focus has been on a range of policy and systems-related issues. These have included the funding of vocational education and training and the impact of changing work and employment structures on education policy broadly, though with a particular emphasis on policy in vocational education. Specific examples of this work include:*

- ?? a major project for NSW BVET (in collaboration with ACIRRT, University of Sydney) developing a framework for NSW VET policy that reflects the changing occupational and employment structures in Australia*
- ?? an NREC project (with Robyn Johnston, RCVET and CREEW, University of SA) examining how learning cultures emerge from factors both internal and external to enterprises.*
- ?? a project for TAFE NSW exploring issues associated with the expansion of workplace delivery of VET qualifications.*

3:00pm **WS 3b - Constructing the good worker: an historical review**

Sitting below all conceptions of vocational education and training practice are unstated notions of what constitutes a good worker. In the first instance, this interactive workshop draws on overlapping doctoral research by the four facilitators to identify and analyse some of the historical currents around construction of the good worker as they intersect with the field of vocational education and training. The workshop is structured around four main themes. The first focuses upon methodological approaches and contemporary issues and debates associated with undertaking historical research. The second theme is the histories of TAFE and VET. In part, the Australian constitution ensures that the official histories of this sector will be state based and therefore vary significantly across each. This raises questions about similarities and differences as well as about national initiatives in the past and how these have been instigated and managed. The third theme is around the history of curriculum (and teaching) in this sector. Initial analysis suggests a tension between the historical currents of efficiency, control and equity.

These lead to more questions. Amongst these are, what are the various settlements that have occurred and when? Who were the powerbrokers involved, what were their agendas, and how and why were contradictory intentions mediated? Interestingly, these same questions are very

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prominent within the historical lineage of competency based training (CBT). The fourth theme looks at more radical histories of working knowledge that has traditionally appeared alongside vocational education and training. What did some of these look like? Where did they come from, why and by whom? Importantly, how and why have these alternate constructions been excluded from VET? Conversely, how have the more organised radical elements been able to resist the dominant approaches to vocational education and training? Clearly there is much to explore through a collaborative consideration of constructions of a good worker.

**Mr Bob Boughton, Senior Lecturer, School of Professional Development and Leadership, University of New England.** *Bob Boughton is a senior lecturer in adult and workplace education at UNE in Armidale NSW. His principal research interests are in Indigenous adult and vocational education policy and practice, and radical and popular traditions in adult education. Prior to arriving at UNE in 2002, Bob spent most of the last twenty years working as a development worker, adult educator and social researcher in Central Australia. His recent publications are available via the web, at: <http://fehps.une.edu.au/PDAl/People/boughton.html> His current major concern is finding ways for university students, teachers and researchers to collaborate with the global peace movement's efforts to end the illegal war in Iraq.*

**Mr Mike Brown, Senior Lecturer, Dept Industry, Professional and Adult Education, RMIT.** *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.*

**Dr Peter Rushbrook, Senior Lecturer, School of Education, Charles Sturt University.** *Dr Peter Rushbrook is a Senior Lecturer and Coordinator of Vocational Education and Training (VET) in the School of Education at Charles Sturt University (CSU), Wagga Wagga Campus. Peter is a highly experienced adult educator, industry trainer, researcher and consultant. Before commencing at CSU he worked for twenty-five years in Victoria's Technical and Further Education (TAFE) sector where he specialised in adult 'second chance' education.*

## Workshop 4 – 2 separate 2 hour workshops

Meeting Room 5C 01:00 PM - 05:00 PM

1:00pm **WS 4a - Managers' and Practitioners' Work - how is it changing?**

This workshop has two key words: interactivity and information. Together we will take a look at the nature of the VET workforce, the pressures that confront it today and what Australian research has found out about the changing nature of the work managers and practitioners are doing in VET providers. We will then consider the implications and impacts.

**Mr Hugh Guthrie, Director, NCVER.** *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.*

3:00pm **WS 4b - Communities of Practice - What Works**

Communities of Practice are groups of people who share a concern, set of problems or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis (Wenger, McDermott & Snyder 2002). The workshop will explore the roles of people working in a Community of Practice and the way these roles are developed throughout the life of the group and beyond. The workshop will be of interest to anyone currently establishing a community of practice or considering building one in the future. Participants will explore what a Community of Practice really involves.

**Ms Susan Young, National Project Director, Regency Institute of TAFE.** *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.*



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## Sponsorship and Exhibition

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### Exhibitors – overviews

#### ***Australian Training Products Limited – Booth 1***

ATP's core business is the publishing and distribution of endorsed Training Packages and Training Package Support Materials. We act as the national clearing house for publicly funded materials developed through the Australian National Training Authority (ANTA), the copyright owners, for DETYA (Department of Education, Training and Youth Affairs), other public bodies and organisations who have entered into licenses with ATP for the distribution of their intellectual property.

#### ***MXL Consolidated Pty Ltd – Booth 2***

MXL is a public company listed on the Australian Stock Exchange with their core business being software development for the education sector. MXL has developed an ASP solution called eMinerva which utilises the Microsoft .NET platform and state of the art infrastructure provided by a technology partner (rated at the British Standard BS7799). eMinerva software is a comprehensive student management system that complies with the AQTF framework and meets the AVETMISS and CRICOS requirements. It contains the following features which allow educational institutions the capability of streamlining the following processes:

- ?? Student enrolment and administration
- ?? Academic Administration
- ?? Financial Management (integrates to Microsoft ERP products)
- ?? Marketing and Agent Management Tools
- ?? Accommodation Management
- ?? Transport Management
- ?? Study Tour Administration
- ?? Integrated Reporting
- ?? Multi-lingual and multi-currency capabilities
- ?? Teacher Sync capabilities.

#### ***TAFE NSW Managers Association Incorporated – Booth 3***

TAFE NSW Managers Association Inc is a professional association with a commitment to promoting excellence in vocational education and training. It offers professional support, but not industrial advocacy, for its members. It is the duly constituted NSW chapter of the Australian Association of Senior TAFE Managers (AUSTAFE Inc). TAFE NSW Managers Association will promote best practice in teaching and learning in vocational education and training. The Association:

- ?? Provides a forum for the exchange of views on matters affecting the interests of members in relation to vocational education and training.
- ?? Promotes partnerships with all vocational education and training stakeholders.
- ?? Fosters greater communication among senior managers of the NSW TAFE Commission and/or controlling authority and other relevant bodies.
- ?? Provides advice and experience of the Association to government, the NSW TAFE Commission and/or controlling authority and other appropriate organisations.
- ?? Influences the direction of vocational education and training at the national level.

#### ***OCHRE Information Services – Booth 4***

Ochre Information Systems has been developing custom software solutions since 1995, primarily for the Australian training industry. We provide Training Management and Performance Management software solutions to:

- ?? Registered Training Organisations
- ?? Institutes of Technical and Further Education (TAFE)
- ?? Training departments within the corporate environment

Ochre's growth is largely attributable to the support and loyalty of our existing customer base. Our development is driven by the needs of the end users of our systems; primarily training organisations and the internal training departments within large organisations.

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#### Partial Client Base

?? TAFE	?? Australian Cable & Telephony
?? Toyota	?? Australian Institute of Management
?? Sheraton Hotels	?? Warner Village Theme Parks
?? Australian Retailers Association	?? Central West Community College
?? Super Cheap Auto	?? Queensland Health
?? Hamilton Island Enterprises	

Ochre products can be integrated with your existing systems for a complete solution, customised for your organisation.

#### **NCVER – Booth 5**

The National Centre for Vocational Education Research Ltd (NCVER) is Australia's leading provider of research and statistical information about vocational education and training.

In this capacity, NCVER:

- ?? undertakes a strategic program of vocational education and training (VET) research and development
- ?? collects and analyses national VET statistics and survey data
- ?? communicates research findings and data analysis
- ?? collects and provides VET research from Australian and international sources through the VOCED research database
- ?? undertakes commercial consultancies
- ?? builds links with international organisations undertaking similar research and collecting activities

#### **ANTA – Booth 6**

The Australian National Training Authority (ANTA) is a Commonwealth statutory authority providing a national focus for vocational education and training. For all the latest, free information on national training policy, visit the ANTA website at [www.anta.gov.au](http://www.anta.gov.au). ANTA is Australia's peak national training policy advisory body and the logical source of:

- ?? policy information,
- ?? copies of our free magazine and newsletter
- ?? helpful information for training providers on the Australian Quality Training Framework
- ?? fact sheets on Australia's training system - products, systems and plans
- ?? research reports and current initiatives.

#### **ATP Conference Centre – Booth 7**

The Australian Technology Park Conference Centre is an inspirational and unique venue for events and conferences. Located at the site of the century old Eveleigh Locomotive Workshops near Sydney's central business district, the ATP is now a focal point for technology and science in NSW with a resident population of over 1500 people and over 80 organisations. ATP Conference Centre is a world-class venue with unique 'industrial style' halls and purpose built conference facilities to showcase new technologies and host corporate and association based conferences, meetings, special events and exhibitions.

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#### **Public Safety ITAB – Booth 8**

The Public Safety ITAB is the national Industry Training Advisory Body for Police, Fire, Emergency Services, Emergency Management and Defence. The ITAB is funded by ANTA to develop and promote national competencies and qualifications to industry. Given the current community focus on community safety we have been funded by Emergency Management Australia to promote the integration of cross industry emergency response and management competencies into industry training arrangements. We look forward to talking to delegates about these competencies and how they can be used to develop and recognise the skills of people in a broad range of industries.

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## Other Sponsors – overviews

### ***Enterprise and Career Education Foundation***

The Enterprise and Career Education Foundation (ECEF) is a key Commonwealth body helping to reshape Australian education to make it more relevant to the needs of today's young people. By ensuring vocational, enterprise and career education are part of every young person's learning experience, ECEF aims to help empower young people with vital workplace knowledge and skills to respond to the challenges that lie ahead. To bring about these changes, we build alliances between education, industry, government and the broader community to encourage a shared responsibility for providing authentic learning experiences that take young people beyond the boundaries of the classroom.

### ***Australian Industry Group***

The Australian Industry Group (Ai Group) was formed when the MTIA and the Australian Chamber of Manufactures merged. These organisations have been helping Australian businesses for over 120 years. Today the Ai Group is one of the largest industry and employer bodies in the country, representing more than 10,000 member companies.

Ai Group is a not for profit association, owned and guided by our members. We exist to serve our members by providing advice and support to assist in the running of their businesses. Our members belong to the manufacturing, construction, engineering and service industries. The Australian Industry Group is your partner in delivering value through effective workplace solutions, advice and representation, for a better business environment at local, state and national level.

### ***Charles Sturt University***

Charles Sturt University (CSU) is a dynamic and responsive university based on several major campuses in regional NSW. Through close association with industry, the professions, government, and its regions, CSU prepares professionals for key national and regional employment needs, provides post-graduate courses in a range of discipline areas and responds to important national and regional research needs. CSU is at the forefront of developments in flexible learning systems based on advanced communication technology, building on its position as the leading distance education provider in Australia.

One of CSU's success stories has been its programs for vocational educators. Around 400 students a year study a range of programs which were developed in conjunction with TAFE and other stakeholders and are continually updated. The VET Research Group has an impressive track record of nationally competitive grants in areas of policy importance.

## Other Supporters – overviews

### ***TAFE NSW – ACCESS Division – pens***

TAFE NSW Access Division is a recognised leader in access education in vocational education and training in Australia. The Division is also a leader in the development of adult general and vocational education programs, and in the production of teaching and learning resources. Access Division provides educational services in the areas of Communication, English Language and Literacy, General Education, Humanities, Languages other than English, Learner Support, Outreach and Community programs, Retraining, Science and Mathematics, Tertiary Pathways and Workplace Learning. These services include:

- ?? curriculum research and development
- ?? educational strategies and frameworks
- ?? product development and production
- ?? project management and strategic planning
- ?? advisory & consultancy services
- ?? analysis of client training needs.

The Division's innovative products assist teachers and trainers to effectively deliver education and training using the latest ideas on learning and learning technologies. In consultation with community and industry, Access Division is committed to developing programs and strategies to enable equity of access to vocational and further education for all groups in the community.

## Conference Timetable

PROGRAM THURSDAY 10th APRIL				Theatre	VIP Room	VEAC Room	Room 9A	Room 7A/B	Room 7C	Room 5C
START	END TIME	SESSION	TITLE							
0800	0850	<b>Registration</b>								
0850	0900	<b>WELCOME and</b>	Introduce Minister	Berwyn Clayton						
0900	0920	<b>OPENING</b>	Minister	Brendan Nelson						
0920	0925	<b>THANKS</b>		Karen Whittingham						
0925	0930	<b>INTRODUCE ANTA</b>		Karen Whittingham						
0930	1005	<b>ANTA</b>	Shaping our Future - Research and the National Strategy for VET	Liz Furler						
1005	1020	<b>RESPONSE</b>	to ANTA	Berwyn Clayton						
1020	1045	<b>Morning Tea</b>								
1045	1210	<b>PANEL</b>	Facilitator: Fran Fenier: The Changing face of VET Business	Tim Smith / Jandy Godfrey / Kevin Harris / Peter Kell / Natalie Conyer / Barry Luthrell						
1210	1240	Posters introduction	4 minutes X 5 presentations	Noble /Down /Grady /Hase/ Hill						
1240	1330	<b>Lunch</b>								
1330	1510	<b>Streams</b>		<b>RPL Chair - Robin Booth</b>	<b>VET ISSUES 1 Chair - Kevin Heys</b>	<b>INDUSTRY TRAINING Chair - Sue Roy</b>	<b>INTERNATIONAL Chair - Karen Whittingham</b>	<b>SCHOOL PARTICIPATION Chair - Bernice Melville</b>	<b>REGIONS</b>	<b>ARTICULATION AND PARITY Chair - Kerry Barlow</b>
1330	1400			13 - Leesa Wheelahan	2 - Ian Falk	74 - Fiona Fitzpatrick	97 - Denis Meares	4 - Susan Johns & Sue Kilpatrick	16 - Barry Golding	76 - Clara McBeath
1405	1435			34 - Berwyn Clayton & Beth McRae	47 - Geoff Hawke	52 - Susan Dawe	35 - Darel Hall	65 - Scott Thomson	42 - Katie Schooten/ R. Brennan/ C. Horton/ C. McNickle/J. Osborne	63 - Camell Brown
1440	1510			41 - Andrea Bataman	66 - Damon Anderson	40 - Margaret Tayar	51 - Josie Misko	90 - Megan Lugg & David Saltmarsh	29 - Cliff Trood & Chris Taylor	
1510	1530	<b>Afternoon Tea</b>								
1530	1710	<b>Streams</b>		<b>PROFESSIONAL PRACTICE Chair - Maria Trevasakis</b>	<b>MARKET REFORMS Chair - Jennie Burrows</b>	<b>MARKET PLANNING AND WHO PAYS</b>	<b>YOUTH Chair - Kevin Heys</b>	<b>REGIONAL ISSUES Chair - Barry Golding</b>	<b>VET ISSUES 2</b>	<b>Frontline Management</b>
1530	1600			6 - John Mitchell	43 - Miska/ Schueler/ Saunders/Brown	62 - Clive Chappell	36 - Henry/Dalton/Walsh	49 - Karen Plane	5 - Dennis Macnamara	19 - Llandis Barratt Pugh & Moira Watson
1605	1635			64 - Dianne Mulcahy	24 - Chris Selby Smith & Fran Fenier	17 - Kerry Barlow	94 - Deb Daly	1 - Geoff Speers	29 - Michael Coghlan	53 - David Hodges/ Chris Harvey
1640	1710			44 - Schultz/Karthigesu/Kaiser seder/Guscott/Bierbaum	67 - Damon Anderson	18 - Michaels Kronemann	30 - Julie Bell	86 - Stuart Middleton	26 - Peter Rushbrook	9 - Kerry Renwick
1710	1800	<b>POSTER VIEWING in Atrium</b>								
1710	1730	<b>Journal Launch</b>		Andy Smith / Bob Meyenn						

## Conference Timetable

PROGRAM FRIDAY 11th APRIL				Theatre	VIP Room	VEAC Room	Room 9A	Room 7A/B	Room 7C	Room 5C
START	END TIME	SESSION	TITLE							
0800	0900	<b>Registration</b>	POSTER Viewing in Atrium							
			Welcome Colin Walters and describe Award Presentations	Dr Roger Harris						
0900	0940	<b>OPENING</b>	The Changing Face of VET Policy	Colin Walters						
0940	0950	<b>THANKS</b>	and introduce panel	Berwyn Clayton						
0950	1010	<b>PANEL</b>	DDG QLD	Jim Varghese		DET QLD Policy statement				
1010	1035		DDG NSW	Leslie Loble		DET NSW Policy statement				
1040	1100	<b>PRIZEWINNERS</b>	AUSTAFE and TDA	TDA winner		AUSTAFE Joint winner	AusTAFE Joint winner			
1100	1125	<b>Morning Tea</b>								
1125	1230	<b>Streams</b>		<b>COMMUNITIES OF PRACTICE Chair - Maria Trevaskis</b>	<b>NTRA</b>	<b>INTERNATIONAL Chair - Karen Whittingham</b>	<b>COMPETENCY ASSESSMENT</b>	<b>AVTEC Meeting - for current members of AVTEC (Australian VET Teacher Educators' Colloquium) and anyone else interested in current issues of VET teacher education and teacher status.</b>	<b>ASSESSMENT ISSUES Chair - Catherine Down</b>	<b>INDIGENOUS Chair - Barry Golding</b>
1125	1155			21 - Leontios/ Boud/ Hammar/ Rooney	98 - Fran Ferner/ Chris Selby - Smith	11 - Kisilu M. Kitaienge	38 - Justin Connally		23 - David Jehn	69 - Jo Balatti / Martha Goldman
1200	1230			68 - Susan Young / John Mitchell	33 - Kaaren Blom/ Berwyn Clayton	60 - Dieter Thom	73 - Stewart Hase		78 - Patricia Hyde	75 - Bob Boughton
1230	1340	<b>Lunch and AGM</b>		<b>AGM</b>						
1340	1445	<b>Streams</b>		<b>WORK OF TEACHERS - Chair - Jennie Burrows</b>	<b>TRAINING PACKAGES &amp; CURRICULUM - Chair - Maria Trevaskis</b>	<b>TRAINEES</b>	<b>KNOWLEDGE CAPITAL</b>	<b>VET ISSUES 4</b>	<b>BLENDED LEARNING Chair - Jenny Symons</b>	<b>VET ISSUES 3</b>
1340	1410			54 - Roger Harris / Michele Simons	71 - Paul Brady	39 - Axel Bender / Katrina Ball	96 - Whittingham, Ferner/ Trood	3 - Erica Smith	22 - Ian Robertson	60 - David Lloyd
1415	1445			80 - Ann Rice	55 - Catherine M Down	7 - Jill Favera	25 - Tom Aumann	101 - Jennifer Nevard	79 - Mark Landy	88 - Louise Watson
1445	1505	<b>Afternoon Tea</b>								
1505	1610	<b>Streams</b>		<b>VET AND THE COMMUNITY</b>	<b>USER PAYS</b>	<b>PROFESSIONAL PRACTICE - Chair - Jennie Burrows</b>	<b>THE RESEARCH COMMUNITY</b>	<b>BLENDED LEARNING</b>	<b>KEY COMPETENCIES</b>	
1505	1535			83 - Sandra Kingston		61 - Gerald Burke	31 - Mike Brown	85 - Jennifer Gibb	48 - Karen Ho	93 - Rob Denton
1540	1610			45 - Pat Millar		81 - Andy Smith	62 - Bernice Mehille	88 - Sue Foster/ Maddy Harford	84 - Palmieri & Cashion	92 - David Curtis
1610	1630	<b>Wrap up</b>	Best paper	Hugh Guthrie						
			Best abstract							
			Most interesting blooper							
			Best poster							
1630		<b>CLOSE &amp; 2004</b>		Berwyn Clayton						

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## Keynote Speakers

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### In order of presentations:

#### **The Hon Brendan Nelson, MP**

*Elected to represent the Sydney electorate of Bradfield for the Liberal Party of Australia in 1996, Brendan Nelson was appointed by the Prime Minister to Cabinet as Minister for Education, Science and Training on 23 November 2001.*

*Dr Nelson was previously appointed by the Prime Minister in 1998 as Chairman of the House of Representatives Standing Committee on Employment, Education and Workplace Relations, where he authored three major reports – the Age Counts report into Labour Market Reform for the over 45s, the Today's Training, Tomorrow's Skills inquiry into the role of TAFE and the report into Employee Share Ownership, Shared Endeavours. Dr Nelson also initiated the Committee's ongoing inquiry into the education of boys.*

*Dr Nelson has been a key contributor on a range of Government policy committees including Health, Communications, Treasury and was Secretary of the Government's Workplace Relations Policy Committee.*

*Prior to his appointment to the Federal Executive as Parliamentary Secretary to the Minister for Defence in December 2000, Dr Nelson was Chairman of the Sydney Airport Community Forum, which interfaces the aviation industry, three tiers of government and Sydney communities planning long-term air traffic management and noise abatement strategies.*

*Dr Nelson is well known for his commitment to the areas of health, medical and social issues including smoking, drugs, Aboriginal health, aged care, youth suicide, human rights and the health effects of unemployment.*

*A general practitioner by training and a graduate of Flinders University in South Australia, Dr Nelson at the age of 35 was the youngest doctor to have ever been elected to the Federal Presidency of the Australian Medical Association (AMA), a position he held from 1993 to 1995. He had previously served as its Federal Vice President and Tasmanian Branch President.*

*In 1995 Dr Nelson was awarded the AMA's highest honour – the Gold Medal for "distinguished service to medicine and humanity". He was further acknowledged in 1995 for his commitment to the medical profession and public health in particular, with an Honorary Fellowship of the Royal Australasian College of Physicians.*

*He is married, has three children and interests include music, motorcycles and tennis.*

#### **Ms Liz Furler, General Manager Research Projects, ANTA**

**Title: KN002 Shaping our Future – Research and the National Strategy for VET.**

Australian VET is widely recognised as world class, linked to industry needs, with arrangements in place for standards and quality assurance, recognition and portability at the national level. Much has been achieved in the past 10 years of the national training reform and yet there is still more to do. This presentation will take you through where the VET system has come from, where we are now, and where the next national VET strategy, towards 2010, is likely to steer the system. In particular the presentation will highlight the importance of the contribution that research and development has made and the significant role research and development will have in the future.

#### **Biography**

*Liz Furler is a relatively "new" General Manager at ANTA, based in Melbourne. Originally trained as a Social Worker, most of Liz's career has been in the health sector as a senior executive at both State and Commonwealth levels, and mainly on the public health side of the portfolio. Among Liz's responsibilities at ANTA, she is overseeing the work on the next national VET strategy 2004-2010*

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## Keynote Speakers

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### **Mr Colin Walters, Group Manager, Vocational Education and Training Group, Department of Education, Science and Training**

**Title: KN001 The Changing Face of VET Policy- An International and Australian National Perspective**

Colin Walters will discuss the policy and operational context for Vocational Education and Training from a Commonwealth perspective. He will place the recent growth in the sector in the context of social and economic developments and the objectives of the ANTA Agreements. He will consider aspects of the performance of the sector with some international comparisons, and will offer some suggested issues for dialogue between policy makers and the research community.

#### ***Biography***

*Colin is responsible for the Department's programmes and policies in the area of Vocational Education and Training since 1998. Formerly responsible at different times for the Department's work in the youth affairs, international and student support areas.*

*Colin previously worked in the Department of the Prime Minister and Cabinet with responsibility for native title legislation, Federal-State relations, early planning for the Sydney 2000 Olympics, and international trade agreements; and in the Commonwealth Department of Industry, Science and Technology with responsibility for Cooperative Research Centres.*

*He has also worked for the UK Government in a number of fields, including as CEO of the English prison industries and farms organisation, and as Chief of Staff for four Cabinet Ministers.*

*Colin is a member of the NCVET Board and the National Training Quality Council. He graduated from the University of Wales in 1969.*

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## Expert Panels

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### Panel 1, Thursday 10 April.

#### *The Changing Face of VET Business*

**Chair: Ms Fran Ferrier.**

Secretary AVETRA, Research Fellow, CEET, Faculty of Education, Monash University.

**Mr Tim Smith**

Tim Smith is National Executive Officer of the Australian Council for Private Education and Training. ACPET is the national industry association for private providers of post-compulsory education and training and has members in all states and territories.

Tim has been with ACPET two years. Prior to that he was an executive in the Victorian education department and was Chief of Staff to education and training ministers in the Kennett government. Tim has held appointments in universities, TAFE and government roles. He is a director of Australian Training Products Ltd. and has been a member of the governing councils of Holmesglen Institute of TAFE and Victoria University.

**Ms Jandy Godfrey**

As General Manager Global Services Group, Jandy Godfrey has direct responsibility for the operational and delivery functions of IDP's core businesses including development project implementation, student and client services, assessment and evaluation services, capacity building and continuous improvement. She also has a mentoring and coaching role for country directors in the company's South East Asia and Indian Ocean regions. Jandy previously worked for IDP Education Australia as Director of IDP's Hong Kong office and also in Canberra as Deputy Director International Students' Division.

Jandy Godfrey has nearly 30 years experience in education and training in Australia and internationally. Jandy's involvement in international education administration is founded on a solid base of classroom experience and curriculum design across all education sectors, in designing, managing and marketing distance/open education courses as well as multi-modal and innovative programs for corporations and non-traditional learner groups.

Jandy has played a significant role in the growing internationalisation of the Australian education system. In 2000-2001 she was a member of the Department of Education Training and Youth Affairs (DETYA) Higher Education Joint Planning Committee, and 1997-1998 she held the position of Chair of Victorian Universities International Committee. She has spoken on internationalisation and international education marketing and administration at various international conferences. Prior to her current appointment Jandy was the Executive Director, Deakin International, the international arm of Deakin University for six years. She also has many years experience in local government as an elected representative, in community relations and media consultative forums.

**Mr Kevin Harris**

Kevin Harris is the Director of one of Australia's largest TAFE Institutes. Northern Sydney Institute is renown for its strong vendor relationships in IT, holding partnership agreements with Oracle, CISCO and Nortel. Kevin holds a position on the National Board of TAFE Directors Australia and is also a board member of the NSW State Executive of the Australian Information Industries Association and is a member of the Australian Institute of Company Directors. He translates his gold medal "winning" surfing excellence into his management style and espouses the importance of leadership and stewardship with the importance of reward and recognition for his organisation's people.

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### **Associate Professor Peter Kell**

Associate Professor Peter Kell is Associate Dean (Research) in the Faculty of Education, Language and Community Services and Head of Department Industry, Professional and Adult Education at RMIT University. Associate Professor Kell has a background as teacher and administrator in Adult Education and worked in NSW TAFE. He has researched and published on vocational education, adult literacy, educational administration and issues associated with the internationalisation of education and training.

Associate Professor Kell's most recent projects include a book entitled *Good Sports: Australians, Sport and the Fair Go* published by Pluto Press in 2000. This book explores issues of nationalism in sport in the context of globalisation. He is also an author with Prof Michael Singh from RMIT and Associate Professor Ambigapathy Pandian from Malaysia of a new book entitled *Appropriating English; Innovation in the Business of Teaching Global Local English*. The *Appropriating English* a research joint Australia/Malaysia project of the nature and character of the English Language Training business.

### **Mr Barry Luttrell**

National Training Advisor, BORAL Australian Construction Materials; Barry has qualifications in Electrical Engineering, Adult Education/Training and post graduate qualifications in Computer Based Training Systems. Barry is currently a Director of the National Process Manufacturing Industry Training Advisory Body (Manufacturing Learning Australia) and National Training Advisor to BORAL Australian Construction Materials. For the last 10 years Barry has implemented leading edge skill development strategies for organizations throughout Australia and has provided presentations on Workplace Based Education and Training to both Australian and international Training Conferences. Barry has responsibility for management and implementation of Competency Based, Workplace Training for approximately 5000 employees at operator and first line supervisor level throughout Australia.

### **Ms Natalie Conyer**

Director of Recognition Services, VTAB. Natalie Conyer has spent most of her working life in VET. She was a TAFE teacher for many years, graduating to work on state, national and international projects, including for the Secretariat of the Meyer Key Competency Committee and as a consultant for the OECD. She has also coordinated policy across all sectors of education and training.

From 1997 to 2002 Natalie worked in the private sector, developing pathway programs and campuses for international students for Study Group, a global provider of education and training. In August 2002 Natalie returned to the public sector in her present position.

## **Panel 2, Friday 11 April.**

### ***The Changing Face of VET Policy***

#### **Chair: Ms Berwyn Clayton**

President AVETRA, Director CURVE, Canberra Institute of Technology.

#### **Mr Jim Varghese**

The new Director-General of the Department of Employment and Training, Jim Varghese, has played a leading role in transforming public sector organisations over 20 years. He has extensive experience in senior management, policy and program delivery, is a published author on public service delivery and creator of an innovative leadership and management process that has been successfully implemented in two State Government departments, Main Roads and Education Queensland.

As Director-General of the Department of Employment and Training his focus will be on employment, training, higher education and arrangements to deliver the historic reforms outlined in the *Education and Training Reforms for the Future: a White Paper*.

Another priority in his new role will be transforming the department's culture to focus on performance and outcomes. This will be achieved through the implementation of Jim's management philosophy -The Three Frames -to help the organization and individuals to achieve their maximum potential. Successful outcomes of this philosophy include effective implementation of the *Education and Training Reforms for the Future*

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initiative, development of a networked learning organization, major changes in delivery points and a major organisational restructure.

A previous successful outcome was during his period as the Director-General of Queensland's Department of Main Roads (1998-2000) when he succeeded in transforming the organisation to achieve national and international recognition as Australia's premier roads agency. Jim's achievements in the public sector over the past two decades also include significant roles in the Queensland Department of Natural Resources, Queensland Department of Primary Industries, the Victorian Curriculum Assessment Board and Victorian Ministry of Education and Training.

He holds four degrees including a Bachelor of Arts (Honours), a Bachelor of Divinity, a Diploma in Education and a Master of Business Administration. He is a member of the Australian Institute of Company Directors, a Member of the Australian College of Educators, a Fellow of the Australian Institute of Management, a Member of the Australian Marketing Institute and a Member of the Australasian Evaluation Society. Jim chaired the National Performance Measurement and Reporting Taskforce and is the inaugural Chair of the International Regional Heads of Education Forum. Jim is a passionate believer in the power of education to shape our future, economy and position in the global community.

### **Ms Leslie Loble**

Leslie Loble is Deputy Director-General, Strategic Planning and Regulation with the NSW Department of Education and Training. She manages the department's policy formulation, program development, strategic planning and intergovernmental relations activities across schools, VET and higher education sectors. She also oversees purchasing and regulation aspects of the NSW VET system. Ms Loble previously was the department's Director of Skills Development and Workforce Policy.

Prior to coming to Australia in 1998, Leslie served in President Bill Clinton's Administration for five years as part of the top management team at the U.S. Department of Labor. Her positions included Chief of Staff to former Secretary of Labor Robert B. Reich, acting Assistant Secretary for Policy, and Counsellor to the Secretary. In that time, she designed and directed more than half a dozen major Presidential initiatives, including an award-winning anti-sweatshop campaign, creation of America's first national school to work transition system, restructuring of the \$25 billion national jobs and training system across 154 competing programs and 14 federal agencies, and promotion of longer term investment horizons within private capital markets.

During the 1980s, Ms Loble managed public policy projects for the 700,000 member communications workers union, during which time she devised the organisation's first comprehensive telecommunications policy in response to industry deregulation and the break-up of AT&T. In addition, Leslie Loble has worked with the U.S Congress, the U.S National Governors' Association, The World Bank and public interest organisations.

Leslie has a Master of Public Administration from Harvard University and an undergraduate degree in Industrial Relations from Cornell University. She has contributed a number of opinion pieces for major Australian newspapers and journals and has presented papers on public policy issues in Australia and the U.S.

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## **Prize Winners**

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### **Winners of the 2003 AUSTAFE / AVETRA Award**

To be announced at the Conference Dinner on Thursday 10 April, 2003. Stand by.

### **Winner of the TDA / AVETRA Award**

Ms Helen Corben, Head Teacher General Education, Wollongbar Campus, TAFE NSW North Coast Institute

## **What makes a great teacher? Attributes of Excellence in VET**

### **ABSTRACT**

This study was carried out against a backdrop of increasing complexity in the work of VET teachers. At the same time, there have been significant challenges to the professional standing of these educators. The findings indicate that expert teachers draw on a rich and complex knowledge base and that their practice extends far beyond mere competence in a set of practical skills.

Several major clusters of attributes were identified among the participants. The first was learner focus, that is a strong emphasis on responding to students as individuals. A second cluster related to maintaining technical knowledge and currency. Third, there was a very high level of expertise in teaching and learning methodologies. The fourth theme concerned personal attributes, beliefs and values, principally a pronounced belief in the transformative value of learning.

Finally, these teachers identified the main influences on their development from novice to expert. While sometimes ambivalent about the value of initial teacher education, they strongly supported the notion of combining formal study with teaching in order to contextualise theoretical input. Observation of experienced teachers, mentoring and self-determined professional development activities were also highly valued by this group.

# Index of papers

## Papers sorted by first-named author

Author(s)	Identifier	Paper Title
Mr Damon Anderson, Research Fellow, Monash University	PA066	Productivism, VET and ecological sustainability
Mr Damon Anderson, Research Fellow, Monash University	PA067	Market reforms in the Australia VET sector: Impact and outcomes
Dr Tom Aumann, Manager, Swinburne University of Technology TAFE Division	PA025	The changing face of VET: a provider-level case study from Victoria
Katrina Ball/Axel Bender	PA039	Factors influencing completions in Australia's apprenticeship system
Ms Kerry Barlow, Senior Education Officer, TAFE NSW	PA017	How Useful are Demand and Supply Indicators for Vocational Education and Training Planning?
Llandis Barratt-Pugh and Moira Watson	PA019	We have ways of making you ... Implementation of frontline management in the Western Australian minerals and energy industry
Ms Andrea Bateman, University of Ballarat	PA041	Has RPL served its purpose?
Ms Julie Bell, Leader, VET in Schools Directorate	PA030	Vocational Learning: Everyone's Business
Stephen Billett/Andy Smith	PA081	Making employers pay: how do they do it overseas?
Mr Paul Brady, Paul Brady & Associates	PA071	A Curriculum Design Framework for the Australian Post Industrial Economy. Moving beyond CBT.
Mr Michael Brown, Senior Lecturer, RMIT University	PA031	Conceptualisations of practice: implications for VET practitioners
Carmel Brown, Victorian Qualifications Authority	PA063	Do I get a Certificate for this, Miss? (Interpreting VET momentums)
Prof Gerald Burke, Professor & Executive Director, Monash University	PA061	Insights into provider costs in the delivery of workplace training
Dr Clive Chappell, Associate Director, University of Technology, Sydney	PA082	An industry-led VET system - where to from here?
Berwyn Clayton / Kaaren Blom	PA033	We can't teach them that! Reinstating the place of generic skills in VET
Berwyn Clayton and Beth McRae	PA034	RPL: Practitioner perceptions, problems and pragmatism
Mr Michael Coghlan, eLearning Coordinator, Douglas Mawson Institute of Technology	PA028	Should using the Internet change the way we teach?
Mr David Curtis, Research Associate, Flinders University	PA092	Assessing Employability Skills: The Case of Problem-Solving
Jennifer Dalton, Julia Walsh, John Henry	PA036	The Relevance of Adult Learning Principles to the Teaching of Applied Learning Programs to Youth.
Ms Deb Daly, Institute Director, Gold Coast Institute of TAFE	PA094	Queensland Government Reforms for the Future: Gold Coast Institute of TAFE Youth Program
Ms Susan Dawe, Senior Research Fellow, NCVET	PA052	The changing training practices in large Australian firms
Mr Rob Denton, Advanced Skills Lecturer, Torrens Valley TAFE	PA093	Down-to-Earth Key Competencies Assessment – A Very Practical Perspective
Ms Catherine Down, Projects Director (Educational Development), RMIT University	PA055	Training Packages: The learning journey to date
Catherine Down/Allan Ballagh	PA057	The Applied Technology Framework: Expansive learning for innovation
Professor Ian Falk, NTU	PA002	Re-framing learning in VET: Social capital in (workplace) learning
Jill Favero	PA007	'Quality' training - challenges for teachers of workplace training for trainees and apprentices.
F. Ferrier & C. Selby Smith	PA024	The Funding of VET for Students with Disabilities
F. Ferrier & C. Selby Smith	PA098	User Choice: Some Recent Developments
Ms Fiona Fitzpatrick, Managing Director, Futurum Australia	PA074	Futurum Australia's Best Practice in National Training Delivery with Bakers Delight Holdings Ltd
Sue Foster/Maddy Harford	PA088	Building Research Culture and Capacity in Victoria
Carol Fripp, Dennis Macnamara, John Blakeley	PA005	Ready, Set, Share? AShareNet - a model for managing digital resources
Ms Jennifer Gibb, Manager, NCVET	PA085	The changing face of VET research
Barry Golding	PA016	Who's doing the hunting and gathering? An exploration of gender segmentation of adult learning in small and remote communities.
Martha Goldman/Jo Balatti	PA059	Changing Organisational Practices to Meet the Needs of Indigenous Students in Mainstream VET

Mr Jock Grady, Hunter Institute - TAFE NSW	PA015	Towards an Innovative and Holistic Paradigm for Teaching and Learning in a Large Public Sector Vocational Education Provider -
Mr Darel Hall, Executive Director, Industry Training Federation of New Zealand	PA035	Funding and policy debate in the "seventh state": Legislative and policy change in New Zealand
Chris Harvey/David Hodges	PA053	Reflecting on practice: using the Diploma of Frontline Management to develop learning partnerships in the workplace
Dr Stewart Hase, Associate Professor, Southern Cross University	PA072	Changing the face of competency: Is it time now to talk a about capability as well as competence?
Stewart Hase/ Helen Saenger, Southern Cross University	PA073	Changing the Face of Competency Assessment: Evaluation of the Certificate IV in Assessment and Workplace Training Package in the mining industry
Mr Geof Hawke, Senior Research Fellow, University of Technology, Sydney	PA047	Students in an enterprise education in schools program: Their experience of, and attitudes towards, the world of work.
Dr Cathy Hill, Researcher, CIT	PO037	Keeping the Customers Happy!
Ms Karen Ho, Senior Strategic Analyst, WestOne Services	PA048	Student Perspectives on Delivery Strategies
Ms Patricia Hyde, Research Officer, TAFE NSW	PA078	Assessing online or online assessment? Challenges for the VET practitioner.
Mr David John, NCVET	PA023	Identifying student factors which influence passing within VET
Susan Johns, Sue Kilpatrick & Barton Loechel	PA004	Pathways from rural schools: Does school VET make a difference?
Ken Jorgenson/ShellyGillis/Patrick Griffin/Justin Connally	PA038	A multi-source measurement approach to the assessment of higher order competencies
Saraswathi Karthigesu & Ric Bierbaum	PA044	TAFE SA Teacher Training Education Requirements
Ms Sandra Kingston, Public Relations Officer, Box Hill Institute,	PA089	Do gooding or effective community relations? A comparison of practice in the TAFE and Health sectors.
Kisilu Mashtakh Kitaienge	PA011	Education and training for work; A comparative study of Kenya and Australia
Michaela Kronemann	PA018	Trends in TAFE student fees and charges
Mark Landy	PA079	Being online doesn't mean being alone'-TAFE frontiers online and face to face research findings.
Maria Leontios, David Boud, Kerry Harman, Donna Rooney	PA021	Everyday learning at work: communities of practice in TAFE
David Lloyd/Paul Morgan	PA050	A Framework for Assessing Student Outcomes
Megan Lugg and David Saltmarsh	PA090	Merging paradigms: teaching and learning in school-based vocational courses
Dr Clare McBeath, Senior Lecturer in Training and Development, Curtin University of Technology	PA076	Articulation issues: From ANTA competencies to university degree
Mr Denis Meares, Senior Consultant, IDP Education Australia	PA097	Global Student Mobility 2025
Ms Bernice Melville, Project Officer, University of Technology, Sydney	PA062	Teaching practice and research practice: not oil and water.
Dr Stuart Middleton, Executive Director, Manukau Institute of Technology	PA086	Target 2010: A Strategic Approach to Meeting the Imperatives of a Changing Community
Ms Pat Millar, University of Tasmania	PA045	VET and community development: A case study from a socio-economically disadvantaged community.
Dr Josie Misko, Senior Research Fellow, NCVET	PA051	China and Australia—intersectoral linkages
Josie Misko, Jane Schueler, John Saunders Joanne Brown	PA043	The Impact Of Regulated Fees on TAFE Training Participation in South Australia
John Mitchell, Berwyn Clayton, John Hedberg, Nigel Paine,	PA006	The Nature of Innovation in VET Professional Practice
John Mitchell / Susan Young	PA068	Putting more Practice into Communities of Practice
Paul Morgan/David Lloyd	PA050	A Framework for Assessing Student Outcomes
Darcel Moyle/Bob Boughtgon	PA075	VET Research and Indigenous Peoples: A Rights-Based Approach
Dr Dianne Mulcahy, Senior Lecturer, University of Melbourne	PA064	Teacher standards and professionalism in TAFE: Prospects, possibilities and pitfalls
Penny Noble and Sue Roy	PO091	Assessment validation - educational practice or regulatory compliance
Phoebe Palmieri & Joan Cashion	PA084	Virtually face-to-face: changes in the meaning of 'on-line learning'

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Ms Karen Plane, Research Student, University of South Australia	PA049	Embracing change-- reengineering VET for triple bottom lines and developing sustainable learning regions for the future
Ms Ann Rice, Head Teacher, Western Sydney Institute of NSW	PA080	The Changing Role of the TAFE Head Teacher
Mr Ian Robertson, Manager, Box Hill Institute of TAFE	PA022	Implementing online. A matter of principles?
Dr Peter Rushbrook, Senior Lecturer, Charles Sturt University	PA026	The Kapooka Tragedy 1945: history or heritage?
Katie Scholten/R. Brennan/C. Horton, C. McNickle, J. Osborne	PA042	Online Learning on location: perspectives from Regional Australia
Michele Simons/Roger Harris	PA054	Out of sight, but not out of mind: the reality of change in the daily working lives of VET teachers and trainers
Erica Smith & Richard Pickersgill	PA003	Gaining acceptance for accredited training for university staff
Mr Geoff Speers, Senior Program Field Officer, NSW Department of Education & Training	PA001	The Impact of Globalisation on the Regional Economy: measuring "knowledge intensity" and preparedness for the "knowledge-based
Bernadette Stumpf and Kerry Renwick	PA009	Teachers reflecting and teacher reflections
Ms Margaret Tayar, Executive Officer, National Meat Industry Training Advisory Council Limited	PA040	Implementation and outcomes of a vocational education and training program in the Australian Meat Processing Industry
Dieter Thom, English Co-Ordinator, C/- Acacia School	PA060	The Changing Face of Southern African Society and the Future of VET
Mr Scott Thomson, Senior Curriculum Officer, Office of the Board of Studies NSW	PA065	VET in Schools BOOMS
Clifford Trood / Chris Taylor	PA029	Knowledge Horizons: new skills, emerging technology, changed practice'
Mr Jim Varghese, Director-General, Department of Employment and Training	PA095	The Changing Face of VET Policy - A State Perspective - QLD
Dr Louise Watson, Associate Professor and Director Lifelong Learning Network, University of Canberra	PA058	Exporting TAFE: Challenges and Constraints
Leesa Wheelahan	PA013	Recognition of prior learning and the problem of 'graduateness'
Whittington, Trood, Ferrier	PA096	Research innovation and VET –The role for VET

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## Conference Presentations

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### Full Paper and Poster Presentations

#### \*\*\* Refereed papers

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, Research Fellow, Monash University  
**Title:** PA066 Productivism, VET and ecological sustainability  
**Stream:** VET Issues 1 Thursday 14.10

Historically vocational education and training (VET) has fuelled the engine of economic growth and productivity in western industrialised nations. As markets become increasingly global and competitive, governments are intensifying pressure on national VET systems to produce more highly skilled and employable workers. 'Jobs and growth' is now the universal mantra of policy makers and the taken-for-granted *raison d'être* of VET. In an era of manufactured risk and ecological crisis however, it is imperative to question the truth-claims on which VET resides.

This paper argues the need for a fundamental re-envisioning of VET for an ecologically sustainable future. In doing so, it examines the discourse of productivism and its constitutive effects on VET policy and practice. The logic and assumptions that underpin contemporary constructions of VET are critiqued in the light of available research evidence. The potential role and contribution of VET in the transition from productivism to ecological sustainability are discussed, and central dilemmas and challenges are outlined.

**Presenter/s:** Mr Damon Anderson, Research Fellow, Monash University  
**Title:** PA067 Market reforms in the Australia VET sector: Impact and outcomes  
**Stream:** Market Reforms Thursday 16.40

Over the past decade, federal and State/Territory governments in Australia have promoted the development of a national training market as a key element of VET reform. Contestable funding processes, particularly competitive tendering and User Choice, have been used to redesign relationships among VET providers and clients along quasi-market lines. Competition and choice have been adopted as the central organising principles for VET supply and demand. Despite the radical and unprecedented nature of training market reforms, their efficacy and consequences have not been subject to systematic or independent evaluation. To date, most research on training market reforms has been partial and inconclusive.

This paper reports on the findings of the first national survey of Registered Training Organisations (RTOs) about the structure, operation and effects of training markets. The survey was a major part of a Key Priority Project for the ANTA National Research and Evaluation Committee, which aimed to evaluate the impact and consequences of training market reform. The survey findings suggest that training market reforms are having complex and variable effects on RTOs and their clients. Some of the intended outcomes have resulted, while others have not. Key policy issues and implications are considered.

**Presenter/s:** Dr Tom Aumann, Manager, Swinburne University of Technology TAFE Division  
**Title:** PA025 The changing face of VET: a provider-level case study from Victoria  
**Stream:** Knowledge Capital Friday 14.15

During June 2002, the Victorian Government's Minister for Education and Training, the Hon. Lynne Kosky, MP, released a statement on future directions for the Victorian VET system. Titled Knowledge and Skills for the Innovation Economy, the ministerial emphasized Victoria's need for an innovative training system responsive to the needs of existing and emerging industries, and to community needs. Each Victorian TAFE institute was invited to respond to Knowledge and Skills for the Innovation Economy by documenting its vision, strategic directions and priorities.

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For the Swinburne University TAFE Division, this provided an opportunity to articulate a comprehensive vision of its future structure and activity based on extensive demographic, industry, labour market and competitor research, a sound strategic planning framework, strengths and specializations in training provision, the advantages derived from close cooperation between its TAFE and Higher Education divisions, and a willingness to address the Government's parallel 'innovation' and 'caring community' agendas. The vision involves the development of the Swinburne TAFE Division as a sustainable learning organization with key performance areas in learning & teaching, industry & community partnerships, research, internationalization, intersectoralism, innovation and entrepreneurship. It also includes the establishment of six specialist centres, many new product developments, and a suite of innovations to address immediate and future needs in curriculum, flexible delivery, research, and the requirements of specific client groups including young, mature age and Indigenous learners.

Of particular note will be the establishment of an Innovation Framework and Roundtable-specialist centres for e-Business, Advanced Manufacturing, Sustainability, Digital Design, Health and Circus Arts, an Emerging Skills Research Unit, a distributed network of 'e-learning leaders' to support the Division's e-learning change management strategy, an Indigenous VET Research Partnership, a Community Building & Leadership Hub, an Associate Degree Framework. Most of these initiatives have won the financial backing of the Victorian Government, and all are being implemented during 2003.

**Presenter/s:** Katrina Ball/Axel Bender  
**Title:** PA039 Factors influencing completions in Australia's apprenticeship system  
**Stream:** Trainees Friday 13.40

Measuring success in Australia's apprenticeship and traineeship system is one of the most challenging tasks of quantitative VET research. In this paper we identify and quantify key factors that affect a person's likelihood of completing their apprenticeship or traineeship.

In the analysis we employ a novel methodology that maps apprenticeship and traineeship commencements to completions, and computes the completion likelihood for various training contract types. Among others, this enables us to predict completions, even for New Apprenticeships that commenced in 2002, and to identify and quantify personal and contract characteristics that influence successful outcomes in Australia's apprenticeship and traineeship system.

In the paper we highlight trends and demonstrate that the completion likelihood of a training contract varies with occupation, qualification, full-time status and expected duration. We also discuss other factors that influence completions, such as employer type, disability and aboriginality.

**Presenter/s:** Ms Kerry Barlow, Senior Education Officer, TAFE NSW  
**Title:** PA017 How Useful are Demand and Supply Indicators for Vocational Education and Training Planning?  
**Stream:** Market Planning and Who Pays Thursday 16.05

The paper is based on a project being conducted in an Education (curriculum) Division of TAFE NSW, aimed at improving the labour market and occupational advice divisions provide for TAFE NSW institutes for course planning purposes. In the first instance the paper outlines the nature of the project, the resultant model, and the results to date of the evaluation of the model. The project itself is an improvement process being carried out by the Community Services, Health, Tourism & Hospitality Division of TAFE NSW, in relation to the twice-yearly advice such divisions provide institutes to assist with their course offerings and enrolment planning.

Multiple rounds of restructuring within TAFE NSW has seen the loss of a large planning unit within the organisation, which now means the labour market and occupational components of planning advice is sourced by divisions and institutes from a range of data and information, only some of it provided by the Department of Education and Training (DET) and the state training authority (the Board of Vocational Education and Training). Currently, the range of data and information sources is not coherently organized for access by divisions and institutes, often resulting in a lack of consistent and systematic use. This means the VET demand and supply issues are not always clearly differentiated. Thus the project is designed to develop useful VET indicators of supply and demand relating to particular industry sectors on which to build a model format that enables access to the most current data and information, with a brief commentary on the use of such data included.

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The paper outlines the model of data/information developed for planners' access, based on a selection of these demand and supply indicators, and discusses some of the issues relating to use of such a model (including those raised by users). It also raises some theoretical questions about the nature of such VET demand and supply indicators, and about the nature of the labour market and occupational forecasting data on which some indicators are based, in a context of rapidly changing occupational profiles and the current international economy. The paper concludes by posing some practical questions for discussion about the usefulness of demand and supply indicators, given the types of information on which they are constructed and the context of their construction.

**Presenter/s:** Llandis Barratt-Pugh & Moira Watson  
**Title:** PA019 We have ways of making you ... Implementation of frontline management in the Western Australian minerals and energy industry  
**Stream:** Frontline Management Thursday 15.30

\*\*\* Western Australia's minerals and energy industry is a very significant, broadly spread industry that operates 24 hours a day, 365 days a year, often in isolated regions. The industry makes a significant investment in management development and is constantly looking for opportunities to offer company-based learning that meets regulatory imperatives and the challenges of location diversity. The national evaluation of the Frontline Management Initiative (Barratt-Pugh & Soutar 2002) suggests that management development is pivotal in forming workplace learning. This paper builds upon that work and details research into the practices and impact of frontline management development in the minerals and energy industry of Western Australia (Barratt-Pugh & Watson 2002). Using the voices of practitioners, the paper provides an in-depth view of the current development of frontline managers in the Western Australian minerals and energy industry and tells of the outcomes for managers, organisations, and their business. Finally the paper comments on the paradox experienced by managers seeking to extend their managing self within a system that mandates their achievement of defined management qualifications, and reflects on the brokerage role being played by The Chamber of Minerals and Energy of Western Australia in negotiating the complexity of these emerging learning patterns, relations and spaces.

**Presenter/s:** Ms Andrea Bateman, University of Ballarat  
**Title:** PA041 Has RPL served its purpose?  
**Stream:** RPL Thursday 14.40

Much of the literature attempts to explain and define RPL, drawing distinctions especially between RPL and RCC. Much of the discourse relates to defining exactly what an RPL assessment model. Regardless of the terminology, RPL is a purpose or context of assessments. Within the national training framework all forms or purposes of assessment require adherence to Standard 8.1 of the AQTF Standards for RTOs, especially the principles of assessment and the rules of evidence. Unfortunately, the recent introduction of the AQTF Standards for RTOs separates and distinguishes RPL from other purposes of assessment. Standard 8.2, which specifically relates to RPL (and by definition RCC), implicitly require additional or different processes than those already existing for assessment. This artificial separation between assessment and RPL clearly confuses and detracts from the integration of RPL into the assessment system and from assessment being an integral part of training. This distinction of terminology can only continue to confuse and complicate the role and process of assessment regardless of where it occurs in the training cycle.

In the early stages of competency-based training and assessment the focus on RPL attempted to redress the focus on more traditional methods of assessment. Assessment methods such as evaluation of qualifications, portfolio of work, referees' reports and work history were seen as RPL evidence rather than part of a mix of evidence (Rumsey 1994). However given recent developments in assessment, assessment tools take a more holistic view of the collection of evidence and emphasise that assessment is not a 'once off event' but rather the continuing collection of evidence and the making of a judgment (Bateman 1999). As the CBA system matures and with increasing flexibility of the training system RPL as separate from other forms of assessment may have served its purpose. Keating et al (1998) recognises this maturity of the training system and notes that 'Australia has been amongst the first nations to adopt a competency-based training system' and is 'more advanced than most if not all other countries in its approach towards the recognition of skills in the workplace' (p. 26). They argue that the lexicon and debate surrounding CBA, RPL and RCC suggest a 'high degree of conceptual activity' (p. 26).

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The research suggests that RPL is not a particularly contentious or difficult issue with trainers and assessors (Smith et al 1997) with many assessors viewing RPL as part of the broader assessment process. In many instances it is suggested that in training organisations informal RPL processes are occurring and unrecorded with partial recognition embedded in good teaching and assessment practice (Wilson & Lilly 1996, Smith 1997a). These findings suggest that there is no uniform resistance to RPL per se but that there may be resistance to the processes developed specifically for RPL. With the increased maturity of the CBA system and the increased confidence of assessors it could be argued that RPL as a distinct concept is no longer relevant. MacDonald (1996) proposes that in the long term RPL should 'become embedded within a wider framework' which might be encompassed by the term 'assessment' and be simply viewed as one of the mechanisms by which candidates can demonstrate competence. RPL should be incorporated into the broader framework of assessment; its policy and procedures.

**Presenter/s:** Ms Julie Bell, Leader, VET in Schools Directorate  
**Title:** PA030 Vocational Learning: Everyone's Business  
**Stream:** Youth Thursday 16.40

This paper will begin with a brief overview of the five elements of the NSW School to Work Program which have provided co-ordinated support to NSW government school students over the last 4 years so they can to manage their transition from school to a range of post-school options and pathways. It will describe how NSW is achieving a cultural shift in schools where vocational learning is 'everyone's business'.

1. School to Work Planning - During 2002, over 500 government schools in NSW, targeting over 150,000 students received funding and resource support to implement the School to Work Program. Students have been assisted, through a range of strategies, using the nationally and internationally acclaimed NSW School to Work Planning Employment Related Skills logbook, to develop their individual action plans.
2. Curriculum initiatives - New syllabuses in all subjects' years 7 -10 in NSW will have vocational learning outcomes for the future.
3. Workplace Learning Support - Local initiatives better prepare young people to participate in quality workplace learning, supported by each of the 40 districts across NSW.
4. Industry specific career information - Multimedia resources providing information about career and training opportunities in a range of industries have been developed and distributed to schools. Support has also been provided for industry specific careers expos.
5. Professional development support - Training workshops and a website provide professional development support to careers advisers and other teachers. This paper will highlight resources developed and used by schools to achieve the outcomes of the School to Work Program. This will include the employment related skills logbook and a range of curriculum specific resources.

**Presenter/s:** Stephen Billett / Andy Smith  
**Title:** PA081 Making employers pay: how do they do it overseas?  
**Stream:** User Pays Friday 15.40

\*\*\* It is generally assumed in the Australian VET policy community that employer investment in skill development lags well behind that of our major trading partners and competitors and that investment is falling in real terms. Whilst the ABS training expenditure survey suggests that employer investment decreased in the mid-1990s, data from other sources produces a more complex picture of employer training in Australia. Data from the training practices survey, the survey of education and training experience and the business longitudinal survey together show that 80 per cent of Australians receive some form of training from their employers, between a third and half of Australians take part in formal, structured training in the workplace and that over 85 per cent of Australian enterprises employing 10 or more people provide training for their employees.

There are a number of approaches that governments around the world, including in Australia, have taken towards creating a climate that is more conducive to employer investment in skills development. These include voluntaristic approaches such as the Investors in People scheme in the UK, the creation of industry training funds such as those in the Netherlands and the imposition of employer levies. Often these schemes are tightly bound to the social, cultural and economic contexts of their countries making them difficult to reproduce. This paper will discuss some of the major international approaches that have been developed towards increasing employers' investments in training and their successes and failures.

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**Presenter/s:** Mr Paul Brady, Paul Brady & Associates  
**Title:** PA071 A Curriculum Design Framework for the Australian Post Industrial Economy. Moving beyond CBT.  
**Stream:** Training Packages & Curriculum Friday 13.40

This paper is about an alternative approach to the Australian CBT system in designing vocational education programs that help achieve the capabilities needed for work in the Australian post-industrial economy. The Australian CBT system was created to meet the skill needs of industry as the latter struggled to become more competitive in a globalised market. Whilst the Australian CBT system has had many positive features such as emphasising outcomes (as opposed to content) and promoting the concept that learning can take place in a range of ways, its origins lie within an industrial mindset, giving rise to severe limitations in its capacity to deal with the needs of post-industrial society. Whilst there have been many criticisms of CBT, research has particularly demonstrated its limitations in achieving key post-industrial capabilities of flexibility and adaptability. Another significant limitation is an emphasis on observable technical skills whilst emerging research is showing an emphasis on generic and broad based capabilities. Given the limitations of the Australian CBT system, this paper discusses an alternative approach based on emerging learning theory and a framework adapted from Finch that structures curriculum into three broad components of planning, design and assessment.

The approach involves incorporating new and emerging approaches in vocational education that are compatible with post-industrial society within the framework. Capabilities for post –industrial workplaces for example are highlighted within the planning parameter. An emphasis on appropriate learning for higher order problem solving is included in the design parameter. The assessment parameter emphasises a wide range of evidence collection including individual participation in learning activities.

**Presenter/s:** Mr Michael Brown, Senior Lecturer, RMIT University  
**Title:** PA031 Conceptualisations of practice: implications for VET practitioners  
**Stream:** Professional Practice Friday 15.05

\*\*\* This paper reviews six different conceptualisations of practice deemed relevant to the work of VET practitioners. Certainly each of these carries significant implications for learning, teaching, curriculum, professional development and practitioner research in this sector of education. While a complete synthesis of the conceptions is considered impractical, an argument is offered in support of a selective and 'strategic eclecticism'. The paper begins a discussion drawing on selective aspects of each conceptualisation.

**Presenter/s:** Carmel Brown, Victorian Qualifications Authority  
**Title:** PA063 Do I get a Certificate for this, Miss? (Interpreting VET momentums)  
**Stream:** Articulation & Parity Thursday 14.05

The title question is intermittently asked by young offenders enrolled in programs provided by a regional TAFE campus in a juvenile justice setting. These young men are not the only ones checking out what counts in recognition, for whom and in what ways. Variations of the question are being asked internationally by policy makers and practitioners. Closer to home, Victoria has declared an interest in a credit matrix of qualifications. How do we interpret such momentums or initiatives?

I propose that there are dynamic tensions identifiable in the qualifications initiatives and that their intersection shapes the possibilities. Four sources of tension stand out: social inclusion, the learning culture, instrumental economics, and the concept of the active self. That there is some conflict among them does not negate the worth of qualifications reform; rather it can assist discernment and establishment of the priorities and arenas of action. In identifying and working through these tensions we are compelled to ask: What learning do we want to promote? What sort of social life would qualifications advance? Is this kind of interpretation what Engestrom means by 'contradictions as the driving force of change' (2001)? The session will use the qualification example to converse about interpretive imperatives.

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**Presenter/s:** Prof Gerald Burke, Professor & Executive Director, Monash University  
**Title:** PA061 Insights into provider costs in the delivery of workplace training  
**Stream:** User Pays Friday 15.05

These have been a wide range of changes in the VET system affecting the costs of delivery of training. These include the development of training packages, the tightening of government funding in recent years, the increased reliance on fee-for-service in a growing training market and the tight competition with other public and private providers. These changes highlighted the need for a study of factors affecting costs and the way that providers dealt with them, especially with workplace delivery and assessment.

This study considered a number of aspects of the costs and the process of delivery of three courses delivered by TAFE Institutes. Dealing only with a small number of programs, and with detail of the costs only for publicly funded courses, the findings can not be definitive but they do draw attention to a number of factors affecting costs and the quality of what is delivered for a given cost. The main drivers of costs are the factors affecting the need for teachers, such as group size and number of hours of teaching, and for facilities and equipment.

The three courses studied for this project illustrate a number of aspects of costs and who bears them:

- ?? The dollar costs were highest in the course for which most funds were provided – most courses are delivered for the funds available.
- ?? Delivery in the workplace gave access to specialised equipment and facilities
- ?? More important was the access to expertise in the workplace
- ?? There were compensating advantages for the employer in improving the enterprises management or in better staff recruitment
- ?? Students bore a significant cost only for on campus studies
- ?? Delivery in the workplace often involves one-to-one contact for discussion and assessment and travel costs, but these costs may be offset by reduction in the face-to-face hours
- ?? There was criticism of one package for its neglect of underpinning knowledge and the additional costs of its provision
- ?? The programs requiring employment are not accessed by the less advantaged.

**Presenter/s:** Jennifer Dalton, Julia Walsh, John Henry  
**Title:** PA036 The Relevance of Adult Learning Principles to the Teaching of Applied Learning Programs to Youth.  
**Stream:** Youth Thursday 15.30

The paper explores the potential for the application of adult learning principles in the development of new pedagogies for young people enrolled in applied learning courses at senior secondary schools and in TAFE Institutes. Particular reference will be made to the applicability of adult learning principles to the teaching of youth literacy and numeracy, and to the development of employability skills with young people. The paper will draw on the evaluation work undertaken by the authors in 2002 on the trial of the pilot Victorian Certificate of Applied Learning in twenty secondary colleges and two TAFE Institutes. The paper will also comment on the challenges facing secondary colleges and TAFE Institutes and the degree of organisational and professional change required as these institutions embark on the development and delivery of applied learning programs for youth that are of high quality, as judged by the students themselves, employers and the community in general.

**Presenter/s:** Dr Clive Chappell, Associate Director, University of Technology, Sydney  
**Title:** PA082 An industry-led VET system - where to from here?  
**Stream:** Market Planning & Who Pays Thursday 15.30

Putting industry at the centre of Australia's skill formation system has been pursued by governments for well over a decade. VET reforms have produced a number of positive results including: an increase in the range of VET providers, greater choice of training providers, the emergence of a more responsive VET system, greater numbers of people who hold nationally recognized qualifications, the establishment of formal bodies in which industry can represent their interests in VET provision.

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However, new challenges confront Australia's skill formation system, that require different responses from an industry-led VET system including profound shifts in Australia's industry and occupational structures. Changing patterns of employment, new forms of work and differences in the rate of change experienced by industry have all contributed to this new situation. New models of work, skill, knowledge and learning have also emerged over the last 10 years that have implications for the conceptualisation, development and implementation of an industry-led VET system.

In this paper I examine what is new about work, skill, knowledge and learning. Firstly, to identify how these new ideas intersect with the concept of an industry-led skill formation system and secondly to consider what this might mean for VET policy, practice and practitioners.

**Presenter/s:** Berwyn Clayton and Kaaren Blom  
**Title:** PA033 We can't teach them that! Reinstating the place of generic skills in VET  
**Stream:** NTRA Friday 12.00

\*\*\* In a number of overseas countries, the delivery and assessment of generic skills has become an issue of considerable interest. Likewise, in Australia there has been an increasingly obvious shift by vocational education and training (VET) policy makers and major industry representatives, away from a complete focus on technical competencies to one that promotes an enhanced positioning for generic skills in VET. In their simplest form, generic skills are currently represented in Training Packages and in practitioners' minds, by the Mayer Key Competencies. However, research indicates that the teaching and assessment of Key Competencies is relatively problematic. Learners' achievement of Key Competencies is generally inferred, and is only rarely directly delivered and evaluated. This paper reports on a series of case studies of RTO approaches to assessment of generic skills. It examines the issues and concerns raised by practitioners currently engaged in the delivery and assessment of generic skills and offers some suggestions for supporting more effective approaches in a range of VET environments.

**Presenter/s:** Berwyn Clayton and Beth McRae  
**Title:** PA034 RPL: Practitioner perceptions, problems and pragmatisms  
**Stream:** RPL Thursday 14.05

Since its initial implementation, Recognition of Prior Learning (RPL) has been consistently promoted as a critical pillar in Competency Based Training in Australian VET. It has been acknowledged by both policy makers and practitioners as a means of opening up access to training to people with existing skills learned in a range of non-academic as well as academic settings. The status of recognition has been re-emphasised and regulated by the Australian Quality Training Framework's Standards for Registered Training Organisations. As national data was indicating limited uptake of RPL, several projects were funded in 2002 to focus on this topic. This paper reports on the interviews that were conducted with practitioners as part of one of those projects. While certain issues long-regarded as problematic in the provision of recognition (namely, hours and money) were raised, the study found that there were other factors that were influential in RPL uptake. More significantly, the research indicates that many practitioners have found alternative strategies for recognising prior learning, but that this pragmatic decision making, which leads to positive outcomes for learners, is not necessarily captured by formal data collection within RTOs.

**Presenter/s:** Mr Michael Coghlan, eLearning Coordinator, Douglas Mawson Institute of Technology  
**Title:** PA028 Should using the Internet change the way we teach?  
**Stream:** VET Issues 2 Thursday 16.05

How many teachers are involved in eLearning? And how are they using Net-based technologies and resources? A recent survey of the e-teaching habits of staff at Douglas Mawson Institute of Technology revealed mixed messages. The encouraging part of the story is that lecturers' use of web based technologies has increased markedly. Approximately 80% of lecturing staff are using the Internet with students. However, the survey data also revealed a pattern of usage of the Internet that is still fairly conservative. Few lecturers are exploiting the potential of the Net to facilitate collaborative approaches. Use of communication tools like chat and forum, while sometimes used for communication with colleagues across campuses, were rarely used for teaching purposes. The use of email in teaching was quite widespread, but it is mainly used as one to one communication between student and lecturer, and typically around the sending and marking of assignments.

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Use of web pages revealed a similar conservative approach. Many courses now have web-based resources on course resources lists, but web-based resources are still being treated as optional extras rather than key resources; as an add-on rather than a core component of the teaching methodology.

This presentation will briefly review the survey data, and discuss how the Internet can be used to more fully utilise the potential of elearning to promote more collaborative methodologies. It will also discuss what strategies can be employed to assist teaching staff progress to a stage where there is true integration of the Internet into their teaching approaches.

**Presenter/s:** Mr David Curtis, Research Associate, Flinders University  
**Title:** PA092 Assessing Employability Skills: The Case of Problem-Solving  
**Stream:** Key Competencies Friday 15.40

Over the past two years, renewed interest in employability skills has emerged. The lack of effective and efficient assessment and reporting approaches have been identified as impediments to the successful implementation of past employability skills schemes. A new approach to the assessment of problem-solving, involving both a new assessment tool and a novel method of administration, has been developed. The approach is argued to be authentic, being based on tasks that participants undertake routinely rather than being developed specifically for assessment. The method is performance-based and, consistent with assessment practices in the VET sector, it is criterion-referenced.

The paper will describe the development of the Problem-Solving Assessment tool, including its theoretical basis, and the method of its administration. It will also present the results of a study undertaken to validate the tool. The results of the analysis indicate that several bands of performance can be recognised and that such performance bands may provide a basis for profiling individuals' employability skills. Such profiles may be matched to the needs of industry and to the requirements of occupation types. Implications for the assessment of other employability skills using similar tools and methods will be outlined. The research reported in this paper was supported under a grant from the National VET Research and Evaluation program (NR2007).

**Presenter/s:** Ms Deb Daly, Institute Director, Gold Coast Institute of TAFE  
**Title:** PA094 Queensland Government Reforms for the Future: Gold Coast Institute of TAFE Youth  
**Stream:** Youth Thursday 16.05

The Queensland Government has visibly demonstrated its commitment to youth in this State through its recent extensive community consultation via the green paper Queensland the Smart State: Education and Training Reforms for the Future, and the subsequent white paper outlining a range of proposed education, training and employment reforms. At the heart of the reforms is concern for an estimated 10,000 young Queenslanders who have disengaged from the education system, and are neither enrolled in school, enrolled in further training nor participating in the workforce. Additionally, there is evidence to suggest that there are large numbers of students still at school or TAFE who are deemed to be "at risk" of disengaging.

The Gold Coast Institute of TAFE (GCIT) has been assisting disaffected youth on the Gold Coast since 1997. The program itself has an enviable reputation across the State of Queensland and was recently recognised by the Premier with an Award for Excellence in Public Sector Management. This award paid tribute to the significant contribution this Institute makes to the lives of young people who have been marginalised from traditional educational environments. Since its inception, the Youth Program at GCIT has assisted over 2,500 young Gold Coasters. Our client group are youth between the ages of 15 and 19 years of age, who have used up all of their chances in traditional schooling environments. Commonly, they have been expelled from more than one Gold Coast High School, and have reached the stage where they are not able to enrol in any school in our region. In effect, these young people are disengaged from the learning environment, and having not completed their education, are at serious risk of long term unemployment and a welfare-dependent existence.

This paper will provide an overview of the Gold Coast Institute of TAFE Youth Program. Specifically:

- ?? An overview of how the program has evolved since 1997 into a highly recognised intervention strategy for youth who have disengaged from traditional education and training systems.
- ?? An indication of some of the pitfalls, risks and challenges.
- ?? One or two small case studies – success stories.
- ?? Plans for the future – how do we stay at the "frontier" and push the boundaries further?

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**Presenter/s:** Ms Susan Dawe, Senior Research Fellow, NCVER  
**Title:** PA052 The changing training practices in large Australian firms  
**Stream:** Industry Training Thursday 14.05

This paper reports on a study by the National Centre for Vocational Education Research Ltd. (NCVER), 'Determinants of successful training practices in large Australian firms' by Susan Dawe (in press), that compares current and past training practices in large Australian firms and investigates the operation of major drivers of workplace training. It identifies the major elements which contribute to training practices demonstrating positive benefits over a period of time.

Australian studies of enterprise training during the mid-1990s found that whilst training practices varied considerably between industry sectors and individual firms, formalised training and learning practices were more likely to be found in larger organisations. These studies also found that the major drivers of training in organisations were workplace change and innovation, and the need to implement quality assurance processes and adapt to new technology. More recent studies of training practices in Australian organisations have confirmed the importance of these factors.

The research points to a number of broad trends in the changing nature of training as a result of organisational changes and recent developments affecting the workforce. These trends include an emphasis on generic skills, such as communication, negotiation and problem solving, required by enterprises and decentralisation of the responsibility of training of employees to line managers. Large firms were increasingly providing training towards externally recognised qualifications and individuals were tending to take responsibility for their own training, career planning and lifelong learning. Another indication of successful training practices in large firms was formal evaluation of training.

Three elements were found to be fundamental for best practice in training and learning practices in large Australian firms. These included having in place:

- ?? an organisational culture that supports learning
- ?? mechanisms to link training to the business strategy
- ?? mechanisms to link training to workplace change.

**Presenter/s:** Mr Rob Denton, Advanced Skills Lecturer, Torrens Valley TAFE  
**Title:** PA093 Down-to-Earth Key Competencies Assessment – A Very Practical Perspective  
**Stream:** Key Competencies Friday 15.05

This report offers a rare insight into the increasingly important area of 'generic skills' from a practical implementation and assessment perspective. The approach is based on the experiences of 'coalface' educators and students involved in long term action research of a practical Key Competencies Assessment Strategy. The very heart of the generic skills challenge, namely 'explicit assessment', is tackled head-on. Revealed are some down-to-earth secrets of a unique and proven generic skills strategy at Torrens Valley TAFE which has evolved over a period of more than 10 years, into a nationally and internationally acclaimed practical implementation strategy. It highlights some practical assessment strategies, tools and processes and includes views of various stakeholders including graduates and employers and the impact it has had on them.

This is an opportunity for practitioners to appreciate what a practical implementation strategy for generic skills might actually look like. It also inspires a level of confidence knowing that the tools and processes identified are founded on comprehensive 'practical' trials and evaluation.

**Presenter/s:** Ms Catherine Down, Projects Director (Educational Development), RMIT University  
**Title:** PA055 Training Packages: The learning journey to date  
**Stream:** Training packages & Curriculum Friday 14.15

\*\*\* This paper/presentation reports on a commissioned strategic evaluation undertaken for the Australian National Training Authority on the qualitative impact of the introduction of Training Packages on vocational education and training clients. The research involved collecting the views of over 200 vocational education and training practitioners, bureaucrats, industry personnel and students from all Australian States and Territories. The data collected provides a snapshot of conflicting views about Training Packages.

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An activity theory approach was used to analyse the data. This resulted in the identification of key contextual issues which act against the adoption of Training Packages and their innovative use by VET practitioners. These issues are systemic in nature and provide an explanation for the polarity of views which, inevitably, result from any discussion of Training Packages.

It is less than six years since the move to Training Packages as the national specification of vocational education and training (VET) in Australia and less than five years since the first Training Packages were endorsed. Since then, VET providers, administrators, and industry have been on a steep learning curve as they unpack the packages to determine what they mean for the end clients of the system – Australian and international students undertaking vocational education and training programs.

**Presenter/s:** Catherine Down/Allan Ballagh  
**Title:** POA057 The Applied Technology Framework: Expansive learning for innovation  
**Stream:** Introduction to Posters Thursday 12.10

This paper/presentation reports on a development project, commissioned by the Victorian Office of Training and Tertiary Education to develop an Applied Technology framework which provides a lifelong learning pathway to meet the learning needs of tradespeople. Given the predicted future rate of technological change, these people will need to find innovative applications for technology which have not yet been developed. How they might be equipped with the knowledge and skills to meet technological challenges in the future is a basic question which the project needs to address. The paper will report on the early research underpinning the project including what has been learnt from the literature review and early consultations.

**Presenter/s:** Professor Ian Falk, NTU  
**Title:** PA002 Re-framing learning in VET: Social capital in (workplace) learning  
**Stream:** VET Issues 1 Thursday 13.30

\*\*\* Effective learning occurs when interaction occurs. Interaction occurs when people engage each other, and engagement can occur in many ways. Learning from engagement can take place face-to-face. Engagement on telephones and emails is also a site for learning. Learning occurs in the engagement between a person and various kinds of texts, and when a person engages with the texts of their thoughts. In all these interactions, it is the engagement that brings to the fore the past experiences (skills and knowledge) of the interactants. Simultaneously, these often unconscious choices from past experiences are guided by two factors: (a) facets of the interactants' identities, and (b) expectations of future scenarios that mix with identity resources to define the experiences selected. That is, the identity-shaped selection of experiences forms the essence of learning that occurs in these engagements. Put another way, the outputs (benefits, impacts) of 'the essence of learning' are situationally formed and determined. However, the resources to engagement are only partly formed from the skills and knowledge we have come to refer to as human capital. The essential resource component is, in fact, aspects of the human participants' identities. When the knowledge and skills of human resources blend at the point of engagement with the relevant components of identity resources, social capital is at once produced and built. Learning is, in these moments of engagement, the simultaneous using and building of the knowledge and identity resources from which social capital is formed.

**Presenter/s:** Jill Favero  
**Title:** PA007 'Quality' training - challenges for teachers of workplace training for trainees and apprentices  
**Stream:** Trainees Friday 14.15

\*\*\* The world of teachers who provide 'on the job' training in the workplace for trainees and apprentices has been one of constant change in the last decade. This case study, located at Kangan Batman TAFE, set out to explore the issues faced by teachers following reviews of the Apprenticeship and Traineeship training system, particularly the Schofield review of training in Victoria in 2000. Findings revealed that the issues for teachers are many, including meeting the demands of regulatory compliance, changes to the roles of TAFE teachers, concerns about the transferability of skills of trainees, reluctance of some employers to release trainees for training, the time taken to travel to workplaces and concerns about funding. Of significance is that the teachers' concepts of 'quality' training are different to that of Schofield as theirs have a student focus rather than a process driven origin. Teachers understand the need for accountability but found compliance to be time consuming, thus distracting from the teaching activities.

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There are implications for the study as it revealed a need for efficiencies in compliance systems, a review of teacher and administrative roles and a common understanding of 'quality training'. The paper is a summary of a Master of Education thesis completed in November 2002.

**Presenter/s:** F. Ferrier & C. Selby Smith  
**Title:** PA024 The Funding of VET for Students with Disabilities  
**Stream:** Market Reforms Thursday 16.05

This report on an National Research and Evaluation Committee supported project is concerned to explore the existing arrangements for funding students with a disability in vocational education and training throughout Australia; and also with possible alternative arrangements. The project surveyed the limited existing literature and outlined the current funding arrangements, based on written material, and visits and discussions with State and Territory training authorities and VET providers. Four possible funding arrangements were identified: the current situation; modifications to the existing arrangements which nevertheless retain the same basic structure; additional base funding for VET providers; and a case management approach. In addition, five general conclusions were identified, together with two steps which could be taken to progress matters. First, STA's, other relevant organisations and providers could consider the options and the possible implementation action they wish to take (taking account of the respective strengths and weaknesses of the alternatives; recognising that there are a range of permutations and combinations; and noting that decisions on how best to proceed need not be identical in each State and Territory). Secondly, a pilot project could be established to trial the preferred funding arrangements, followed by careful evaluation, before making any wholesale changes.

**Presenter/s:** F. Ferrier & C. Selby Smith  
**Title:** PA098 User Choice: Some Recent Developments  
**Stream:** NTRA Friday 11.25

User Choice has been operating in the VET system since January 1998. Since it began the policy has been the subject of considerable examination and continuing modification. In this paper some of the latest developments are examined, drawing on recent work undertaken by the Monash University-ACER Centre, including: case studies including consideration of differences in the geographical location and size of enterprises; interviews with employers and apprentices and trainees, both in metropolitan and non-metropolitan enterprises; and discussions with State Training Authorities and industry bodies. The paper notes some instances where modifications have been made and are working well. However, there were also found to be some other areas where challenges remain to be addressed by policy-makers and practitioners.

**Presenter/s:** Ms Fiona Fitzpatrick, Managing Director, Futurum Australia  
**Title:** PA074 Futurum Australia's Best Practice in National Training Delivery with Bakers Delight Holdings Ltd  
**Stream:** Industry Training Thursday 13.30

Futurum Australia's training partnership with Bakers Delight Holdings Ltd was recognised by the Victorian Department of Education and Training in awarding a Tender for demonstration of Best Practice of National Training Delivery. The project involved investigation over approximately five months, including Case Studies, testimonials, Student Administration Data and Client Satisfaction Surveys.

Bakers Delight research shows:

- ?? 86 per cent of trainees experienced real benefits from participation in this training program
- ?? 96 per cent of trainees would recommend the training program to other people in Bakers Delight
- ?? 93 per cent of trainees felt that the meetings with their trainer kept them motivated and in line with their training plan
- ?? 100 per cent of trainees felt that all parties involved in the program fully understood the training and assessment requirements of each of the competencies in the program. Statistics also reflect that trainees felt the additional knowledge gained from the training helped them to feel more competent in their job role even where they had been in the role for some time.

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Best Practice was demonstrated in the following areas:

- ?? Innovative approaches to linking on the job and off the job training
- ?? Teaching and learning resources for workplace learning
- ?? Quality assessment in the workplace
- ?? Quality training outcomes
- ?? Innovative approaches to apprentice and trainee administration and data management

The Partnership's Key Success Factors:

- ?? A climate of open communication and trust was established early in the relationship
- ?? A robust system of practices and procedures were developed and documented
- ?? Clear communication of the training and assessment services expected and then delivered
- ?? Established internal staffing structures within each organisation
- ?? Reliable human resource development processes for trainers and business development staff
- ?? Documented partnering arrangements.

**Presenter/s:** Sue Foster / Maddy Harford  
**Title:** PA088 Building Research Culture and Capacity in Victoria  
**Stream:** The Research Community Friday 15.40

The Victorian Office of Training and Tertiary Education (OTTE) has recently developed a research Strategy for the Victorian VET system. This paper discusses the planning and process by which the Strategy developed. OTTE is committed to a process of evidence-based policy making. There is a need for coherent and coordinated approaches to research that are planned and strategically focussed and build towards a substantial body of knowledge.

The Victorian Ministerial Statement on Knowledge and Skills for the Innovation Economy, launched in July last year, emphasises the crucial contribution that research makes to a flexible, responsive VET system and is itself underpinned by a suite of research projects. The OTTE research strategy envisages a dual role for research:

- ?? It seeks to cultivate an approach to research that recognises the importance of information and data collection; strategic thinking; analysis and dissemination to the process of policy making. This is an objective view of research which focuses on observing, recording and analysing historical data and information and reporting issues and implications.
- ?? At the same time research also has the capacity to influence change itself. Research as a driver of change implies a subjective view which focuses on reflective practice and evaluation. In an education and training context, this view of research has the capacity to conceive futures and VET practitioners become active participants in the process of change.

**Presenter/s:** Carol Fripp, Dennis Macnamara, John Blakeley  
**Title:** PA005 Ready, Set, Share? AShareNet - a model for managing digital resources  
**Stream:** VET Issues 2 Thursday 15.30

AShareNet is a collaborative system designed to streamline the licensing of intellectual property so that Australian training materials are developed, shared and adapted efficiently. AShareNet uses a series of licensing protocols developed by the Australian Government Solicitor and is a digital service accessed through a website. The original concept was based on protocols for sharing resources across Australia; however current users are more interested in trading and return on investment.

AShareNet has a number of valuable contributions it could make to the VET environment beyond licensing resources which are discussed. Issues about take-up of these services are also raised as are the need for appropriate business models to suit the digital environment.

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**Presenter/s:** Ms Jennifer Gibb, Manager, NCVER  
**Title:** PA085 The changing face of VET research  
**Stream:** The Research Community Friday 15.05

This paper considers the changing face of VET research managed by the National Centre for Vocational Education Research (NCVER). In particular the paper will trace the nature of the research program and how it has changed as the sector has changed over the past 5-10 years. It will also consider the ways in which the research program seeks to have an impact on policy and practice. The paper will consider the extent to which the research program has built capacity, has communicated the findings, has encouraged collaboration and addresses the issue of the quality of VET research. The paper will also discuss approaches to knowledge management and how this will change the nature of VET research in the next 5 years.

**Presenter/s:** Barry Golding  
**Title:** PA016 Who's doing the hunting and gathering? An exploration of gender segmentation of adult learning in small and remote communities.  
**Stream:** Regions Thursday 13.30

\*\*\* Adults in Australia have tended to return relatively recently to learning in patterns that are significantly different by gender. These patterns of gender segmentation for adults are particularly noticeable in the findings of recent research by the author into adult, community and vocational learning in small and remote towns in Victoria. The issues associated with such patterns form the basis of this exploratory paper.

**Presenter/s:** Martha Goldman / Jo Balatti  
**Title:** PA059 Changing Organisational Practices to Meet the Needs of Indigenous Students in Mainstream VET  
**Stream:** Indigenous Friday 11.25

\*\*\* The last ten years in particular have seen a large increase in Indigenous participation in VET especially in mainstream programs. This increasingly significant clientele has demanded changes to the way that training organisations work at the grassroots level in terms of delivery, support, management and administration. This paper reports on some of the more important changes that VET providers have implemented to deliver mainstream courses more effectively to Indigenous students. It then suggests further changes that need to take place and identifies organisational factors that seem to impede the implementation of such change. The paper draws on a recently completed NCVER funded action research project aimed at improving Indigenous completion rates in mainstream TAFE courses. Four TAFE Institutes with comparatively large Indigenous student populations participated in the twelve-month long project. During this time, the action research teams, comprising a diverse range of practitioners, reflected on their existing practices, identified areas for improvement and attempted—with varying degrees of success—to implement changes to aspects of their institution's practice. The paper draws on the experience of these practitioners whose collective objective was to be a change agent in their respective organisations.

**Presenter/s:** Mr Jock Grady, Hunter Institute - TAFE NSW  
**Title:** PA015 Towards an Innovative and Holistic Paradigm for Teaching and Learning in a Large Public Sector Vocational Education Provider - a Case Study of Hunter Institute - TAFE NSW  
**Stream:** Introduction to Posters Thursday 12.10

With 53,000 students and a staff of 2,500, Hunter Institute - TAFE NSW is one of the largest VET providers in Australia. The Institute has a unique educational delivery profile in that it encompasses both urban and rural environments across its 16 campuses. In 2001 Hunter Institute established ITALIC (Institute Teaching And Learning Innovation Centre) to facilitate greater levels of learning innovation, support teachers' professional development, and to engender change in the organisational culture. ITALIC works with a range of internal and external stakeholders and partners to develop innovative teaching and learning projects, and has to date in excess of fifty (50) staff-initiated projects that are being developed and managed by the centre, with funding in excess of \$(Aus) 3 million being attracted to facilitate these initiatives. ITALIC was established with a mandate to:

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- ?? facilitate teachers to become life-long learners
  - ?? revitalise teaching practice and engender enthusiasm amongst teaching practitioners
  - ?? enable teaching excellence and encourage "ownership" of resources and processes
  - ?? to value teachers as professionals to develop and support quality learning environments
  - ?? explore new learning frontiers develop learning products and processes
  - ?? leverage internal and external partnerships
  - ?? connect staff with funding, project resources, new ideas and relevant expertise
  - ?? enhance, model and mentor effective project management
  - ?? provide a conduit to national & global initiatives.

Early successes in supporting staff initiatives and innovative teaching and learning projects have led to increased understanding of the theoretical and practical imperatives underpinning ongoing and sustainable development of an innovative learning culture. It is recognised that this understanding and knowledge needs to be shared amongst all Institute staff for effective uptake and implementation. To this end the Institute, ITALIC and its reference groups are developing a second-generation of enhanced support for innovative teaching and learning initiatives.

**Presenter/s:** Mr Darel Hall, Executive Director, Industry Training Federation of New Zealand  
**Title:** PA035 Funding and policy debate in the "seventh state": Legislative and policy change in New Zealand  
**Stream:** International Thursday 14.05

New Zealand substantially amended its VET and wider tertiary education legislation in December of 2002. The Industry Training Federation (ITF) sees the passing of the Education (Tertiary Reform) Amendment Act 2002 and the Industry Training Amendment Act 2002 and the establishment of the Tertiary Education Commission as vital to formalising the position of Industry Training as a key component of the integrated tertiary education sector. Central to the tertiary education reform process is the introduction of a system of charters and profiles, a tertiary education strategy, and a statement of tertiary education priorities. Together these tools will be used by the Tertiary Education Commission to determine funding for all tertiary education organisations. These changes set the scene for a more responsive and strategic tertiary education system.

The legislative change(s) occurred in a context of a movement from 95,000 people involved in Industry Training in 2001 to an ambitious target of 250,000 by 2007 committed to by the newly re-elected Labour-led government. Reaching this target will require significant funding issues to be resolved. Specifically, debate is focused on how the 46 Industry Training Organisations (ITOs) should be funded. There are currently 26 rates of funding the base payments to ITOs from \$2,200 to \$3,965 per standard training measure as well as various strategic priority funds and payments from the New Zealand Qualifications Authority. In this paper the reforms to the tertiary education sector, including industry training, are explored with particular emphasis on how the reforms affect the roles and responsibilities of Industry Training Organisations (ITOs). This will also provide a condensed analysis of the key legislative, policy and funding changes and issues faced by ITOs.

**Presenter/s:** Chris Harvey/David Hodges  
**Title:** PA053 Reflecting on practice: using the Diploma of Frontline Management to develop learning partnerships in the workplace  
**Stream:** Frontline Management Thursday 16.05

This paper is based on research undertaken during a management training project in a company within the Australian petrochemical industry. The company selected a competency based model, the Diploma in Frontline Management (FMI), as a way of improving their first line leaders. The role of competencies in workplace learning and development has been the focus of considerable debate during the past decade. Reports on the effectiveness of the Frontline Management Initiative are starting to emerge. Elements of the competency debate were evident among different stakeholders in the petrochemical company.

Competencies are economically driven and in the Australian context they have been appropriated as a way of responding to increased international competitiveness. The need to respond to this increased competition underpinned the FMI at the petrochemical plant. This paper argues that competencies, by themselves, are a fool's learning paradise that did not have any real positive impact in the workplace. To be effective competencies need to be appropriated and molded to suit both the needs of individual workers, their managers and the broader organization. This appropriation and molding process can be highly contested but

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through this process new organizational knowledge is created. Second, there is a need for learning partnerships to be formed at the workplace. In companies that are subjected to intense competition the development of partnerships is difficult to achieve.

This paper concludes that workplace learning can assume strategic characteristics when new workplace knowledge is created in a context of a learning partnership.

**Presenter/s:** Dr Stewart Hase, Associate Professor, Southern Cross University  
**Title:** PA072 Changing the face of competency: Is it time now to talk a about capability as well as competence?  
**Stream:** Introduction to Posters Thursday 12.40

Since the early nineties a number of commentators suggested that while competency is essential there is a need to think beyond competence to the more holistic attributes of Capability. Mostly this commentary was ignored and seen as a threat to the competency movement. A recent review of the vocational education and training literature seems not to provide support for this notion and that competencies do not provide the complete picture when it comes to defining how humans perform at work. A recent evaluation of competency assessment also lends some research support for the limits of competency and a need to look more closely at the measurement of performance. This paper revisits the notion of capability and describes how it can enhance the way we think about workplace training and assessment. What was once heresy may now have its time!

**Presenter/s:** Stewart Hase / Helen Saenger, Southern Cross University  
**Title:** PA073 Changing the Face of Competency Assessment: Evaluation of the Certificate IV In Assessment and Workplace Training Package in the mining industry  
**Stream:** Competency Assessment Friday 12.00

\*\*\* This study resulted from concerns in the Queensland mining industry that there might be problems and outstanding issues with the implementation of competency-based assessment. This observation was supported by a number of reports in the general vocational education literature. The study used three main approaches to data collection: interviews and focus groups throughout Queensland involving 23 mine sites and a number of other stakeholders; a survey; and a review of the literature.

The overall finding was that there is enormous variability in quality across the industry in almost every factor associated with assessor training and implementation. This variation is discussed in detail and recommendations are made about how problems might be addressed.

**Presenter/s:** Mr Geof Hawke, Senior Research Fellow, University of Technology, Sydney  
**Title:** PA047 Students in an enterprise education in schools program: Their experience of, and attitudes towards, the world of work.  
**Stream:** VET Issues 1 Thursday 14.05

\*\*\* Over the last decade or more, there have been a number of attempts to introduce programs into secondary schools that seek to provide students with an orientation to the world of business and to entrepreneurial activity. Despite the considerable effort that has been put into developing these programs and in offering them both within and in addition to standard curriculum offerings, there has been relatively little research on the programs, their effectiveness or their relevance to the prior experience, attitudes or interests of school students. This paper draws on data from an ongoing evaluation of one of these Enterprise Education programs. It uses data provided by over 11,00 students accumulated from programs offered over the four years of 1998-2001 and focuses on the personal and family experience of the students and on their attitudes toward, and understanding of, "business". The data highlight the limited and stereotypical views of "business" that students hold and the significant variations in these (and in the student's exposure to the "world of work") that operate across different demographic groups. The paper will consider some of the implications of these findings for programs of this type targeted at school students.

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**Presenter/s:** Dr Cathy Hill, Researcher, CIT  
**Title:** PO037 Keeping the Customers Happy!  
**Stream:** Introduction to Posters Thursday 12.10

This poster illustrates the various means by which the Canberra Institute of Technology (CIT) has attempted to identify and respond to the changing service needs of four client groups – students, staff, employers and community – over the last two years. As part of CIT’s commitment to providing high quality service to all our customers, regular feedback is sought from client groups. Prime responsibility for gathering and analysing such information lies with the Centre Undertaking Research in Vocational Education (CURVE), established at CIT in 1999. One of its roles is to manage and promote the Institute’s mandatory client feedback program, conducting Student Opinion, Staff, Graduate and Employer Satisfaction Surveys. The Centre also conducts other surveys and research for faculties and offers advice when faculties wish to undertake their own surveys/evaluations. The poster shows the types of instruments used to gain feedback from the four client groups and selected documents produced by CURVE to keep staff informed about developments in the broader VET environment: Community - Open Day Survey conducted annually; CIT Strategic Marketing Survey (2001) and the CIT Information Centre Publications Centre Survey (2002). Employers - Employer Satisfaction Survey conducted annually. Students - Student Opinion Survey undertaken biennially; Graduate Survey conducted annually. Staff - Staff Opinion Survey conducted biennially; Casual Teacher Employment Survey (2001).

CURVE also produces a number of publications to raise staff awareness of emerging trends in the VET sector – CIT VET Environmental Scan; Learning Curve; CIT Snapshot; Research Digests. CURVE plays a pivotal role in the design, conduct, analysis and reporting of both qualitative and quantitative surveys within CIT. The information gathered from the four client groups informs Institute policy decisions and assists in maintaining high standards of customer service in a changing VET environment. Further information about CURVE and CIT may be found at [www.cit.act.edu.au](http://www.cit.act.edu.au).

**Presenter/s:** Ms Karen Ho, Senior Strategic Analyst, WestOne Services  
**Title:** PA048 Student Perspectives on Delivery Strategies  
**Stream:** Blended Learning Friday 15.05

This paper summarises the major findings from a series of qualitative and quantitative research projects conducted by WestOne and the Western Australian Department of Training during 2001 and 2002. These research projects examined student preferences for various delivery strategies. Of particular interest was the strength of the overall demand for flexible delivery methods and differences in delivery preferences among segments of the student population (defined on the basis of primary motivation for training). The research also looked at the relationship between quality of learning, quality of teaching and delivery strategies.

The research has shown that the experience of the majority of vocational education and training (VET) students is dominated by face-to-face teaching and, on the whole, they are fairly satisfied with this traditional and familiar method of delivery. However, there are signs that flexible delivery options are important and valued by certain segments of the student population (eg “career changers”, “skill improvers” and the “self-employed”). There are also signs that demand will build in the future as students have more experience with a range of delivery options. Furthermore, experience with alternative delivery methods appears to be associated with higher quality of learning scores, which reflect personal empowerment and confidence in one’s ability to learn.

“...if you don’t know who the learners are – their concerns, their ambitions, their background – how can you know if you’re making a difference for them...” (ANTA, 2002, p4).

“We still seem to be making choices about what to offer flexibly based on ‘what is available’, ‘what is easy’ or ‘who is available to deliver’ – not based on learners’ needs.” (Manager, TAFE College, survey response, 2002).

“[We need] proper, comprehensive research into student needs/wants BEFORE development of resources. My students tell me flexible, off-campus learning is a last resort if they can’t access suitable unit/day/time” (Lecturer, TAFE College, survey response, 2002).

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**Presenter/s:** Ms Patricia Hyde, Research Officer, TAFE NSW  
**Title:** PA078 Assessing online or online assessment? Challenges for the VET practitioner.  
**Stream:** Assessment Issues Friday 12.00

The increasing use of the online environment for learning and assessment in the vocational and other education sectors has brought back into focus important issues and unanswered questions relating to the design of learning and assessment and, in particular to the role of formative assessment in an online learning environment. These include:

- ?? How is technology changing learner expectations about assessment and customer service?
- ?? How can educators best use communication and information technology tools for assessment purposes?
- ?? How valid, reliable, fair and flexible are the assessment practices?
- ?? What benefits are there for learners and teachers in using online technologies for assessment activities, and what are the pitfalls?
- ?? How 'safe' are the assessment practices?

This paper will address some of these issues with reference to three research projects undertaken by the Vocational Education and Assessment Centre, TAFE NSW during 2001 – 2002. These projects investigated assessment practices in flexible learning arrangements across VET and university sectors. Key issues, challenges, pitfalls and potential solutions will be identified.

**Presenter/s:** Mr David John, NCVET  
**Title:** PA023 Identifying student factors which influence passing within VET  
**Stream:** Assessment Issues Friday 11.25

Access to vocational education and training (VET), and the under-representation of particular groups in further education has been the subject of ongoing debate for several years. Aggregate level indicators are important in gauging the overall productivity of the sector however, they do not allow policy-makers to fully determine whether the sector is successfully meeting the needs of all student groups.

As a result, there is a growing need to determine the major student groups who participate in vocational education and training (VET) and to derive appropriate performance measures to monitor their performance. In order to identify these student groups, it is first necessary to determine the key factors which influence success using robust statistical techniques.

This study identifies the key demographic and life-stage factors influencing the likelihood of students passing within VET and examines differences in the profiles of students most likely and least likely to pass. While a number of different indicators are required to gauge the performance of the VET system, this study is concerned only with the issue of passing and the identification of student characteristics which directly impact on passing.

**Presenter/s:** Susan Johns, Sue Kilpatrick & Barton Loechel  
**Title:** PA004 Pathways from rural schools: Does school VET make a difference?  
**Stream:** School Participation Thursday 13.30

\*\*\* This paper reports results from an NREC funded study of the medium term outcomes (some two to three years after leaving school) for youth and their communities of VET programs delivered by rural schools. The study surveyed young people who were in Year 11, 12 and 13 in 1998 from six rural school clusters funded by the Enterprise and Career Education Foundation, using a mailed questionnaire. Approximately equal numbers of VET and randomly selected non-VET students from each cluster were surveyed.

The key findings relate to the features of rural school VET programs that contribute to successful outcomes, and to the outcomes themselves in terms of education and training, employment and rural youth retention/community development for both rural school VET and non-VET students. The features of rural school VET programs that appear to influence post-school education and training, employment and community outcomes include the purpose of the school VET program, work placements, and course industry area. Student motivation and gender influence outcomes for individual students. In terms of outcomes, school

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VET students were less likely to continue with post school education and training in general, but more likely to go onto further vocational education and training than school non-VET students.

The findings suggest that rural school VET courses are pathways to related education and training (and presumably careers, particularly in technology and trades areas) both for students who intend to live in a rural area during their working life, and for those who do not intend to join the workforce in rural Australia. This suggests there is an opportunity for VET programs in rural schools to assist in the transition from school to further education and training and careers for a wide range of rural students.

**Presenter/s:** Ken Jorgenson/Shelly Gillis/Patrick Griffin/Justin Connally  
**Title:** PA038 A multi-source measurement approach to the assessment of higher order competencies  
**Stream:** Competency Assessment Friday 11.25

\*\*\* This paper presents preliminary findings from a study investigating the application of a multi-source measurement approach to the assessment of higher order competencies in the public service industry. The aim of the study was to develop and validate a strategy to synthesise multiple sources of evidence to inform judgements of workplace competence. The methodology adopted integrates developments in two fields of study, performance appraisals and psychometrics. At present, 55 candidates have been assessed using a combination of assessment methods. This paper presents findings from a multi-faceted Rasch analysis of 360-degree assessment ratings. While candidate competence and item difficulty were well separated, there were only very small differences in the severity of different rater groups (self, supervisor, peer and subordinate). As such, rater group severity had no impact on candidate competence estimates.

**Presenter/s:** Saraswathi Karthigesu & Ric Bierbaum  
**Title:** PA044 TAFE SA Teacher Training Education Requirements  
**Stream:** Professional Practice Thursday 16.40

\*\*\* To obtain a sense of the current profile of teacher qualifications in TAFE Institutes for this project, a comprehensive survey of staff was undertaken in September, 2002. Its aim was to provide Directors with an overview of the educational qualifications status and preferences of their teaching staff and their implications and opportunities for TAFE's involvement in providing qualifications and staff development in the future.

The results of this survey should be seen in the context of the current teaching workforce employed in TAFE in August, 2002. Of the 2783 TAFE teaching and management staff issued with a questionnaire, 424 responded, constituting a sample size of approximately 15%. 71% of respondents were Lecturers, Advanced Skills Lecturers or Principal Lecturers, 14% were Managers, the rest comprising Hourly Paid Instructors [HPIs] (4%) and Lecturers' Assistants (4%).

Summary of key findings of the survey:

- ?? 62% of teaching staff in TAFE Institutes have a formal education/teaching qualification.
  - ?? 57% of respondents are currently completing a formal qualification.
  - ?? Of those currently completing a formal qualification, 62% - contract, 10% - HPI and 28% - permanent.
- Of all the structured education and training (workshops, seminars, tutorials) undertaken over the past 3 years, but not leading to a formal qualification, the following were seen to be most relevant to respondents:
- ?? 'Updating Knowledge of Discipline Area' (80%)
  - ?? 'Industry Liaison' (73%)
  - ?? 'Updating Teaching/Training Skills' (68%)
  - ?? Of the structured training undertaken
  - ?? 47% was funded by the employer
  - ?? 25% funded jointly by the staff member and employer and 6% funded totally by the staff member.

The most common reasons given by staff as causing barriers to their participation in professional development/formal qualification programs were:

- ?? Pressure of work (38%)
- ?? I do not have enough funds (25%)
- ?? Location and timing difficulties (25%)
- ?? Family commitments (24%).

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**Presenter/s:** Ms Sandra Kingston, Public Relations Officer, Box Hill Institute,  
**Title:** PA089 Do gooding or effective community relations? A comparison of practice in the TAFE and Health sectors.  
**Stream:** VET and the Community Friday 15.05

Educational institutions face increasing criticism about the impacts they have on their surrounding communities. These criticisms include accusations of unsympathetic development, car parking, litter and inappropriate student behaviour. They have generally been dealt with on an ad hoc basis by the organisations concerned with power rarely ceded to the community. This approach damages the institutions' local reputation and goes against accepted stakeholder management practices.

This paper looks at the community relations practices employed by the Technical and Further Education (TAFE) sector and compares them with the Health and Community Service sector. Both sectors are largely government funded and are integral service providers within local areas yet each faces different challenges in communicating with their communities.

The paper considers stakeholder management theory and the increasing emphasis on corporate citizenship goals for private and public sector organisations. It defines community relations and outlines how community relations practice has evolved from a simple mediating role between the organisation and the community to one which at its highest level is integrated with corporate strategy.

Using examples from the health and education sectors the paper demonstrates how integrated community relations practice can provide a valuable tool for bringing about organisational change and harmonise the organisation with its surrounding community. It asserts that TAFE institutes would benefit from greater definition of and strategic commitment to integrated community relations. Further by so doing an individual TAFE institute can move from being a government building on the corner to true citizenship within the community.

**Presenter/s:** Kisilu Mashtakh Kitainge  
**Title:** PA011 Education and training for work; A comparative study of Kenya and Australia  
**Stream:** International Friday 11.25

\*\*\* This paper is a review of the steps followed in the proposal design for a Doctor of Philosophy Degree research. It will highlight the main sections included in the proposal with emphasis on the experiences and insights that I have developed in this first section of this research journey. The paper will discuss in simple language details some of the aspects that research students should be aware when designing a research proposal. The paper will seek the opinion of the stakeholders in VET research as a way of ensuring that the final product of this research is the best. The research that will be analyzed in this paper is summarized below. The research seeks to answer the question, "What lessons could Kenya and Australia learn from each other about the interrelationship between school-based training and work performance within the automotive Retail, Service and Repair industry" This study is propelled by the fact that the world interrelations are getting more and more with the emergence of an information economy. It is the order of the day that information and technology interchanges are taking place between two extreme ends of the world at the click of a mouse. The automotive industry is one of the fastest growing industries with the need for style, speed, and power impacting on the designs. These new designs in turn are calling for more sophisticated skill in the repair industry. The two countries in this study have different educational systems, are culturally different and are at different levels of economic development. This study then will expose a wide range of comparison that will go a long way in facilitating global information.

This study will adopt a comparative approach. It will focus on the Technical Training Institutes in Kenya, Technical and further Education Institutes (TAFEs) in Australia and the automotive Retail, Service and Repair industry in both countries. The training format and the industry status in each country will serve to establish the gap that exists between training and the job. This gap will be used to design educational models for positive collaboration between training and work in both countries. A model for transfer of learning for school to industry for intra and inter countries will be advanced. Some of the data already obtained from the study by the time of the conference will be discussed during the presentation of this paper.

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**Presenter/s:** Michaela Kronemann  
**Title:** PA018 Trends in TAFE student fees and charges  
**Stream:** Market Planning and Who Pays Thursday 16.40

The resource pressures that have been imposed on TAFE systems in recent years have led to a greater reliance on funding from non-government sources. There has been renewed discussion about issues of equity and access, particularly following the Varieties of Learning paper released by the Commonwealth Minister. In this context, it seems timely to explore a national picture of TAFE fees and charges, in order to ascertain the trends in such costs to students. This paper will review trends in aggregate and average fee levels and briefly outline state and territory policies in relation to fees and charges. While the paper will show a continued commitment to a low fee system overall, it will highlight particular concerns about student fees and charges and funding issues which need to be addressed if TAFE systems are to provide equitable access to vocational education and training.

**Presenter/s:** Mark Landy  
**Title:** PA079 Being online doesn't mean being alone'-TAFE frontiers online and face to face research findings.  
**Stream:** Blended Learning Friday 14.15

- ?? 'Being online doesn't mean being alone.'
- ?? 'Let's use a mix of appropriate technology'
- ?? 'How do you know when you have enough skill?'
- ?? 'No-one needs to be, or can be, an expert in all fields'

A sample of comments from the Flexible Learning State of Play Focus Groups –2002. During April and May of 2002, TAFE frontiers conducted focus group research as a follow up to its Flexible Learning State of Play Online Survey 2001. The online survey aimed to obtain a snapshot of the current penetration of flexible learning within the VET sector and to identify specific issues and opportunities to assist in the development of future policy directions. Over 230 VET practitioners, including teachers, managers, developers and support staff from across Australia responded to the survey.

After looking at the online survey data, three key issues from the survey were identified for focus group discussion and analysis. These issues were:

- ?? Awareness of and participation in flexible learning
- ?? Participant notions of their 'experience and skill ' in relation to flexible learning
- ?? Flexible learning resources and their availability.

The paper and workshop will report on the findings from the State of Play Online Survey, the focus group research, and the impact this data has on the thinking and practices of TAFE frontiers and implications for the VET sector. The findings of the second and most recent State of Play Online Survey, conducted in November 2002, are now available and these latest findings will be discussed as a point of contrast and comparison to the original data.

**Presenter/s:** Maria Leontios, David Boud, Kerry Harman, Donna Rooney  
**Title:** PA021 Everyday learning at work: communities of practice in TAFE  
**Stream:** Communities of Practice Friday 11.25

\*\*\* Ongoing restructuring, new types of students, changes in systems and the movement of staff within sections and institutes are only some of the daily challenges facing practitioners in many areas of TAFE as they grapple with the notion of organisational flexibility and customer responsiveness. This paper looks at how members of four workgroups based in two metropolitan institutes are dealing with challenges through informal learning.

This paper draws from preliminary findings of an Australian Research Council collaborative research project concerned with determining the significance of informal learning and its contribution to organisational performance. The project is currently midway through and has completed interviews and held feedback sessions with members of four workgroups undertaking quite different types of work. While the project is based in an educational organisation, the major focus of the research project is on TAFE as a workplace.

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Wenger has written extensively on communities of practice and his work provides a new perspective for viewing learning occurring in workplaces (Wenger, 1998). This paper draws from Wenger's theoretical work and views the four workgroups from the point of view of communities of practice. In doing so, it enables many of the everyday work practices of the workgroups to be articulated as 'learning'. This offers potential for learning and development because it begins to foreground practices within TAFE that may foster informal learning environments and strengthen what is already occurring in these communities.

**Presenter/s:** David Lloyd/Paul Morgan  
**Title:** PA050 A Framework for Assessing Student Outcomes  
**Stream:** VET Issues 3 Friday 13.40

Essential to an outcomes-focused vocational education system is a greater understanding of the outcomes students are seeking from training. This paper presents qualitative market research exploring student notions of participation, successful training outcomes, and delivery preferences. Specifically the research provides further understanding of the following:

1. What are the differences in student motivations to participate in training?
2. What do students want to achieve from training and what are their notions of a successful training outcome?
3. Student preferences in modes of course delivery and how does this vary depending upon the reason for undertaking study and life-stage.

Twelve focus groups were conducted by NFO Donovan Research, involving 121 current Vocational Education and Training students. Students were grouped together to form each respective focus group according to similar study motivations, gender and age. Focus group interviews were semi-structured. The research confirmed the existence of seven groups of students within the VET student population who are seeking similar training outcomes. The groups or student segments include:

1. Labour market entrants – those seeking an initial skilled job as a result of training
2. Career changers – those aspiring to start a new or different career
3. Skill improvers – those studying to update their skills seeking to gain a promotion or improve their career
4. Apprentice/trainees – those undertaking study as a requirement of an apprenticeship or traineeship
5. Bridging – those aspiring to get into another TAFE course or University
6. Personal interest – those who are studying for personal development or to improve themselves.
7. Self employed – those who were currently in business for themselves or hoping to enter their own business in future.

Despite the varying study motivations all students valued obtaining a qualification and viewed a VET qualification as instrumental in gaining better job prospects, increasing their freedom to choose work, improving job security, and increasing self confidence. Some student segments indicated a preference for certain delivery modes.

**Presenter/s:** Megan Lugg and David Saltmarsh  
**Title:** PA090 Merging paradigms: teaching and learning in school-based vocational courses  
**Stream:** School Participation Thursday 14.40

There has been rapid growth in vocational offerings in NSW secondary schools over the last three years, particularly in the seven dual-accredited VET-related courses that were introduced as part of the recent reform of the Higher School Certificate. These courses, which are based on relevant industry-developed Training Packages, have presented school-based vocational teachers with various challenges like: what is 'competency' and what might it look like in school-based curricula; how can 'competency' be developed and assessed; and how do these new courses contribute to their student's goals and aspirations. And as with many curriculum-based changes it also provided teachers with an opportunity to reflect: about what might constitute valuable knowledge in a senior school curriculum; and on the impact that a competency-based curriculum might have on their teaching and their own learning.

This presentation presents some tentative learnings from a two-year study of school-based vocational teachers in NSW: particularly about how these teachers have made sense of a different type of curriculum; about their often difficult navigation of the complex VET system; and about possible implications for teacher education and professional development in the school sector, in VET, and in higher education.

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**Presenter/s:** Dr Clare McBeath, Senior Lecturer in Training and Development, Curtin University of  
**Title:** PA076 Articulation issues: From ANTA competencies to university degree  
**Stream:** Articulation & Parity Thursday 13.30

\*\*\* Last year I spoke about the early stages of a research project looking at the difficulties and issues of articulation as students moved from the Diploma in Training and Assessment Systems into the final year of a university degree. The research involved a sample of five students who had completed the Diploma in Training and Assessment Systems and entered the degree program expecting the transition to be moderately smooth. The research set out to discover whether

1. the students had sufficient concepts, skills, and knowledge to enter the Bachelor degree with a credit of eight units
2. the units selected for their university level study could bridge them sufficiently into the higher cognitive, reflective and critical thinking outcomes required of university study
3. the students felt at the end of their course that they had missed anything important which other university graduates had acquired.

The research is proceeding very slowly, as the students are very busy with their full time workloads and part time study. Their participation in the research is a required part of their study course, and it is expected that they will benefit from their experience in the project.

The next questionnaire is due in January, and the data will shed more light on the which competencies each student covered from the Training and Assessment Systems training package, and which from other relevant training packages. Data will also be collected on the Provider, method of study, text books used and where possible, the number of hours taken to cover each unit of competency. With the current redesign and further development of the ANTA Certificate IV and Diploma courses, it is expected that articulation from the Diploma into the degree will become a preferred pathway in the future. It is therefore essential that university courses can retain their professional integrity and ensure that students do not graduate with too many gaps in their professionalism and critical skills.

**Presenter/s:** Mr Denis Meares, Senior Consultant, IDP Education Australia  
**Title:** PA097 Global Student Mobility 2025  
**Stream:** International Thursday 13.30

Will the global demand for international education sustain its current growth? Which source countries and regions will be the key drivers of future demand for international education? What will be the future demand for Australian education? How will destination countries and institutions respond to a massive surge in demand?

According to IDP forecasts, the global demand for international higher education is set to exceed 7 million students by 2025. This represents over 4 times the global demand in 2000.

This session will present the findings of IDP's latest research in international education, Global Student Mobility 2025. The research provides the basis for developing a systematic and sound understanding of the future of international education both within Australia and within the wider global context. The findings also have implications for all institutions and all sectors.

**Presenter/s:** Ms Bernice Melville, Project Officer, University of Technology, Sydney  
**Title:** PA062 Teaching practice and research practice: not oil and water.  
**Stream:** Professional Practice Friday 15.40

\*\*\* In 2002 several TAFE teachers and program co-ordinators from four Australian states became Associate Researchers in a University of Technology, Sydney (UTS) research project An industry led VET system: Issues for policy, practice and practitioners.

An experience such as this is indicative of the changing nature of VET practitioners' work. Involvement in this particular research tapped into changes at two levels. Firstly there were the evolving stories of individual teachers from various disciplines, managers and community representatives as they discussed in interview

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the changes they had experienced in relation to industry-led VET delivery over the last five years. Secondly there were TAFE practitioner stories of their own participation as Research Associates in a major national collaborative research project that exemplifies the changing nature of their own work. This paper focuses on the second level.

Towards the end of the project, each Associate Researcher was invited to talk about the experience of being involved in this research. In particular they were asked what they thought had been beneficial to them and to their institutes and what they found to be the most difficult. Some of the beneficial aspects and difficulties are reported and discussed. Particular reference is made to the interviewing experience (a new experience for most).

**Presenter/s:** Dr Stuart Middleton, Executive Director, Manukau Institute of Technology  
**Title:** PA086 Target 2010: A Strategic Approach to Meeting the Imperatives of a Changing Community  
**Stream:** Regional Issues Thursday 16.40

New Zealand has long had a commitment to meeting the needs of a diverse community in ways that respect the bicultural relationship between Maori and Pakeha (European). But fine words have not been reflected in effective practice and the demographics of New Zealand now paint a picture of a community in which minority groups are growing at a pace that far exceeds that of the majority Pakeha group which has traditionally had the greatest share of success within education. Participation in tertiary education of Maori and Pacific Islands students is not showing significant improvements and the success of those students where they do have access to programmes is predominantly in qualifications at a low level.

The Manukau Institute of Technology is situated in a community that is predominantly comprised of Maori and Pacific Islands groups. It has developed a strategic project, Target 2010, that sets hard targets for increasing success in vocational education and training for Maori and Pacific Islands students. The paper outlines the imperatives that drive the project, the structure that has been developed to manage initiatives and developments within it and the approaches adopted to evaluate and track progress throughout the project. The range of initiatives that are being introduced is described and the relationship between them made explicit.

The Manukau Institute of Technology had a multi-faceted relationship with its territorial local authority – the Manukau City Council. Target 2010 is located within other community education initiatives. These and the nature of the relationship between the Institute of the local authority are briefly touched on before the paper concludes by emphasising the importance of initiatives such as Target 2010 to the social fabric and to the economy of New Zealand. The Manukau region is described as the “face of the future” – with Target 2010, the fate of that future adds urgency to the work that lies ahead.

**Presenter/s:** Ms Pat Millar, University of Tasmania  
**Title:** PA045 VET and community development: A case study from a socio-economically disadvantaged community.  
**Stream:** VET and the Community Friday 15.40

\*\*\* This study uses an ethnographic research methodology to examine how VET and a community development project in Tasmania are interacting to produce encouraging outcomes in a community marginalised by socio-economic and other influences, including the complex relationship between literacy and persistent poverty. The case study focuses on a group of residents engaging both with the community development project and with a VET course in Certificate II Community Services (Children’s Services), with a visiting tutor from TAFE Tasmania. The prevailing discourse of this community – where the term ‘discourse’ constitutes people’s internalised values and the way they behave (Gee 1999) – is a discourse of the dominated. Most residents have been Housing Department tenants for years. Most are on welfare benefits from Centrelink. Most perceive themselves as subordinates in the inherent power relationships, and under a degree of compulsion to comply. Engaging with the community development process and with formal learning through TAFE Tasmania has required courage and determination.

TAFE Tasmania was able to offer access to a delivery of Community Services (Children’s Services) which would be unthreatening and supportive. Students of a range of age, gender and educational attainment engaged with best practice ideas in child care in their lessons, then took their new understandings and put

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them to work during the project's school holiday activities program. They also took their new knowledge home, where it would have its effect on their own parenting practices. Education and training are vital key elements on the pathway to empowerment. Together with other education and training initiatives of the project, the experience of the TAFE students lays a living foundation for this community's development.

**Presenter/s:** Josie Misko, Jane Schueler, John Saunders Joanne Brown  
**Title:** PA043 The Impact Of Regulated Fees on TAFE Training Participation in South Australia  
**Stream:** Market Reforms Thursday 15.30

\*\*\* The objective of this study was to investigate the extent to which the regulated fee charged to students in South Australia had an impact on participation in TAFE training of both potential and existing students.

Key findings:

- ?? Fees and associated training costs are a major concern in the decision about whether or not to engage in TAFE training.
- ?? Other inhibiting factors relate to the availability, sustainability, relevance, flexibility and length of courses, and the time involved in completing training.
- ?? 38.1% of potential students contacted indicated that fees or costs would prevent them from enrolling in a course.
- ?? Approximately half of the potential students identified as belonging to disadvantaged groups indicated that fee/cost-related reasons would inhibit their enrolment in a TAFE course.
- ?? 43% of potential students who had contacted TAFE for information indicated that if they were unable to meet future costs of training they would drop the course or not enrol.
- ?? Fees did not present major difficulties for persons who were in work or had access to savings, persons wanting to undertake personal enrichment programs, and courses to acquire essential licenses or accreditation to perform certain jobs.

Fees structure/payment options:

- ?? Counselling provided by TAFE Student Services departments relating to financial and welfare issues is occupying substantial amounts of time.
- ?? There is an increasing need for students to access assistance to help them pay for fees, demonstrated by a steady increase in the number and value of Fees by Instalment (FBI) agreements.
- ?? Fees for certain modules may attract a higher fee than the same module in a lower level course.
- ?? Students are often unaware of financial assistance that is available to them. Regulated fees will tend to discourage students from choosing courses that interest them or best suit their career goals.

**Presenter/s:** Dr Josie Misko, Senior Research Fellow, NCVER  
**Title:** PA051 China and Australia — intersectoral linkages  
**Stream:** International Thursday 14.40

\*\*\* This paper will be derived from the full report titled 'Linkages between secondary and post-secondary vocational education and training in China and Australia' authors Josie Misko, Liu Yufeng, Ouyang He, Jiang Li, Oanh Phan November 2002, published by NCVER and which is available from <http://www.ncver.edu.au/research/core/cp9910.pdf> Briefly summarised: During the past decade both Australia and China have implemented reforms to their educational systems to develop labour force skills for the new globalised markets. This report describes the major features of the vocational education and training sectors in China and Australia, and their strategies and reforms, with emphasis on links between secondary and post-secondary vocational education and training.

**Presenter/s:** John Mitchell, Berwyn Clayton, John Hedberg, Nigel Paine,  
**Title:** PA006 The Nature of Innovation in VET Professional Practice  
**Stream:** Professional Practice Thursday 15.30

The pace and quality of transformational change in the educational performance of the national VET system is a major policy matter. Innovation in teaching practice - in response to the learner-centred agenda contained within national training reform – is of great significance. VET practitioners need to change their practice, increase their knowledge base and skills and adapt VET pedagogy in order to maintain the critical bridging

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role that teachers and trainers must play between learner aspirations and learner achievements. The appropriate growth and development of a skilled teacher/trainer workforce underpins VET's future and must be addressed by the leadership and management of VET organizations. Positive responses to change also define the future standing and status of professional practice in the sector. This paper provides an opportunity for the researchers to report to the VET research community on some key findings from a national project funded by ANTA and managed by the Victorian Office of Training and Tertiary Education (OTTE).

The focus is innovative teacher/trainer practice in the sector. The research indicates the nature and scale of changing professional practice in the delivery of VET's teaching and learning functions – and the impediments to its recognition. Data for the study was collected from this wide variety of sources: a literature review; responses to a discussion paper; seven focus groups; over sixty interviews; and case study research. The particular and local instances of practitioner innovation found by in the research serve as a reminder of the many different ways in which VET practitioners are innovative. Identifying good practice is a key to fostering innovation as it profiles champions and also encourages the creation of collaborative mechanisms to further explore good practice. Using case studies, the final report for the study seeks to answer critical questions about the identity and process of innovation in teaching and learning in VET. The findings will encourage greater recognition that many VET practitioners are actively refreshing their practice.

**Presenter/s:** John Mitchell/Susan Young  
**Title:** PA068 Putting more Practice into Communities of Practice  
**Stream:** Communities of Practice Friday 12.00

\*\*\* This paper relates to the conference theme of VET Practice and Practitioners. The Paper is based on the evaluation of the forty eight Communities of Practice formed with funding from Reframing the Future in 2002. The paper will show that many of the 2002 communities were very effective in identifying, reflecting upon and improving their practice, such as their ideas, tools and work styles. This reflection on practice was particularly apparent in the following ways: the participants' examination of their assessment and delivery strategies, their focus on improving their collaboration with their peers and their expressed desire to improve their negotiations with clients.

Communities of Practice are groups of staff bound together by common interests and a passion for a cause, and who continually interact. Wenger, McDermott and Snyder (2002) find that all Communities of Practice share a basic structure: a domain of knowledge which creates common ground and a sense of common knowledge in the community; a community which creates the social fabric of learning; and practice, that is, a set of frameworks, ideas, tools, information, styles, language, stories and documents that community members share. The evaluation of the sixteen pilot 2001 communities (Mitchell, 2002) found that they were clear about their domain of knowledge and were generally effective in community building, but were less effective in exploring the depths of professional 'practice'. Mitchell (2002) recommended that 2002 VET Communities of Practice may benefit from allocating sufficient human and other resources to capturing the 'practice' that underpins their community.

In response to the above recommendation, the authors evaluated the development of the professional practice of many of the 2,323 participants in the Reframing the Future Communities of Practice program in 2002. Data was collected from Action Plans, Mid-term Reports and Final Reports, as well as from workshops, site visits and discussions. The paper will add to the collective knowledge in VET about the value of Communities of Practice for improving practice.

**Presenter/s:** Darcel Moyle/Bob Boughtgon  
**Title:** PA075 VET Research and Indigenous Peoples: A Rights-Based Approach  
**Stream:** Indigenous Friday 12.00

Indigenous people of working age participate in the VET system at twice the rate of their non-indigenous counterparts. They are also a major 'target' group for the equity policies of the national system. These two factors, along with a national policy in relation to reconciliation, result in a significant amount of research occurring each year investigating Indigenous peoples VET system experiences. Some of this research is funded out of the annual NREC budget; some is commissioned by Commonwealth and state agencies; some occurs under the auspices of ARC Discovery and Linkage grants; and some originates in specialist Indigenous research Centres such as the ANU's Centre for Aboriginal Economic Policy and the Australian Institute for Aboriginal and Torres Strait Islander Studies. The authors of this paper each have a long

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involvement with the VET system, and share a concern about the marginalisation of Indigenous leadership from decision-making on the national research agenda. This paper will review briefly the current state of play in Indigenous VET research, consider developments in other areas e.g. Indigenous health research, which the VET research community might find useful as models, and propose some actions by AVETRA members to rectify what we consider to be discriminatory and unjust in the current situation.

**Presenter/s:** Dr Dianne Mulcahy, Senior Lecturer, University of Melbourne  
**Title:** PA064 Teacher standards and professionalism in TAFE: Prospects, possibilities and pitfalls  
**Stream:** Professional Practice Thursday 16.05

\*\*\* The investigation and development of professional standards for Technical and Further Education teachers is an important part of implementing current government policy in Victoria. Drawing on findings from a literature review completed as part of a project undertaken recently for the Victorian Office of Training and Tertiary Education, this paper explores the prospects of, and possibilities and pitfalls in, introducing professional teaching standards in TAFE. The argument is made that for standard setting initiatives to raise the status of TAFE teaching and strengthen professional practice, their purpose must be to enhance teaching and learning, not effect performance management and business improvement. Emerging understandings of teacher professional expertise form the best basis for this enhancement. Accordingly, the nature of teacher professional expertise is first examined and discussed. Two broad and contrasting perspectives on professional standards are then sketched as a backdrop to more specific analysis of some examples of professional teaching standards, and the kind of teaching and learning professional implied by these standards. The conclusion is drawn that emerging understandings of teacher professional expertise can serve as a useful guide to strengthening TAFE teacher professionalism and should serve as a central plank in any policy initiative to renew TAFE teaching through the introduction of teaching standards.

**Presenter/s:** Penny Noble and Sue Roy  
**Title:** PO091 Assessment validation - educational practice or regulatory compliance  
**Stream:** Introduction to Posters Thursday 12.10

This poster explores assessment validation issues and how NSW RTOs are incorporating this AQTF requirement into their educational practice. Based on research and workshops carried out by VEAC (Vocational Education and Assessment Centre) this poster describes assessment validation and identifies strategies for implementing assessment validation into teachers and managers practice.

**Presenter/s:** Phoebe Palmieri & Joan Cashion  
**Title:** PAO84 Virtually face-to-face: changes in the meaning of 'on-line learning'  
**Stream:** Blended Learning Friday 15.40

On-line education is not only part of the changing face of VET, but has itself also had a change of face in the last six years. This paper explores what these changes have been and what on-line learning means now in the VET sector. Six years ago, on-line learning was envisioned as fully autonomous learning at a distance from the teacher, and in many cases at a distance from the organisation. On-line learning was going to revolutionise education; the bricks and mortar infrastructure would be obsolescent. The new model was students with lap-tops, logging in from home or work. All learning content would be on-line with highly sophisticated, interactive resources available. The primary focus was on the design of learning materials. Today, our ideas are rather different. In the VET sector, the teacher is still the centre of the learning experience for most students. On-line does not necessarily mean learning away from the organisation, but rather has become part of a blended or hybrid delivery mode. On-line technologies include web-based learning resources, but also:

- ?? Email and chat between teachers & students
- ?? Use of the internet for research
- ?? Use of on-line learning environments such as TAFE Virtual Campus and Swinburne TAFE On-line to support both on and off campus learning
- ?? Web-based discussion forums
- ?? Electronic submission of students' work.

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Many of these devices are used in class as well as at home or work. Sophisticated virtual reality environments are used by a small minority of Australian VET students. Does this mean that on-line learning has failed to live up to its promise? On the contrary, recent research by the authors suggests that these hybrid forms are preferred by many students and teachers, and offer more flexibility and educational quality than pure on-line systems.

**Presenter/s:** Ms Karen Plane, Research Student, University of South Australia  
**Title:** PA049 Embracing change-- reengineering VET for triple bottom lines and developing sustainable learning regions for the future  
**Stream:** Regional Issues Thursday 15.30

Triple Bottom Line (TBL) is more defined in environmental, community development and regional disciplines than in VET research; but what does 'TBL' mean for small business/ community partnerships and re-engineering sustainable learning regions in a competitive, deregulated VET market? This research is exploring 'learning ecologies' and a social partnerships model for community capacity building in VET for learning communities in the Adelaide Hills, South Australia. This paper explores the capabilities and capacities essential for the regional ecology and challenges for the VET role in sustainable economic development, whilst protecting the natural capital in a diverse, part rural, peri-urban water catchment region. Reflections are voiced from practitioners across community and business sectors suggesting there are gaps in resourcing learning provision and tensions in engaging both small business and the community in triple bottom line approaches.

It finds there is a need to develop 'open space' for discussion between all stakeholders about the future of VET infrastructure for promulgating a learning landscape conducive to partnerships for the sustainable environmental, economic and social well being of this growing region. It raises further questions about supporting the role for VET institutions as lynchpins for learning communities; resourcing VET and the professional development of providers and practitioners in capacity building for an environmentally conscious learning community; how to encourage TBL approaches in small business and the community; and the extent to which that should/could be self-regulated, regulated or accredited in VET to the benefit of the region as a whole.

**Presenter/s:** Ms Ann Rice, Head Teacher, Western Sydney Institute of NSW  
**Title:** PA080 The Changing Role of the TAFE Head Teacher  
**Stream:** Work of teachers Friday 14.15

The role of the Technical and Further Education (TAFE) Head Teacher has changed since the position was established to provide educational leadership within a particular discipline area in a college or across colleges. TAFE is now part of a vocational education and training system operating in a competitive market where managers are expected to have business, marketing and performance management skills as well as their traditional educational leadership skills. This paper draws on the accounts of thirty-three TAFE Head Teachers who were interviewed as part of an ongoing research project into the changing world of work of TAFE managers. It represents the findings of an NVIVO analysis of the interview data as well as a literature review into the role that managers play in the ever-changing context of educational institutions.

The paper raises issues about how the Head Teachers perceive their role and how they deal with the tensions between the different demands of this role. The participants in the study are attempting to balance the requirements of a role that has taken them from being a good teacher and administrator to a leader and change agent and from the professional to the managerial paradigm. The findings of the research, however, indicate that Head Teachers are still preoccupied with routine administration and have little time for either effective business management or the leadership of quality educational delivery. While future research will attempt to locate this study in the context of the views of significant others (senior managers, teachers, team members) this research stresses the importance of addressing the perceived role overload and role conflict of those in Head Teacher positions with a view to helping the managers balance their current workload.

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**Presenter/s:** Mr Ian Robertson, Manager, Box Hill Institute of TAFE  
**Title:** PA022 Implementing online. A matter of principles?  
**Stream:** Blended Learning Friday 13.40

\*\*\* Expectations that teachers will use online technology to support their practice are commonplace. Governments have invested in technical infrastructure and manufacturers are developing software that is more accessible and easier to use. Debates about what 'online learning' means are less dominated by technical experts than only a few years ago and there are increasing contributions by educationalists.

So how are teacher practitioners responding in their use of online technology to support their practice? And, what is the impact of using online technology on the teaching principles that teachers bring to their practice? This paper reports on two case examples conducted as preliminary research in studies towards a Doctor of Education (Monash University). The paper is largely descriptive drawing on two interviews with each participant to compare the teaching principles that individuals bring to their practice with those that are reflected in their use of online technology.

**Presenter/s:** Dr Peter Rushbrook, Senior Lecturer, Charles Sturt University  
**Title:** PA026 The Kapooka Tragedy 1945: history or heritage?  
**Stream:** VET Issues 2 Thursday 16.40

\*\*\* The paper is a further contribution to the author's (and a range of collaborative partners) long-term project of mapping, analysing and critiquing the construction of Australian adult and Vocational Education and Training (VET) history. The paper narrates the story of the accidental deaths of twenty-six army engineers, or 'Sappers', in an explosion during a training exercise at the Royal Australian Engineers Training Centre, Kapooka Camp, near Wagga Wagga, New South Wales, on 21 May 1945. Though of interest in itself as a contribution to military and vocational training history, the event suggests questions relating to its institutionalised 'forgetting' by historians and the wider population. Given its status as the site of the most deaths suffered in a training accident in Australian Army history, why then is it not recorded in the literature and popular memory? This collective amnesia suggests questions related to how we write, record and value history.

The paper flags these themes through a brief discussion focused on the ideas of 'history', or the systematic and critical investigation of the past, and 'heritage', or the popular and often distorted selection of past events for legitimising contemporary institutional behaviours. The paper concludes with a suggestion that the Kapooka Tragedy may serve as an allegory for New Millennium VET training and research: what pasts are we 'forgetting' and leaving for resurrection by future historians; and what pasts are we holding on to, distorted or otherwise, as 'heritage'? And, why do we choose one path or the other?

**Presenter/s:** Katie Scholten / R. Brennan / C. Horton, C. McNickle, J. Osborne  
**Title:** PA042 Online Learning on location: perspectives from Regional Australia  
**Stream:** Regions Thursday 14.05

This study sought to examine the factors that influence the uptake and effectiveness of online learning in regional Australia, looking in particular at the benefits and barriers this mode offers either 'stand alone' or as part of a structured program of delivery. Our methodology focused on interviewing and discussing aspects of planning, delivering and experiencing online learning with managers, educational developers, teachers and students, in order to investigate some of the organisational aims and understandings, and contrast and compare them to the actual lived experience of learners and teachers.

The research team wanted to test out the "anywhere, anytime..." promises that accompany online learning; the promotion of "learning in a time and place that suits you..." and also the organisational motivations behind providing online learning options. The target organisations provided a wide geographical VET program spread. However, their systems did not allow for separate identification and tracking of "online" students, so it was more difficult to find learner and teacher participants than originally anticipated.

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Decisions by teachers to engage in online delivery appeared to be related to their motivation, preference and previous experience. The practice we identified and tracked predominantly included online within “mixed-mode”, often classroom-based activity. Managers’ perspectives identified a number of online strategy and implementation issues including; infrastructure difficulties inherent to effective implementation; problems with accessing and maintaining skilled staff; and the lack of co-ordination in the development of policy and platforms between state and national authorities.

**Presenter/s:** Michele Simons & Roger Harris

**Title:** PA054 Out of sight, but not out of mind: the reality of change in the daily working lives of VET teachers and trainers

**Stream:** Work of teachers Friday 13.40

\*\*\* Much has been written about the pervasiveness of change within the vocational education and training sector and much rhetoric has been spoken about the range of factors that are shaping the emerging ‘new’ work of teachers and trainers. Arguably, however, not as much research attention has been paid to the micro world of teachers’ and trainers’ work and the ways in which change has impacted on their daily work practices. While successive waves of training reform indeed embody the outward changes with which teachers and trainers need to wrestle, changes are also occurring ‘out of sight’ in the ways in which teachers and trainers construct and understand their work roles and the relationships they form and manage (both within and external to their place(s) of employment). This paper reports on a study which examined the nature of the changes being experienced by VET teachers and trainers. Issues relating to the perceived extent and impact of the changes affecting the ways in which VET teachers and trainers think about, organise and carry out their work are explored. Outcomes from the study confirm that, far from being ‘neutral conduits’ through which training reforms flow unhindered, teachers and trainers act and respond in various ways to the changes they are experiencing. The reported shifts in teachers and trainers’ work roles and relationships are critiqued for their potential impact on the quality of VET provision.

**Presenter/s:** Erica Smith & Richard Pickersgill

**Title:** PA003 Gaining acceptance for accredited training for university staff

**Stream:** VET Issues 4 Friday 13.40

\*\*\* Many enterprises within Australia have become Registered Training Organisations, or work very closely with RTOs, to deliver nationally-accredited training to their workers. Universities are major employers, yet relatively few are taking advantage of accredited training opportunities

This paper reports on the experience of Charles Sturt University’s initial activity as an enterprise RTO. In so doing it reflects on academic attitudes to competency-based training, traditional university staff development attitudes and practices, the ‘who pays’ debate, and the difficulty of proving returns on investment in training in an environment where production levels are difficult to quantify.

**Presenter/s:** Mr Geoff Speers, Senior Program Field Officer, NSW Dept of Education & Training

**Title:** PA001 The Impact of Globalisation on the Regional Economy: measuring “knowledge intensity” and preparedness for the “knowledge-based economy”

**Stream:** Regional Issues Thursday 16.05

Research paper on the impact of globalisation on the skills required in the regional economy. Builds on the work of Maglen and Shah (1999) and NIEIR’s State of the Regions reports for the Australian Local Government Association. The paper attempts to develop a set of knowledge intensity indicators for ongoing analysis of the regional skills economy, in this case the Riverina region of NSW.

Building on previous work on indicators of knowledge intensity and their relationship to the knowledge economy, the paper provides a preliminary analysis of the regional economy’s vulnerability to global pressures through analysis of regional skill structures. Implications for VET are outlined. This is a work in progress as part of ongoing refinement of regional planning framework.

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**Presenter/s:** Bernadette Stumpf and Kerry Renwick  
**Title:** PA009 Teachers reflecting and teacher reflections  
**Stream:** Frontline Management Thursday 16.40

During 2002 the Office of Training and Tertiary Education (Victoria) provided funding to TAFE Institutes to assist them to comply with AQTF Standards eight and nine. Each Institute was able to decide on the way in which the funds would be expended in achieving the project brief. At Box Hill Institute the decision was made to create a Teacher Learning Co-ordinator (TLC) Network. The Network is based on the premise that every teaching centre would be represented. The network would provide peer support and offer opportunity for educational leadership. the network would provide mutual support and be an opportunity for sharing of strategies and resources between centres and across the Institute and that at the end of the project the Institute will have a portfolio of resources of teaching, learning and assessment practices.

The outcomes from this project will be discussed with regard to Wenger's and Lave's principles for the cultivation of communities of practice. This paper will provide description of the work of the TLC Network to date.

**Presenter/s:** Ms Margaret Tayar, Executive Officer, National Meat Industry Training Advisory Council Limited  
**Title:** PA040 Implementation and outcomes of a vocational education and training program in the Australian Meat Processing Industry  
**Stream:** Industry Training Thursday 14.40

This paper describes the VET program developed and implemented in the Australian Meat Processing Industry and the outcomes of that program for the meat processing industry. It outlines the program and major issues arising with:

- ?? the development of the national industry framework
- ?? the development and implementation of a flexible delivery framework suitable for an industry located in regional and remote locations with poor access to training provision
- ?? the outcomes of the program in terms of industry uptake and participation in the program
- ?? the outcomes of the program in terms of benefits to the industry.

It then describes the impact of current VET and federal and state government policy on the program.

**Presenter/s:** Dieter Thom, English Co-Ordinator, C/- Acacia School  
**Title:** PA060 The Changing Face of Southern African Society and the Future of VET  
**Stream:** International Friday 12.00

With the current launching of AVETRA's 'reborn' journal, the International Journal of Training Research, the focus of the association is moving to a more global perspective. Although southern Africa cannot be considered a major 'global player' in the world's economy, it has immeasurable strategic and political importance. In the past ten years there has been a revival of the importance placed on Vocational Education and Training in building the region's economy, which has brought about a fresh strategic and political impact that these countries are making on the rest of the world.

The particular needs of this region have long produced innovation and entrepreneurship that the rest of the world can learn much from, though it is not without its problems. This paper examines the trends in the two most important countries in the region, and arguably, the entire continent: South Africa and Botswana. The author has lived and worked in the VET sector in both countries and believes that he has significant insight to contribute to the study of VET all over the world from lessons that he has learned. His paper reflects some of the most recent research, and particularly focuses on the distinct problems that are facing these two countries. In some ways, these countries are moving in crosscurrents, yet the ultimate stream lies in shared ideals and goals that all humanity strives for. There is much that Australians, and anyone involved in VET globally, can learn from southern African VET research and practice.

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**Presenter/s:** Mr Scott Thomson, Senior Curriculum Officer, Office of the Board of Studies NSW  
**Title:** PA065 VET in Schools BOOMS  
**Stream:** School Participation Thursday 14.05

Following the review and restructure of the senior secondary certificate in New South Wales (NSW HSC) VET in Schools has experienced strong growth and high retention of students across the two years of study. In 2002, 50,000 enrolments in VET courses in NSW were from secondary school students.

This paper will explore the structures in place for the delivery of VET as part of the NSW HSC and the explosion in the number of students undertaking these courses. It will also examine the historical offerings of VET prior to the development of national training packages then the impact of training packages on curriculum offerings in the NSW HSC. The paper will also explore the changing contribution of VET courses to University entrance in NSW and examine data on students electing to sit optional examinations in VET courses.

**Presenter/s:** Clifford Trood / Chris Taylor  
**Title:** PA029 Knowledge Horizons: new skills, emerging technology, changed practice'  
**Stream:** Regions Thursday 14.40

One of the challenges facing regional communities and their industries, is access to new knowledge, competitive practices and market-leading trends. While regional VET providers are key contributors to the development of knowledge and skills for regional communities their access to new knowledge can also be limited. Hence, their capacity to make strategic decisions about the future shape and nature of their practice, based on the future demands of industry and society, is limited. This paper reports on a Reframing the Future project that sought to address some of the challenges relating to the acquisition of strategic business intelligence and knowledge on emerging technologies, industry trends and their potential influence on practice for the North Coast Institute. Using the TAFE Industry Partnership Centre to facilitate access to new industry knowledge, emerging technologies and trends, the project initiated several strategies to enable greater awareness and understanding of industry, awareness and understanding of industry, technology developments and the changing VET environment.

**Presenter/s:** Mr Jim Varghese, Director-General, Department of Employment and Training  
**Title:** PA095 The Changing Face of VET Policy - A State Perspective - QLD  
**Stream:** Policy Panel Friday 09.50

Queensland has experienced a rapid economic restructuring in many regions. A shift from an economy which was predominantly based on manufacturing and primary industries to a greater focus on knowledge-based industries has placed many individuals and communities under pressure. As the pace of technological change and globalisation has increased, so too has the need for existing workers, and potential workers to acquire the skills and knowledge required to survive in the workforce, and for industry to prosper. As for the rest of Australia, there has been a decline in the amount of full-time jobs available over the last decade in Queensland. This has impacted on some groups more than others, with mature age workers in restructuring industries, low-skilled workers, and young people aged 18 – 24 'at risk' in the labour market. Against this backdrop, the Queensland government has implemented a number of vocational education and training initiatives that have been successful in supporting economic growth and opportunities for individuals, communities and regions.

The paper will explore a number of these initiatives. The following concepts will be investigated:

1. How do vocational education and training initiatives respond to economic activity, economic restructuring and economic opportunity that is sharply differentiated between regions, places and industries?
2. How do vocational education initiatives elicit separate, complementary and mutually supportive contributions from across other government agencies, industry, communities and individuals?
3. What are the challenges for future vocational education and training initiatives? What will be the "new look" for vocational education and training in Queensland?

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**Presenter/s:** Dr Louise Watson, Associate Professor and Director Lifelong Learning Network,  
University of Canberra

**Title:** PA058 Exporting TAFE: Challenges and Constraints

**Stream:** VET Issues 3 Friday 14.15

\*\*\* The Commonwealth Department of Immigration, Multicultural and Indigenous Affairs (DIMIA) recently introduced a new visa regime designed to arrest the flow of overseas students deemed to be at a high risk of breaching their visa conditions. Since the new visa system was introduced on 1 July 2001, the number of visas granted to VET students has fallen by 23 per cent while undergraduate student visas have increased by 18 per cent. As students applying for VET courses generally face more stringent assessment criteria than students applying to enter universities, the new visa system appears to be encouraging prospective VET students to enrol in universities. TAFE institutes, which cater for about 22 per cent of overseas students in the VET sector, were surveyed to collect data on the rate of non-compliance with visa conditions at TAFE institutes. We found that TAFE institutes' non-compliance rate was well below the global average, suggesting that DIMIA should create a separate visa sub-class for TAFE institutes, to differentiate the TAFE system from other VET providers. Such a policy change would enhance the integrity of the new visa system and promote the long-term viability of Australia's education export industry.

**Presenter/s:** Leesa Wheelahan

**Title:** PA013 Recognition of prior learning and the problem of 'graduateness'

**Stream:** RPL Thursday 13.30

\*\*\* This paper considers one obstacle to implementing recognition of prior learning (RPL), which arises from the problem of defining 'graduateness'. It cites research in which many respondents expressed reluctance to grant RPL for a whole or substantial part of a qualification, because they felt students lacked 'something' that other graduates had. In trying to give a voice to these respondents, and consider what this 'something' was, we used the notion of 'graduateness', despite the fact that this is a contested concept, means different things to different people, and has yet to be fully developed. Presenting the paper at this conference is an opportunity to explore further the concept of 'graduateness' and its relevance to RPL in discussion and debate with colleagues, recognising that it is through engaging with the VET research community of practice that the utility of such concepts is improved. In discussing these issues, the paper relates graduateness to communities of practice, and to Biggs' model of constructive alignment. It questions whether all VET qualifications, should in theory, be able to be 'RPLed'.

**Presenter/s:** Whittington, Trood, Ferrier

**Title:** PA096 Research innovation and VET –The role for VET

**Stream:** Knowledge Capital Friday 13.40

This paper reports on a NREC funded research project, Predicting skill needs in Australia's emerging industries and mechanisms for response by VET systems and draws on the final research report Going Boldly into the future: A VET journey into the National Innovation System (Fran Ferrier, Cliff Trood, Karen Whittingham. 2002, (forthcoming). In the report, Going boldly into the future: A VET journey into the national innovation system, we argue that in Australia there is no systematic process to ensure that new knowledge created in the National Innovation System via the cooperative research centres flows into VET. The research shows that the VET sector is not highly involved in the national innovation system as represented by the cooperative research centre program and we argue that it should be. The cooperative research centre program has a strong commitment to applied research and to commercialisation of research outcomes. Many of these centres are working towards improving products and processes for existing industries. This type of work will create the need for future skills that would be addressed by the VET system.

Stronger links between the vocational education and training (VET) sector and Australia's emerging innovative industries are recommended to ensure a supply of people with skills appropriate to these enterprises. Currently the flow of information relies largely on interested, keen and active individuals and the social and professional networks of which they are a part and thus is indirect and ad hoc. As a result, VET policy makers, organisations and teachers can be unaware of changes that will affect existing industries and potential new industries. Where there are close connections, there are benefits for both VET and the cooperative research centres. Centres gain from the skills and experience of VET personnel as industry practitioners and as educators with expertise in designing and delivering training programs. They also gain additional industry links. The VET sector benefit through a heightened awareness of developments in existing industries and the potential for new industries that enable better planning for the future. It also gains new opportunities for professional development that can help to maintain the relevance and currency of teacher skills.

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## Acknowledgements

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A special thank you to all members of the conference committee who have so generously given of their time, their ideas, their enthusiasm and their expertise:

Erica Smith, Stephen Glassock, Jennie Burrows, George Campbell, Cliff Trood, Maria Trevaskis, Ray Tolhurst, John Mitchell, Maret Staron, Robin Booth, Doreen Noor, Kevin Heys, Ann Rice, Sue Roy, Penny Noble.

To the members of the AVETRA Executive Committee for their unstinting support.

To all the guest speakers for their willingness to participate and for their words of wisdom.

To the students of Bradfield TAFE for their musical contributions: Laura Foureur, Tim Hicks and Stuart Bullough.

To Well Done Events for overall Conference Management services.

To all our generous sponsors and exhibitors.

To all the conference presenters and participants.

I trust you have enjoyed this year's conference and will join us for our next event in 2004.



Karen Whittingham  
**Conference Convenor 2003**

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