

2019

22nd Conference Program
& Abstract Booklet

'No future for old VET'

Researching for the Training System/s of Tomorrow

Monday 17 June 2019 – Tuesday 18 June 2019

Western Sydney University Parramatta City Campus
Level 9, 169 Macquarie Street, Parramatta



President's Welcome

Welcome to the 2019 AVETRA Conference

On behalf of the association Executive, it is my great pleasure to welcome you to the 2019 Australasian Vocational Education and Training Research Association (AVETRA) Conference. We hope you have an informative and pleasant experience.

Our aim has been to present a conference that showcases current research into vocational education being conducted by both academics and practitioners in policy and delivery settings. As such we hope that this research can inform and improve both policy and practice.

As our conference title, *No future for old VET*, indicates these are challenging times for Vocational Education and Training. The world of work is changing. New skills are required and some older skills are disappearing with the continued rise of automation and artificial intelligence. VET institutions have to respond. Research will help make that response more appropriate. But at the same time some familiar problems remain. VET has always played a significant role in helping communities and individuals overcome economic and social disadvantage. Again this remains a focus of research in our sector and is reflected in the first keynote by Professor Shelley Mallet at this conference. This is not just a problem in Australasia. So our other keynote with Karina Veal looks at VET innovations and developments in Asia.

Our conference is one of a number of activities we support. AVETRA has three main publications "A News", "Research Today" and the scholarly "International Journal of Training Research". Besides this event, AVETRA has run a number of other meetings and conferences, some under the "OctoberVET" banner. They have included in 2018/2019, the inaugural Practitioner Research Conference held in Melbourne and the Research Forum held in Canberra. Feedback has been positive about the quality and breadth of the presentations at these events. No other voluntary and independent VET professional association in Australia could match this contribution, nor could any independent VET association be so active on social media platforms like Twitter (see @AVETRA1).

If you are not a member of AVETRA – please join to get access to all these publications and networking events.

As President, I am very grateful to my fellow Executive members who are all volunteers and give generously of their precious time in managing AVETRA and putting on this conference. A special mention must go to Professor Michele Simons of Western Sydney University who is a long standing Executive member and, as we are in her institution, our host over the next two days. Western Sydney University The College has been very generous in its support of this conference. I would like to acknowledge the University and The College but especially Michele, Dr Nicolene Murdoch The College CEO and her senior managers Wendy Barker, Anthony Mitri and Anne Murray-Bergan for all the help they have given AVETRA.

Best wishes

Robin Shreeve
President, AVETRA

Conference Program

Monday 17 June 2019

8:00am - 9:00am	Registration Tea and Coffee (<i>Served on Level 9</i>)		
9:00am - 10:30am	Conference Opening including Welcome to Country (<i>Conference Room 3</i>)		
	Plenary Session 1 (<i>Conference Room 3</i>) “Kangan reimagined: enhancing student capabilities to meet the changing nature of work” <i>Professor Shelley Mallet</i>		
10:30am - 11:00am	Morning Tea (<i>Level 9, Foyer/Balcony</i>)		
11:00am - 12:30pm	Concurrent Research Development Workshops		
	Conference Room 1	Conference Room 2	Conference Room 3
	Informal discussion among experienced researchers and research users - Mobilisation for the future <i>Erica Smith</i> <i>Llandis Barratt-Pugh</i>	VOCEDplus for new researchers: avoiding information overload <i>Tracy Gamlin</i>	Introduction to research: the why, what and how of designing a small scale study <i>Kira Clarke</i>
12:30pm - 1:15pm	Lunch (<i>Level 9, Foyer/Balcony</i>)		
1:15pm - 1:45pm	Concurrent Session 1		
	Conference Room 1	Conference Room 2	
	Enhancing the experience of students with disability through VET Disability Awareness e-Training <i>Jen Cousins</i> <i>Darlene McLennan</i>	Moving beyond training packages: first steps <i>Steven Hodge</i> <i>Hugh Guthrie</i>	
1:45pm - 1:50pm	Change Rooms		

The other ‘E’ in VET

Teaching, Learning and Curriculum

The ongoing debate about CBT

Industry and Workplace Training

Regulation, Governance and Policy-Making

VET for Future Work

1:50pm - 2:20pm	Concurrent Session 2		
	Conference Room 1	Conference Room 2	Conference Room 4
	“Not like the others”: an enterprise vocational providers view of self and its relationship to others	Jobs and Education Data Infrastructure	Higher vocational education – how does it inform the relation between tertiary education and labour market outcomes?
	<i>Helen Keen-Dyer</i> <i>Andrew Short</i>	<i>Bobby Harreveld</i> <i>Wendy Madsen</i>	<i>Chris Cockerill</i>
			<i>Susan Webb</i> <i>Steven Hodge</i>
			<i>Shaun Rawolle</i>
2:20pm - 2:25pm	Change Rooms		
2:25pm - 2:55pm	Concurrent Session 3		
	Conference Room 1	Conference Room 2	Conference Room 4
	An Integrated Practical Placement Program: transitioning students with disability into paid employment	Adult Numeracy research, policy and pedagogy: an agenda for uncertain times?	Competency-based training Australian style: How it exposes VET to risk
	<i>Jan Davis</i> <i>Stuart Hunter</i> <i>Debra Kiegaldie</i>	<i>Gabrielle Koutoukidis</i> <i>Simone Zelencich</i> <i>Mike O'Brien</i>	<i>Keiko Yasukawa</i>
			<i>Erica Smith</i>
2:55pm - 3:25pm	Afternoon Tea (<i>Level 9, Foyer/Balcony</i>)		
3:25pm - 3:55pm	Concurrent Session 4		
	Conference Room 1	Conference Room 2	
	Managing VET research studies: learning from experience and reflection for new VET	Vocational Education and Training in Australian youth transitions	
	<i>Llandis Barratt-Pugh</i>	<i>Kira Clarke</i>	
4:00pm - 5:00pm	AVETRA AGM (<i>Conference Room 3</i>)		
5:00pm - 6:00pm	Networking Reception including tribute to Dr Gregor Ramsey by Dr Karen Whittingham (<i>Level 9, Foyer/Balcony</i>)		
6:00pm	Meet in foyer to join other delegates for networking over dinner at nearby restaurants in Parramatta		

Conference Program

Tuesday 18 June 2019

8:00am - 8:40am	Registration Tea and Coffee (<i>Served on Level 9</i>)		
8:45am - 10:00am	Welcome to Day 2		
	Plenary Session 2 (<i>Conference Room 3</i>) No Future for Old VET: Trends and Innovations in Asia <i>Ms Karina Veal</i>		
10:05am - 10:35am	Concurrent Session 5		
	Conference Room 1	Conference Room 2	Conference Room 4
	Youth employment, social enterprise and VET for Sustainable Development <i>Peter Kelly</i>	Online learning for paraprofessionals in the legal service industry <i>Cynthia Martell-Stark</i> <i>Gemma Piercy</i>	'The student as researcher: preparing people for a rapidly changing workforce' <i>Henry Pook</i>
10:35pm - 11:00am	Morning Tea (<i>Level 9, Foyer/Balcony</i>)		
11:00am - 11:30am	Concurrent Session 6		
	Conference Room 1	Conference Room 2	Conference Room 4
	The role of VET Diplomas in a contested tertiary system: past, present, future <i>Damian Oliver</i> <i>Hannah McIntosh</i> <i>Joseph Cho</i> <i>Janaka Biyanwila</i>	The Future of Work in Queensland to 2030 - Evolution or revolution? <i>Brett Hall</i>	Individualised Learning Approach (The Three Ps) <i>Shayne Baker</i>
11:30am - 11:35am	Change Rooms		
11:35am - 12:05pm	Concurrent Session 7		
	Conference Room 1	Conference Room 2	Conference Room 4
	Teacher vs. Trainers: Distinctive Practices in Tourism and Hospitality <i>Rajiv Gulshan</i>	Making a difference or making a dollar? Intermediary organisations in apprenticeships <i>Erica Smith</i>	Vocational Education and Training in Schools: enabling opportunity or reproducing inequality? <i>Kira Clarke</i>

The other 'E' in VET

Teaching, Learning and Curriculum

The ongoing debate about CBT

Industry and Workplace Training

Regulation, Governance and Policy-Making

VET for Future Work

12:05pm - 12:45pm	Lunch (<i>Level 9, Foyer/Balcony</i>)	
12:45pm - 1:15pm	Concurrent Session 8	
	Conference Room 1	Conference Room 2
	Vocational Teacher Professional Development – Is Micro learning the key to effective blended models of Distance Education <i>Tania Teese Annemaree Gibson Chris Ho</i>	Towards a Fairer and Equitable Funding Model for Vocational Education <i>Adil M. Abbas</i>
1:15pm - 1:20pm	Change Rooms	
1:20pm - 2:50pm	Panel – VET's response to Future Work (<i>Conference Room 3</i>)	
	Panel Convenor: Robin Shreeve, President AVETRA Megan Lilly - <i>Australian Industry Group</i> Dr Caroline Smith - <i>Queensland Department of State Development</i> Professor Erica Smith - <i>Personal Chair in Vocational Education and Training, Federation University</i>	
2:50pm - 3:15pm	Conference Close (<i>Conference Room 3</i>) Robin Shreeve <i>President, AVETRA</i>	

ABSTRACTS

Streams

The AVETRA Conference is seeking abstracts relevant to the following streams:

- The other 'E' in VET
- Teaching, Learning and Curriculum
- The ongoing debate about CBT
- Industry and workplace training
- Regulation, governance and policy-making
- VET for future work

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W02	VOCEDplus for new researches: avoiding information overload (<i>Tracy Gamlin</i>)	10
W03	Informal discussion among experienced researchers and research users - Mobilisation for the future (<i>Erica Smith and Llandis Barratt-Pugh</i>)	10

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Research Papers

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11. Youth employment, social enterprise and VET for Sustainable Development (*Peter Kelly*) 21
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13. 'The student as a researcher: preparing people for a rapidly changing workforce' (*Henry Pook*) 23
14. The role of VET Diplomas in a contested tertiary system: past, present, future (*Damian Oliver / Joseph Cho / Hannah McIntosh / Janaka Biyanwila*) 24
15. The Future of Work in Queensland to 2030 – Evolution or revolution? (*Brett Hall*) 25
16. Individualised Learning Approach (The Three Ps) (*Shayne Baker*) 26
17. Teacher vs. Trainers: Distinctive Practices in Tourism and Hospitality (*Rajiv Gulshan*) 27
18. Making a difference or making a dollar? Intermediary organisations in apprenticeships (*Erica Smith*) 28
19. Vocational Education and Training in Schools: enabling opportunity or reproducing inequality? (*Kira Clarke*) 29
20. Vocational Teacher Professional Development – is Micro learning the key to effective blended models of Distance Education (*Tania Teese / Annemaree Gibson / Chris Ho*) 30
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Workshop Details

Monday 17 June 2019

Workshop 1

Introduction to research: the why, what and how of designing a small scale study

Kira Clarke

Time 11:00am - 12:30pm

Room Conference Room 3

This workshop, designed for new and emerging researchers, includes an introduction to the research process and will guide participants through the process of shaping a research problem, designing a research question and identifying possible research methods and data collection techniques. Participants will be provided with resources and templates for planning a small scale research study and the workshop will include an opportunity to discuss and refine a research idea. This is an interactive workshop and participants are encouraged to bring a device (tablet/laptop).

Workshop 2

VOCEDplus for new researchers: avoiding information overload

Tracy Gamlin

Time 11:00am - 12:30pm

Room Conference Room 2

This workshop is designed for anyone undertaking research in the VET sector. It will provide an overview of the extensive information available in VOCEDplus. You'll learn how to effectively search VOCEDplus to discover current and past research, policy, and practice, from Australia and overseas. The workshop will also reveal how to find relevant information using enhanced resources such as the Pod Network, the VET Knowledge Bank, the 'Glossary of VET', and 'Focus on...'.

Workshop 3

Informal discussion among experienced researchers and research users – Mobilisation for the future

Erica Smith and Llandis Barratt-Pugh

Time 11:00am - 12:30pm

Room Conference Room 1

This workshop is designed for researchers and research users (government, VET sector and industry) to discuss the current state of VET research, the major projects that are being undertaken, the big issues that need researching, existing datasets that can be used (including NCVER data), links with overseas researchers, and the ways in which the research workforce in VET might be better mobilised and utilised. The discussion will be free-ranging and will produce some concrete strategies for the future - or at least the next twelve months.

Abstract Details

Monday 17 June 2019

Concurrent Session 1

Enhancing the experience of students with disability through VET Disability Awareness e-Training

Jen Cousins, TAFE SA / Darlene McLennan, NDCO

Time 1:15pm - 1:45pm

Stream The other 'E' in VET

Room Conference Room 1

In a fast paced technologically driven world, expectations that learners are tech savvy, switched on for eLearning with preferences for self-paced education prevail. Potentially a view based on assumptions that all learners have the same digital capacity, needs and requirements, and that existing delivery and assessment methodologies are effective in responding to diverse individual needs (Gillet-Swan, 2017).

Increased use of eLearning in the VET Sector, as an efficient and effective way to provide a range of training to a diverse cohort of students, has not always been based on good educational design (Belaya, 2018). While eLearning may have made it more possible for many students with disability to participate in tertiary education, it has also posed a significant number of issues affecting successful participation (Kent, 2016).

The 2017-2018 Australian Industry and Skills Committee project about the Inclusion of People with Disability in VET, identified that students with disability continue to experience low participation rates, and poor educational experiences and outcomes. This research recognised that VET Practitioners have had training in meeting individual needs, but minimal education about how to effectively respond to and effectively support students with disability.

As VET practitioners play a significant role in ensuring positive educational outcomes, they need ongoing capability building opportunities about inclusive educational design and modes of delivery.

The *VET Disability Awareness eTraining project*, is research led training for VET Practitioners about the obligations and responsibilities of the Disability Standards for Education, strategies to address them, approaches to inherent requirements and reasonable adjustments, and how to develop more accessible delivery and assessment tools.

This session will outline identified key issues and practice considerations, information about the eTraining modules, and how they can be used to build capabilities to enhance VET practice, and ultimately improve the learning journey for students with disability.

Concurrent Session 1

Moving beyond training packages: first steps*Steven Hodge, Griffith University / Hugh Guthrie, Griffith University***Time** 1:15pm – 1:45pm**Stream** The ongoing debate about CBT**Room** Conference Room 2

At present training packages are one of the central pillars underpinning VET in Australia. However, these packages and their development and review processes are not without their critics. In the context of debate about the future of VET, questions must be asked about the role of training packages in any transformation. In this paper two basic questions are raised and need to be addressed. The first is about the processes and structures through which industry bodies and governments control training package design and use. If training packages are to evolve or be superseded questions need to be asked about the effectiveness of the development and implementation processes and the roles and influence of government and industry in particular. The paper argues that a set of principles are needed that can guide shifts in the context surrounding training packages as the latter change and improvement in process is sought. The second question and more broad question is about the place of curriculum in future VET. Training packages are currently based on a competency-based training (CBT) model. The paper weighs up the case for CBT's continued influence in future VET and reviews alternative models and principles that might inform any shift away from its present competency-based foundation. The principles and models considered in the paper are proposed to inform debate about changes to VET that are likely to inevitable in any preconceived tertiary sector seeking parity of esteem for all its component parts.

Concurrent Session 2

“Not like others”: an enterprise vocational providers view of self and its relationship to others*Andrew Short, Queensland Fire & Emergency Services / Bobby Harreveld, CQ University Australia / Helen Keen-Dyer, CQ University / Wendy Madsen, CQ University Australia***Time** 1:50pm – 2:20pm**Stream** Industry Workplace Training**Room** Conference Room 1

This paper reports an aspect of recent doctoral research which explored the Fire and Emergency Services (FES) industry training context. Specifically, it focuses on the paramilitary heritage of FES and explores the implications of that for FES-education and training now and into the future.

FES agencies and their personnel are operating in an increasingly complex and changing environment and in response, the FES peak body is looking toward models of education and training that are inclusive of both Vocational Education and Training (VET), currently delivered through enterprise registered training organisation (ERTO) mechanisms, and Higher Education (HE). While efforts to advance a VET-HE FES model are progressing, little research exists presently about FES education and training and thereby little empirical work exists to support the efforts of the industry. Using an instrumental case study design, this research explored the nature of the FES education and training environment and from this, its points of nexus with HE and HE providers. The case study was conducted in the Queensland FES context and data were collected via semi-structured interviews (n=8), current and archival documents (n=63), field notes taken during observations of the FES learning environment (n=31 hours) and a one-day participatory workshop (n=14 participants and 26 artefacts).

The research found the paramilitary heritage of FES is inextricably linked to Queensland FES operations as an ERTO, and importantly, the particularities of FES delivered VET. Paramilitary rituals and protocols permeate all aspects of education and training: being paramilitary means strictly adhering to ‘the FES way’, that is, the norms, rituals and protocols even in the enactment of education and training. These highly specific and codified ways differentiate FES from other providers and enactments of education and training, and while this differentiation is valued by FES, this research found it gives rise to significant points of discontinuity or discord.

Concurrent Session 2

Jobs and Education Data Infrastructure*Chris Cockerill, Australian Government Department of Education and Training***Time** 1:50pm – 2:20pm**Stream** Regulation, Governance and Policy Making**Room** Conference Room 2

Recognising the new data analytic techniques available, the Department of Jobs and Small Business together with the Department of Education and Training have started to develop a data engine which brings together information from a number of sources to answer labour market questions from a number of users on skills in demand, jobs and education.

The first public interface of the data engine will be available in July 2019 through the Skills Transferability Tool (STT) on Job Outlook. The tool will identify a user's skill profile through their previous work experience and identify occupations with similar skill requirements, present any skills gaps and provide suggestions on how to bridge their skills gap through further education or work experience.

This presentation will give an overview of the approach and progress to date.

Concurrent Session 2

Higher vocational education – how does it inform the relation between tertiary education and labour market outcomes?*Susan Webb, Griffith University / Steven Hodge, Monash University / Shaun Rawolle, Deakin University***Time** 1:50pm – 2:20pm**Stream** VET for Future Work**Room** Conference Room 4

The paper analyses higher education courses in vocational institutions and uses an established labour market analytical technique to discuss the future of VET and occupational outcomes. It contributes to discussion about the future of VET and provides a deeper understanding of the relationship between tertiary education and labour market outcomes.

Australian tertiary education is changing with the growth of new higher education disciplines. Are the providers of new courses offering similar qualifications to universities or do they bring something new and distinctive? To answer these questions, an overview of developments in higher vocational education, or college-based higher education, in Australia, the UK and Europe will be presented, alongside new insights from an Australian government funded project on higher vocational qualifications and their outcomes.

Increasing the supply of highly educated people is a widely recognised global challenge (OECD 2015). In Australia, the biggest employment growth is in jobs that require high-level qualifications (DJSB 2017). Yet the much expanded university system has left many young people experiencing uncertain graduate futures (Woodman and Wyn 2015; Guthrie 2015).

The paper draws on the work of Elias and Purcell (2004; 2013), which recognised that graduate jobs are changing and led to a new graduate occupational classification to understand changes in supply and demand, SOC(HE)2010, adopted by the UK Government's Office for National Statistics (ONS) and UK careers advisory services. Interrogating the centrally collected data about Australian higher education courses, this paper analyses this course data along with Australian Bureau of Statistics taxonomies of occupations and occupational skill level reveals whether new degrees are providing routes to occupations that previously had not required high-level qualifications. The findings are discussed in relation to credentialism (Brown & Bills 2011) and theorising of vocational education (Wheelahan 2005).

Concurrent Session 3

An Integrated Practical Placement Program: transitioning students with disability into paid employment

Jan Davis, Holmesglen Institute / Stuart Hunter, Holmesglen Institute / Debra Kiegaldie, Holmesglen Institute / Gabrielle Koutoukidis, Holmesglen Institute / Simone Zelencich, Holmesglen Institute / Mike O'Brien, Holmesglen Institute

Time	2:25pm – 2:55pm
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Stream	The other 'E' in VET
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Room	Conference Room 1
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What is the problem?

There are very few opportunities within the Australian workforce for young people with learning disability to reach paid employment with rates of success approximately 30%.

Supported internship programs exist in the UK whereby students are placed with an employer in partnership with a learning institution to be given the opportunity to develop the required work-related skills to transition into paid employment. Evidence suggested these programs are highly successful². Prior to 2018, there were no known work experience placement programs of this nature within Australia.

What did we do?

In 2017, a strategic partnership was established between the Royal Children's Hospital (RCH) and Holmesglen Institute to implement a pilot Integrated Practical Placement (IPP) Program. Ten students with learning disability, studying a Certificate I in Work Education, were placed at the hospital in a range of non-clinical departments for the duration of their course. The research study was supported by a Jobs Victoria Innovation Grant from the Victorian government.

Aims

The aim of the research was to compare outcomes from the implementation of the IPP Program with other on campus students enrolled in the course.

Method

A longitudinal mixed methods approach was used that measured work skills assessment outcomes and student perceptions of knowledge gains, confidence, motivation and preparedness for work. Focus group interviews were also conducted. Data was collected over 8 months from multiple stakeholders including students, supervisors, parents, course coordinators and the governing steering committee. The study was framed on Kirkpatrick's Hierarchy of Program Evaluation.

Results

Since graduation, 70% of the IPP Program students have gained paid employment in a range of roles within and external to the RCH. IPP Program students reported significant gains in motivation, confidence, initiative, independence and self-organisational skills. Parents reported gains in their child's resilience and accountability. Supervisors gained a deeper insight into disability describing the positive impact the students had on the culture of the workplace.

Conclusion

The IPP program has had an enormous impact on the lives of these young adults with the majority now in paid employment and more confident to take on work. The program has had a positive impact on the RCH as an organisation, particularly for those managers and staff who rose to the challenge to accept these students.

Concurrent Session 3

Adult Numeracy research, policy and pedagogy: an agenda for uncertain times?*Keiko Yasukawa, University of Technology Sydney***Time** 2:25pm – 2:55pm**Stream** Teaching, Learning and Curriculum**Room** Conference Room 2

The importance of numeracy as human capital for the national economy, as well as social capital for individuals and their community is acknowledged in national and international policy documents (see for example, SCOTese 2012, OECD 2013). One of the salient findings from studies of numeracy in people's lives is that numeracy practices are always situated in particular social contexts, and are therefore necessarily culturally and historically contingent (Yasukawa, Jackson, Kane & Coben, 2018). However, numeracy practices are also fluid and unstable, because the social contexts are themselves subject to wider socio-economic influences. In recent decades, we have seen: the decline of the welfare state and the concomitant transfer of a range of risks to individuals; the emergence of 'big data' and the loss of control over one's personal data; the globalisation of work and labour; and the destruction of traditional spaces for collective learning such as unions and community based adult education classes.

In this presentation, I suggest that the fluidity and instability of numeracy practices arising from these larger socio-economic changes are important areas of concern for future adult numeracy research, policy and pedagogy. Considering the role of numeracy in adult basic education and vocational education and training, one could ask whether it is enough to focus on helping adults develop numeracy practices to 'cope' with the demands in work and civic life, or whether there should be spaces for developing critical numeracy practices that question, resist and challenge some of the disempowering forces in people's lives. The presentation draws on findings from recent studies of numeracy practices in a range of different contexts (Yasukawa, Rogers, Jackson & Street, 2018) to present the beginnings of a new agenda for research, policy and pedagogy in adult numeracy.

Concurrent Session 3

Competency-based training Australian style: How it exposes VET to risk*Erica Smith, Federation University Australia***Time** 2:25pm – 2:55pm**Stream** Teaching, Learning and Curriculum**Room** Conference Room 4

Drawing on twenty-five years of research and practice in competency-based training in Australia by the author, the paper shows how competency-based training (CBT) lays the VET system open to poor quality and unethical practice, even to corruption. There has been ongoing controversy about CBT in Australia since its widespread adoption in the early 1990s. While CBT has brought benefits, it has also brought problems. Those problems foreseen by commentators at the time of its introduction have all been realised, but many more unforeseen problems have arisen.

The paper analyses the current style of CBT in relation to a number of key VET features: the nature of Training Packages; the lack of prescription of delivery mode or delivery hours; whether it is compatible with on-line learning; assessment problems; compatibility with the Australian Qualifications Framework; and alignment with requirements of jurisdictional funding systems.

The paper argues that the lack of prescription once seen as a positive feature of CBT Australian-style become a fundamental problem which layer upon layer of additional regulation has not succeeded in addressing. This is partly but not only, but not exclusively, because of ongoing marketisation of the VET system over the past 25 years and more.

The research and analysis for this paper was initially undertaken by the author in preparation for a court case in which she was called as an expert witness. While the court case itself cannot be discussed, the analysis process, which is developed further in this paper, led to a sobering realisation of the extent to which CBT has put the VET system at risk. However, it is important to recognise which problems arise from CBT itself; and which problems arise from the way in which it has been implemented in Australia.

Concurrent Session 4

Managing VET research studies: learning from experience and reflection for new VET

*Llandis Barratt-Pugh, Edith Cowan University***Time** 3:25pm – 3:55pm**Stream** Industry Workplace Training**Room** Conference Room 1

VET research explores issues to illuminate new understanding for improved VET delivery. However, the strategy underpinning each study is inevitably mediated and modified by the stakeholders and the changing environment that each study encounters. Just as we seek to produce VET knowledge from each study, so we should also seek to produce learning about how to research VET to build cumulative competence. Research theory generally provides guidance on the appropriate structuring of studies, but is often less vocal in the area of the subsequent relational politics that shape studies and outcomes. Just as there is always a distance between policy and practice, and intentions and impressions, so there often is between research strategies and the subsequent study outcomes. It is this research area that this paper addresses and illuminates to inform the research that will underpin new VET.

This paper and presentation reflects on the learning from several national ARC, NCVET and Industry funded VET focused research projects. Each of the studies not only produced findings about VET theory and practice, but often in hindsight, also contributed to increasing understanding about VET research strategy. This paper reviews ten such research studies to illuminate and distil what the studies tell us about researching VET (albeit with a bias towards managing workplace learning) to produce findings that propose ten issues that VET researchers should consider when designing studies and preparing to manage the inevitable politics of the world of practice and dissemination of new VET.

Concurrent Session 4

Vocational Education and Training in Australian youth transitions*Kira Clarke, Melbourne Graduate School of Education, University of Melbourne***Time** 3:25pm - 3:55pm**Stream** Regulation, Governance and Policy Making**Room** Conference Room 2

This paper seeks to provide a clear narrative of the dominant policy uses of vocational education and training (VET) as a tool for responding to young people who opt out of or are marginalized from secondary school education.

Within the world's neo-liberal market economies, the completion of secondary schooling is increasingly prescribed in nation state education policies as not only a minimum requirement of entry to the labour market, but as an inherent 'norm' in the perceived linear life trajectories of young people. Despite policy targets and imperatives to make secondary school completion universal, many Anglophone and European Union countries still struggle to address the needs of those young people whose education pathways sit outside this 'norm'. This is also a challenge facing Australian education and training systems.

One of the key policy approaches to addressing the needs of these young people, deemed at risk of slipping outside of perceived 'normative' youth transitions, is VET curriculum, qualifications and institutions, to enable access to post-school training and employment opportunities.

This paper draws on the conceptual framework of Bronfenbrenner, to explore the ways in which Australian youth transition systems have adopted macrosystem and exosystem reforms to more closely align the educational responses to 'at risk' young people with the utilitarian labour market needs of industry. This paper examines the efficacy of macrolevel and exolevel reforms, such as requirements of minimum age of disengagement from full-time education and training and youth compacts for access to state funded education and training programs; in ameliorating microlevel and mesolevel factors that push and/or pull young people outside the linear youth transition norm.

Abstract Details

Tuesday 18 June 2019

Concurrent Session 5

Youth employment, social enterprise and VET for Sustainable Development

Peter Kelly, RMIT University

Time 10:05am - 10:35am

Stream The other 'E' in VET

Room Conference Room 1

During the last 20-30 years, social enterprises (SEs) have emerged as a mechanism for doing various forms of 'social business'. A significant element of this sector is those SEs that work with the most marginalised populations of young people, and that provide some sort of structured VET, often as part of a transitional labour market program (TLMP). These types of SEs often have a focus on VET and TLMPs in arts practice (e.g. Youthworx), or Hospitality (e.g. Charcoal Lane).

The paper is situated in previous and ongoing ARC funded Linkage and Discovery projects on the challenges and opportunities that SE TLMPs (incorporating structured VET) have in promoting the transitions, and the health and well-being of marginalised young people. After the 2007-08 Global Financial Crisis, young people were disproportionately affected by unemployment and precarious employment. In Australia, the most marginalised young people make up more than 55% of those unemployed for more than a year. Social enterprises are a rapidly expanding sector of the Australian economy with 20,000+ programs in operation.

I will report on a current ARC Discovery Grant (DP170100547) titled: Arts based social enterprises and marginalised young people's transitions. The three-year project aims to analyse how art-based social enterprise organisations manage training and work transitions and develop the health and well-being of marginalised young people.

I will also report on a three-year ARC Linkage project in collaboration with the third sector organisation Mission Australia. This project (Capacity Building and Social Enterprise: Individual and Organisational Transformation in Transitional Labour Market Programs) conducted research in Mission Australia's SE TLMP, situated at their restaurant, Charcoal Lane. This SE provides VET and support for unemployed Aboriginal and non-Aboriginal young people.

The paper will argue that social enterprises that provide structured VET in a TLMP context can provide a productive mechanism that enables the VET sector to make concrete contributions to meeting the goals of Sustainable Development (SDGs) articulated by the UN, its agencies, and member states (for example, UNESCO UNEVOC identifies youth employment, VET and SDGs as one of its priority themes; and the projects directly address particular UN SDGs, including: SDG 4 Ensure inclusive and quality education for all and promote lifelong learning and SDG 8 Promote inclusive and sustainable economic growth, employment and decent work for all).

Concurrent Session 5

Online learning for paraprofessionals in the legal service industry*Cynthia Martell-Stark, Toi-Ohomai / Gemma Piercy, University of Waikato*

Time	10:05am - 10:35am
Stream	Teaching, Learning and Curriculum
Room	Conference Room 2

Online learning is one of the most cost-effective solutions to overcoming barriers to participation in VET. However, such individualistic and disjointed learning opportunities do not always work pedagogically to engage students. With the challenges currently facing the VET sector in New Zealand on the sustainability of providers, online learning is an inevitable pedagogical shift. [1,2,3] Given the importance of online learning, it is vital that innovative teaching techniques be explored in order to fulfil the overall goal of creating work ready graduates that will meet the future labour market demands [2,3,4]. This paper sets the stage for a presentation of a research project that intends to provide evidence that the constructivist online pedagogical approach taken by Toi Ohomai Institute of Technology is effective in engaging legal executive students and preparing them for their role in legal practice [5,6,7]. Such approaches can improve learner engagement and more importantly by exposing students to problem based learning techniques students are prepared for the kinds of organisational shifts that are likely to occur in the legal profession given the consequences of automation [8,9,10]. In order to assess the impact of the shift to constructivist practices, students in the 2017 cohort were asked to provide feedback on their learning experiences. A key finding from this research was that online learning using a constructivist approach encourages and fosters student collaboration and subsequently creates a community of learning that enhances the experiences of all participants [7]. To extend the value of this project, the researchers intend to ask, given the levels of student engagement, what subsequent changes have occurred in the transferability of the skills and knowledge from the New Zealand Diploma of Legal Studies. This question will be answered through discussions with employers and graduates from the 2017 and 2018 cohorts about the benefits and applicability of content and teaching techniques to work practices in legal environments.

Concurrent Session 5

'The student as researcher: preparing people for a rapidly changing workforce'*Henry Pook, Holmesglen Institute*

Time	10:05am - 10:35am
Stream	Industry and Workplace Training
Room	Conference Room 4

Until recently scant attention has been paid to the nature and extent of student involvement in applied research projects within the vocational education sector. Not only has this discounted the contribution of vocational education students to the innovation economy, it has also contributed to a broader problem that limits the recognition of TAFE as a contributor to applied research. This paper examines the nature of student involvement in research in TAFE and establishes that student participation in applied research occurs across the vocational sector, and in varying ways.

Working from a typology that categorises student approaches to applied research, I present a range of case studies, each drawing upon a particular type of applied research. These include: student/trainee experiences derived from a research based consultancy, e.g. a 'live-work' project; staff initiated projects that allow students to frame the parameters of research and present the outcomes at a conference or industry showcase; and research outcomes derived from work within an industry environment in order to learn about applied problems and ways to overcome them. These research activities incorporate students working alongside staff researchers as well as students independently conducting their own research.

Case studies of applied research may include:

- in-class projects;
- 'live-work' projects in the trades;
- trialling of industry product or new work processes;
- projects with industry or community partners;
- 'capstone projects';
- project-based learning in diploma and advanced diploma level programmes;
- research-based units taken as part of a course of study, usually as a part of an applied degree programme;
- student entrepreneurship activities;
- work placements; and
- internships.

In drawing upon these case studies I also review how such engagement with research enhances student awareness of industry and community, better prepares them to cope with the uncertainties of a rapidly changing work environment, and concomitantly strengthens the profile of applied research in TAFE.

Concurrent Session 6

The role of VET Diplomas in a contested tertiary system: past, present, future*Damian Oliver, TAFE NSW / Joseph Cho, TAFE NSW / Hannah McIntosh, TAFE NSW / Janaka Biyanwila, TAFE NSW***Time** 11:00am - 11:30am**Stream** Regulation, Governance and Policy-Making**Room** Conference Room 1

This paper examines recent trends in the enrolments in Diploma qualifications in Australia, and their underlying economic, demographic and policy drivers before posing the question: what is the role of VET diplomas in the emerging Australian labour market?

Between 2008 and 2017, the number of government subsidised enrolments in VET Diploma qualifications decreased from approximately 149,000 to approximately 143,000. During that time the introduction of VET FEE HELP, then its reform and replacement with VET Student Loans, led to the number of loan-supported enrolments fluctuating from 5,272 in the early days of the scheme in 2009, peaking at 320,703 enrolments in 2015, before subsiding again to approximately 95,000 in 2017.

Although a lot of discussion has focused on the impact of VET Fee HELP scandals, these rapid changes occurred during a turbulent period of policy change in secondary education and higher education. The raising of the school leaving age in 2009 has led to a fifteen percentage point increase in school retention rates. And the uncapping of domestic undergraduate places in 2010 (though later reversed) led to a 35 per cent expansion in university participation.

Together, these changes have eroded two of the primary rationales of the VET Diploma qualification: as a suitable post-school qualification for capable early school leavers and as a pathway to higher education studies for those whose Secondary Certificate results were insufficient to gain a Commonwealth Supported Place.

This strengthens employment and career advancement as the dominant rationale for undertaking a VET Diploma. While the strong vocational focus of VET remains an advantage, the system must ensure that its architecture (particularly training packages) reflect the reality of contemporary labour markets and can keep pace with rapidly changing job roles, skill profiles, and learner preference.

Concurrent Session 6

The Future of Work in Queensland to 2030 – Evolution or revolution?*Brett Hall, Jobs Queensland*

Time	11:00am - 11:30am
Stream	VET for Future Work
Room	Conference Room 2

The future of work, the workplace and workforce is a complex topic. A highly skilled workforce will underpin our future prosperity, and VET plays a major role in the supply of skills. What is unclear is how the VET system will transform to support the future workforce. The Queensland Minister for Small Business, Employment and Training has asked Jobs Queensland to investigate the Future of Work to 2030, to highlight what it will mean for employment and skills policy in Queensland.

Our landmark project consists of three phases:

1. an extensive literature review that is available at our website (see: <https://jobsqueensland.qld.gov.au/projects/future-of-work>)
2. engagement and social research (underway); and
3. a final stage, yet to commence, with deeper research into important topics where evidence is lacking.

Phase one explored drivers that will influence the future of work: technology; demographic and social changes; and policy, institutional and regulatory influences. Globalisation is both a cause and effect of these drivers. We found that change is not new, but what is new is who will be impacted and the extent of the impact, which will be largely felt at the task level. As tasks change, demand for upskilling and reskilling will grow and propel a trend of lifelong learning. Together with an ageing population and other sociodemographic changes, learner cohorts and modes of training and delivery will diversify. We found there is limited research that is specific to the unique Queensland context, with its high ratio of small businesses, growing exports and strong regions. For this reason, Jobs Queensland is currently engaging with hundreds of Queenslanders statewide.

I will describe highlights to date and their implications for skills and employment. Through skills and employment policy we can prepare now for our workforce of 2030.

Concurrent Session 6

Individualised Learning Approach (The Three Ps)*Shayne Baker, University of Southern Queensland*

Time	11:00am - 11:30am
Stream	Teaching, Learning and Curriculum
Room	Conference Room 4

An ongoing challenge for education and training providers is to ensure learners are able to achieve maximum learning and recognition for their vocational education pathways. The strategy and case to be presented could best be described as at 3 P approach to the provision of vocational education and training. That is:

1. How we support **people** in their education and training
2. What **processes** we use to provide education and training
3. The **place** where the learning opportunities are provided

The aim of this presentation will be to share a strategy that has been successfully implemented in an enterprise to provide education and training for the members of the workforce in a multidisciplinary manner from a certificate through to a degree outcome, entirely through work-based learning (WBL) pedagogy.

The research was conducted with six candidates through their journey applying WBL activities with projects and initiatives to improve processes and performance in the workplace. The candidates work involved designing the learning component through WBL by undertaking an initial phase to review their previous learnings and qualifications with a learning advisor. The other component of this phase was to develop a learning plan to encapsulate an area of study or disciplinary process, i.e. finance, marketing, human resources and warehouse.

The second phase was for the candidates to prepare and undertake a problem based/research led learning activity through one or more workplace projects with the support of the employer.

The final phase involves a structured review and development of a final project report to outline the outcomes and learnings achieved through the work based projects.

The research undertaken includes post-program interviews with the six candidates and the General Manager and provides an example of a relatable model for all workplaces as well as education and training providers.

Concurrent Session 7

Teachers vs. Trainers: Distinctive Practices in Tourism and Hospitality*Rajiv Gulshan, William Angliss Institute*

Time	11:35am - 12:05pm
Stream	Teaching, Learning and Curriculum
Room	Conference Room 1

The aim of this research is to better understand the individual trainer's implicit judgement policies while conducting assessments in a vocational setting and comparing it to the teacher's assessment of similar subjects in higher education courses. In the report prepared on assessment issues in VET, Halliday-Wynes and Misko (2012) argue that training and assessment (TAE) qualification "focuses on compliance and meeting the AQTF requirements. It does not focus on strategies of teaching, designing of curriculum, and pedagogical skills. Vast majority of trainers who teach in Australian VET sector do so without any university qualifications in teaching" (p. 19). Currency of the industry skills and knowledge is more highly valued than the teaching skills. The expectation is that the teaching and assessing expertise can be picked up on the job.

However, one of the findings of the report on the effects of teacher/trainer qualifications on the quality of VET teaching and training is that "higher level qualifications in VET pedagogy make a significant difference to VET teachers' confidence and ability in teaching a diversity of learners" (Smith, 2018, p. 2). The proposed study will focus on tourism, culinary and hospitality assessment practices at vocational and higher education levels and investigate if the level of pedagogical education can in fact impact on the quality of teaching and assessing.

Critical decision making (CDM); a type of cognitive task analysis, is planned to be used to interview participants of this study. CDM is a retrospective interview technique that involves asking the experts to recall an incident where their judging abilities were tested. Subsequent to the recall, a combination of verbal and think aloud probes are operationalized to enable the expert decision maker to reflect on their cognition, in the course of reaching that decision (Crandall, Klien, & Hoffman, 2006). The various themes that emerge in the conversation between the interviewer and participants; in particular, the points of commonality, differences and tensions as exposed by the assessors when speaking of their assessing practices will be identified and presented.

Concurrent Session 7

Making a difference or making a dollar? Intermediary organisations in apprenticeships*Erica Smith, Federation University Australia***Time** 11:35am - 12:05pm**Stream** Regulation, Governance and Policy-Making**Room** Conference Room 2

In apprenticeship systems, intermediary organisations typically assist with recruitment and/or management of apprentices. This paper compares and contrasts the two major intermediary organisation types in apprenticeship systems in England and Australia. It focuses particularly on the way in which the organisations are funded, and the effects of funding on their operations. There has been very little research on intermediary organisations, and no prior international comparison. The encouragement of third party agencies has been a feature of governments wishing to expand apprenticeship systems; hence there is a need for evidence to inform governments' decision-making.

The paper is drawn from data gathered for a recent research project funded by the International Labour Organization, undertaken by desk review of documents including government-commissioned evaluation reports, analysis of intermediary organisations' web sites, and conversations with government personnel, peak bodies and other experts in the two countries, some of whom also assisted with validation. The paper draws out and analyses data specifically on Australia and England: in Australia, Group Training Organisations and Australian Apprenticeship Service Network providers; and in England, Group Training Associations and Apprenticeship Training Agencies.

It was clear that there were considerable differences in approach and ethos, both among and within the intermediary organisation types. Some had evolved organically, often in specific industry or geographical areas, but some had sprung into being to access financial opportunities, whether funded by government or, to a lesser extent, through fee-for-service opportunities afforded by government endorsement. Such evaluations as exist have highlighted some problems associated with profit-driven intermediaries, and the research has uncovered more such problems. The Australian 'AASN' providers, for example, are particularly profit-driven. The paper presents a framework for understanding intermediary organisations based on funding sources, and warns against 'contracting out' basic functions of apprenticeship to private providers.

Concurrent Session 7

Vocational Education and Training in Schools: enabling opportunity or reproducing inequality?*Kira Clarke, Melbourne Graduate School, University of Melbourne*

Time	11:35am - 12:05pm
Stream	VET for Future Work
Room	Conference Room 4

Increasing numbers of Australian young people are using this vocational curriculum to enable their school completion. VET in Schools enrolments have grown rapidly over the last decade (Clarke 2013, NCVER 2017, Klatt, Clarke & Dulfer 2017), and VET in Schools participation now accounts for 14.3 per cent of the 15-19-year-old population (NCVER 2018). As users of this VET in Schools curriculum, students, and their families, have expectations that the vocational qualifications they attain while still at school, will be building blocks for entry to sustainable employment and higher level study (Clarke & Polesel 2013, Chesters 2018, Curtis & Gemici 2018). An important question to consider is, to what extent are these expectations matched by the reality of VET in Schools' currency in the labour and training markets? Put simply, how effective is VET in Schools?

This paper draws on a seven-year program of research to illustrate the complex role for schools in supporting effective transitions and the ways in which current models of VET in Schools do not provide effective occupational preparation. Drawing on consultations with more than a hundred key stakeholders and analysis of existing participation and outcomes data, this paper sets out three key dilemmas that are undermining the capacity of VET in Schools to provide the job and further training outcomes that young people expect.

These dilemmas include: a contested policy purpose for VET in Schools, the uneasy fit of VET in Schools within inherently traditional structures of senior secondary education, and the residualisation of VET in Schools participation within lower socioeconomic government schools (Clarke, 2013; Clarke 2014). These dilemmas, have implications not only for the ways in which federal and state policy may be used to strengthen models of occupational preparation in Australia, but also for the ways in which schools respond effectively in their obligations to an increasingly diverse cohort of school completers.

Concurrent Session 8

Vocational Teacher Professional Development – is Micro learning the key to effective blended models of Distance Education

Tania Teese, Box Hill Institute / Annemaree Gibson, Box Hill Institute / Chris Ho, Box Hill Institute

Time 12:45pm - 1:15pm

Stream Teaching, Learning and Curriculum

Room Conference Room 1

This paper is based on the Educational Management Action Research (EMAR) (Coghlan, 2001) project that analyses and attempts to identify effective blended learning strategies and resources implemented by the Teaching and Learning Enhancement (TLE) team

New technologies have revolutionised the way people learn. The central question of this action research study is whether the use of Micro credentials can improve learning and remove any barriers to learning as perceived by the Managers and Teachers at a Victorian TAFE institution during the design and implementation of the Continuing Professional Development Distance Education (CPDE) model (McPherson, 2004) for the Australian Skills Quality Authority (ASQA) mandated Teacher Credential Upgrade (TCU).

Marian Byrka's documented five (5) Blended Learning strategies (BLS) (Byrka, 2017) provides a robust framework for analysis of the current design, and implementation. Micro learning and Micro credential literature (Major, 2018) informs proposed instructional design for future CPDE's at BHIG.

The mixed-methods research approach in this study of 196 TAFE teachers at the one Victorian TAFE Institute involved qualitative data from surveys, interviews and observation of and participation in tutorials, and quantitative data from Learning Management System (LMS) learning analytics.

The report concludes that there is scope for consideration of more varied approaches to the delivery of accredited and non-accredited teacher professional development in Vocational education to a diverse learner cohort across diverse domestic and international sites.

Concurrent Session 8

Towards and Fairer and Equitable Funding Model for Vocational Education*Adil M. Abbas, Homesglen Institute***Time** 12:45pm - 1:15pm**Stream** Regulation, Governance and Policy-Making**Room** Conference Room 2

Vocational education and training VET sector has a well evidenced contribution in Australian economy and a good international reputation. However, during the last 10 years VET sector has continuously received massive funding cuts and hostile government policies under contestable funding policy arrangements and inappropriate use of uncapped HECS places. Such policies and arrangements have caused waves of devastating organisational re-structuring, drop in quality, aging and inadequate resources, and prevalence of a culture of competition rather than cooperation even among government vocational education institutions. These symptoms raise several questions about the future sustainability, viability and quality of vocational education in Australia.

In this paper, a number of vocational courses at AQF levels 5 and 6 courses, that are in high demand as they have both good employability prospects and educational outcomes, were selected for a comparative study with AQF level 7 Higher Education HE courses at similar study fields. The comparative study involved cost benefit analysis CBA to compare the return on investment paid through public funding under the Victorian Training Guarantee funding model and funding offered for Commonwealth Supported Places for similar higher education programs. The monetary benefits and costs for public funding for both sectors are adjusted for the time value of money using net present value NPV for the expected return on public investment in terms of income taxes and repayments of deferred tuition fees. The comparison and CBA reveals significant disproportion in funding levels for vocational education compared with higher education. This inequity raises a number of questions regarding the justice and equality when it comes to fair distribution of public money for investing in the future of the nation.

At the conclusion, this paper suggests the need for a fairer and equitable funding model that can deliver equitable funding for vocational education to address the specific needs of marginalised learners who often constitute the majority of VET students and learners. A major feature for this proposed model is to include provisions for the education outcomes, without bias for the type of educational system.

