

MONDAY 19 MAY

Breakout session 1 (10:15 AM - 11:00 AM)

SESSION DETAILS

Our Rural Perspective

Jo Deveraux Wimmera Southern Mallee VET Access group

Our interdependent collaborative model of delivery demonstrates strong partnerships and collaboration between schools, TAFE, ACE and RTOs. Rurality factors of distance, transport, small critical mass, access and equity for choice, specialist equipment and staff need are considered.

This unique "in reach model" delivery of VET programs means all sessions are in Horsham, central, largest town, where providers, teachers, equipment and venues are located. There is no skill centre, trade wing or technical school in the sub region. 13 schools, large geographical area, average travel distance of 80 km each way or 4 hours for some students. Participation in a VET program is a means of keeping students engaged in school.

Features are partnerships, addressing skill shortages, delivery co ordination, and links with broader government objectives. Our local apprenticeship rate is above State average.

Skills Recognition Underpinned By Knowledge Management and Action Based Work ...

Stan Pietsch Sunraysia TAFE Wendy Perry Reframing The Future

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Training Packages @ Work

Sean Felsman Training Packages @ Work

This workshop presentation will be based around the highly successful Training Packages @ Work Back 2 Basics publications. The success of the Back 2 Basics publications is based on translating the sometimes complex elements of the national training system into simple and clear terms. This presentation will provide participants with a practical overview of the recent changes in the vocational education and training system in Australia. In particular, this particular presentation will focus on the new training package development and endorsement process and the strengthened role of industry skill councils. The presentation aims to be light-hearted but practical by translating key information vital for working in the vocational education and training system into simple terms. Every participant will receive a free copy of a Back 2 Basics publication

Travelling on a Global Skills passport

Carolyn Grayson Centre for Development of VET Practice

The full value of employability skills will only be realised when recognition to the set of skills is achieved in an international context.

Annotation of the Workshop:

The workshop will explore a means of recording student experiences within the learning situation which are transferable and valued within the global work situation.

An international perspective on generic skills recognition from a recent Community College International Development (CCID) conference will be analysed. Currently practiced comparable models of generic skills recognition within the USA and other countries will be demonstrated.

Participants of the workshop will explore the concept of an internationally accepted set of generic skills, and consideration of the enhancement of student mobility through recognition of employability skills in the home as well as the host country

Breakout session 2 (11:20 AM - 12:25 PM)

SESSION DETAILS	
<p>A Workshop on How Community organisations are Working Together on Common Goal... Sherryn Browne Euroa Community Education Centre</p> <p>Proposal - a workshop on how community organizations are working together on common goals and the outcomes that they are achieving. ACE providers in the HUME region have been working collaboratively together especially in relation to change and responding to government change around the AQTF2007 and continuous improvement. In 2007 the HUME ACFE Council was successful in obtaining two grants from Reframing the Future, one for exploring and establishing Skills Sets and the other to workshop the AQTF 2007, the later is the focus of this workshop.</p> <p>The aims of the group were to:</p> <ul style="list-style-type: none"> • To unpack and review current practices against AQTF and look at what outcome's driven means to them • Explore the notion of 'continuous improvement' what that means for ACE, and how to implement into individual organisations and report on this for auditing <p>These providers ranged from a large Adult Education provider to a small Neighbourhood House, despite this all were willing to share information and documentation which lead to supportive partnerships being formed. The group benefited from each others knowledge and resources, in such areas as;</p> <ul style="list-style-type: none"> • Benchmarked each other's processes, procedures and documentation against the standards, agreed to adopted consistency across ACE organisations in the region – continuous improvement / best practice <p>On completion of the Reframing the Future project participating providers have built a strong network and have decided to continue to meet on a regular basis as a Continuous Improvement Group (CIG). The HUME region hopes to be able to extent consistent approach of organizations working together across other sectors not just within ACE. It is this concept VET providers working together across sectors and regions this workshop is about.</p>	<input type="checkbox"/>
<p>Holmesglen's Approach to Responding to the Skill Gap Audrey Don and Elise Icten Holmesglen TAFE</p> <p>This presentation will provide an overview of Holmesglen's approach to responding to the skills gap: designing courses to meet the needs & challenges overseas skilled migrants face upon arrival in Australia, in terms of breaking into the local job market without having local work experience and adequate language skills; creating partnerships with industry, government bodies and the community to ensure courses are relevant and training targets the needs of specific professions. A brief demonstration of the Specialist ESL curriculum integrating generic & specific workplace related skills will be shown (the experience of teaching English for Engineers, Teachers & Accountants will be shared) as well as a short video taped during students' practical work placement, which is completed as part of the course.</p>	<input type="checkbox"/>
<p>Shortages and future skills Requirements for the Labour force in Victoria Angel Calderon RMIT Lucy Stockdale Kangan Batman TAFE</p> <p>Research undertaken by a consortium of four Victorian institutes - RMIT, Kangan Batman, Box Hill and Chisholm – into the skills shortages and skills requirements of the manufacturing, retail, finance services and transport, distribution and logistics industries highlighted the importance of having a set of well developed key generic skills across all sectors. The research conducted in 2007 also highlighted the implicit agreement that employability skills of the future are drawn from the generic skill list, with variations based on specialisation, differentiation and recognition of being part of a local yet globalised labour market. One of the key aspects of the research was the recognition of the supply chain link between these industries and exploration of the areas of commonality between them. The action research project used current debate and research findings to inform a qualitative framework aimed at gathering data from industry stakeholders about the kind of skills needed by the labour force in the selected industries.</p> <p>A framework for individual work progression and work cycle patterns was developed and variables considered critical in the analysis of skills shortages and skills requirements included cohort trends, regional issues, contemporary challenges such as technology and mobility and career structures and trends. The following four dimensions were considered within this framework for each of the targeted industries:</p> <ul style="list-style-type: none"> • What skills shortages are there due to insufficient workers being trained? 	<input type="checkbox"/>

- What skills shortages are there as a result of people choosing to work in occupations other than that for which they have been trained/
- What are the current skills gaps?
- What are the future skills requirements?

What's to Become of Them?
Pauline Johnston LaTrobe Life Skills

"What's to become of them?" – this is a familiar observation from parents of adolescents considering their future and contemplating employment. People living with an intellectual disability lack the cognitive development or motivation to recognise their skills, research VET programs, or realise their employment possibilities and potential to access support funding. To successfully access any funding that may be allocated from the "Skills for the Future" package (\$837 million dollars over five years) we must first acknowledge and realise the needs of industry and the unique niche that people with an intellectual disability successfully fill. Once these outcomes have been established then we need to re-assess current VET and its mapping to these outcomes and where a 'gap' is recognised develop skills training with relevant qualification to better serve the needs of both participant and employer. These critical issues will be addressed in this workshop and strategies for the future explored

Break Out session 3 (02:40 PM - 03:25 PM)

SESSION DETAILS

Community Engagement: Visy Cares Hub - Responding to the Gap
Sally Anne Wilkinson Victoria University

In 1999 a group of men who were working in the justice and judiciary system were brought together by a key community liaison worker in the Victoria Police and two lawyers. This group included Victorias most senior Supreme Court judge Justice Frank Vincent (soon to be Chancellor of Victoria University- (VU) and a range of colleagues. Their motivation was to be part of a solution instead of a part of the constant stream of young lives that were coming into the courts.

The group sought advice from Dr Robyn Broadbent, a highly regarded youth expert from VU. The success of previous Visy Cares hub in Dandenong and international models was known and the concept of a co located youth service (a one stop shop model) had appeal as it would leave the physical structure in the community and be accessible to the full community. Victoria University has a long standing commitment to the western region of Melbourne. Encapsulated in the latest policy framework of the University as ; To resource three initiatives for a better life in Melbourne's western suburbs and to share this knowledge with other communities in Australia or overseas that face similar challenges. (Taken from Visy Cares Hub Report 2007)

The Visy Cares hub has been in operation now for 8 months, it provides an entry point for training and support of young people, including lifeskills and recreational programs, legal aid, refugee support, housing, mental health services student support, especially language and literacy, career advice, community links. This presentation will explore the drivers and pitfalls in the set up and discuss how, in a mere 8 months there has been a significant change in retention, training and employment outcomes for youth in the West.

NCS workshop - where to start
Monique Bayer
National Centre for Sustainability

The issues of sustainability can seem vast and complex - sometimes its hard to know where to begin in making it relevant for your learners.

This hands-on (and brains-in!) workshop will provide you with a simple trans-disciplinary framework for thinking about how to apply and teach for sustainability knowledge and skills in your training area.

You'll walk away with ideas to implement tomorrow and work within a team that will provide insights and ideas from many disciplines. If you are serious about delivering education and training with sustainability outcomes, this workshop is for you.

Responding to the Gap
Kim Windsor and Caroline Alcorso

The mismatch between jobs and available labour and skills underlie 'skill shortages' rhetoric. This imbalance has serious implications for the health of local communities and the wider economy. Recent research and policy settings emphasise the need for holistic 'workforce development' responses, citing the shortcomings of supplying graduates in the absence of understanding if and how skills are effectively utilised in the workplace.

This presentation draws on the experience of the national Skill Ecosystem program which provides practical models of how workforce development policy objectives are being implemented in regional and industry settings. The national dairy industry project, managed out of Victoria is one example. These are complex and challenging projects where participants wrestle with the often messy way that economic, business, workforce development and industrial agendas intersect. The benefits will be reflected in the closer alignment of these often separate agendas to achieve sustainable, mutual benefits for businesses, employees and communities.

Unlocking the Skills for Assessing Employability

Larry Foster and Laura Binson ACER

Vocational education and training Australia-wide has long provided effective technical training for young people wishing to enter the workforce. Increasingly, however, shifts in the economy generated by globalisation, technological change, competition and increased sophistication of clients have meant that employers are increasingly seeking generic or transferable skills.

The Australian Council for Educational Research (ACER) specialises in the assessment of such skills in order to select candidates for employment and/or courses and to assist trainers in the design of learning programs to enhance them.

Employers seeking to recruit and retain employees with good problem solving skills, strong reasoning ability and effective interpersonal understandings are supported by a comprehensive testing program developed by an educational research and development company with an international reputation in test development, reporting and analysis. Research underpins the quality of assessment tools developed by ACER.

The session will outline how an assessment tool like the Vocational Selection Test (VST) is developed and explore ways in which it can be tailored to meet particular needs of individual industries



Breakout session 4 (04:00 PM - 05:00 PM)

SESSION DETAILS

SW ACFE Showcase

SW ACFE Region
COMMUNITY LEARNING PARTNERSHIP
Southern Grampians Employment Skills

Julie Neeson Executive Officer
Southern Grampians Adult Education

The Southern Grampians Employment Skills Community Learning Partnership developed as a result of an identified need to assist the community in responding to the needs of a skilled workforce able to meet the needs and ancillary demands of the new, emerging and sustainable plantation timber, mineral sands, wind farm and transport industries.

Primary Partners

- Southern Grampians Shire Economic Development & Tourism Unit
- South West Institute of TAFE, Hamilton Campus
- Glenelg Southern Grampians Local Learning Employment Network
- Australian Industry Group

and the lead agent

- Southern Grampians Adult Education

Employment opportunities for young people who desire to pursue a career in the region, workers who look to pursue traditional rural regional employment, as well as farmers and their family members looking for supplementary income in addition to ongoing farm incomes (especially evident in the current drought scenario) are all an integral part of this project.

Key stages of the project are the engagement with key industries, educate the educators (Careers teachers/employment consultants), educate prospective workforce through information sessions/site visits, incorporating "Taster" training sessions especially for school aged and provide training opportunities where applicable

The presentation looks at how the CLP developed, the engagement of an ACE organisation with industries, the growth of the partnership, the containment of the project, the unique ways that education can occur in a community.



The A Frame Report

Cheryl Wilkinson Senior Project Manager Adult, Community and Further Education Department of Planning and Community Development



SESSION DETAILS	
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Breakfast	<input type="checkbox"/>
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<p>ACE provides a unique, community-based context for learning, a genuine focus on the individual needs of learners and the flexibility to meet their learning requirements. For this reason ACE is an important part of the Government's skills provision and is particularly suited to meeting the needs of adult learners of all ages who wish to undertake vocational education and training programs that assist them to return to study, gain qualifications and employment.</p> <p>Victoria's ACE sector is one of the largest and most active in Australia. In 2006, total reported provision of courses by community-based ACE providers and adult education institutions in Victoria from all funding sources reached nearly 11 million student contact hours.</p> <p>ACE providers pursue a range of outcomes, at organisational, learner and community levels reflecting both the focus and capacity of each individual and the education and training priorities of government. It is intrinsic to the nature of ACE to call on and generate networks in communities as it goes about the business of creating pathways and outcomes. This presentation explores some of the planning mechanisms used in ACE to create outcomes.</p>	
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<p>The Role of VCAL in Addressing skill Shortage David Gallagher VCAA</p> <p>The workshop would be appropriate for either Responding to the gap or Showcase: Closing the gap sections in the program. The workshop would highlight what the VCAL is doing to address the skill shortage, destination of VCAL students and a case study that uses the VCAL as a strategy to address skill shortage. The workshop would cover the following topics:</p> <ul style="list-style-type: none"> • The introduction of the Employability Skills into the Work Related Skills strand of the VCAL • Themed VCAL programs and the role of school based apprenticeships in VCAL • Destination of VCAL students. An analysis of the 2007 VCAL student destinations using the Department of Education and Early Childhood Development On Track data • Case study using either a TAFE Institute, an Australian Technical College or a Technical Education Centre 	<input type="checkbox"/>
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<p>What are the features of High Quality Traineeships? Erica Smith Ballarat University</p> <p>What are the features of high-quality traineeships, and how can those features be utilised in other programs? Traineeships have been hugely successful in terms of numbers and in terms of extending nationally-recognised training to a range of industry areas and workers that did not previously have the opportunity for formal training. Traineeships have ensured that in many industries skill shortages have been averted or addressed. However, traineeships remain the 'black sheep' of the VET sector in many ways. Criticism is mounted and attacks made on their integrity. This paper reports on a national research project funded by the NCVET that identifies the features of high quality traineeships and how these features can be transferred across industry and occupational areas. It addresses governmental, provider and enterprise features</p>	<input type="checkbox"/>
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<p>TUESDAY 20th MAY</p> <p>Breakfast (07:00 AM - 08:30 AM)</p>

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<p>Breakout 5 (10:00 AM - 10:45 AM)</p>
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SESSION DETAILS	
<p>Addressing Regional Skill Shortages Starts at School: Focusing on the Local Daniel Knott Project Development Manager Community-Industry Partnerships Northland Secondary College</p> <p>Access to VET for secondary school students is critical to them developing understanding the careers that they might develop in manufacturing and technology. VETiS is therefore an essential gateway for young people into employment and training in areas of critical regional (and often state-wide) skill shortage.</p> <p>Ntec at Northland Secondary College is a \$4 million facility and is new model for education in manufacturing and technology. The model is based on regional relevance and pro-active engagement and partnership with local industry and community. In essence Ntec is a School-based Industry and Community Partnership. A Reference Group that reflects regional economic, industry, economic, community and government sectors provides guidance for the development of Ntec.</p> <p>Through the Reference Group and access to range of other key regional players Ntec is able to respond to key northern metropolitan Melbourne regional issues such as high youth unemployment, critical skill shortages in sectors of manufacturing and technology, low school retention etc.</p> <p>Ntec is currently running VET, VCAL and Preapprenticeship courses in Automotive, Electrotechnology, Engineering, Furnishing, Building and Construction and Horticulture. Northland Secondary College is the only college in Victoria to offer a Cert II in Manufacturing Technology. Unique courses (such as Othello Cars and Fix Me Up) for disengaged youth are developed in partnership with local community organisations.</p> <p>Each program is an example of how a secondary college can respond to critical regional issues and local needs. In 2008 Ntec is being used by more than 250 students from 32 local public and private schools.</p>	<input type="checkbox"/>
<p>Corrections Education workshop Maddy Harford Department of Justice</p>	<input type="checkbox"/>
<p>Understanding the gap - The Generic Skills Debate Mary Cushman Kangan Batman TAFE</p> <p>Many employers and industry bodies complain that even though basic generic employability skills appear in Training Packages Units of Competence, and even though they may be being 'taught' at TAFE or school, learners are often unable to apply these skills in real life. I agree.</p> <p>In response to this, in 2007 I developed and piloted the "Triple Trade VCAL" (originally a dual trade VCAL) at Kangan Batman TAFE. This is a one year program which focuses on learners setting up and running a furniture business, and incorporates three Furnishing Pre-Apprenticeships and Senior VCAL. It is a completely integrated program, with no 'chalk and talk', and follows an applied learning pedagogy. Generic employability skills form the foundation of the program. (The program is now also being run at NMIT).</p> <p>Mary Cushman has been a full-time Cabinet making teacher at Kangan Batman TAFE for seven years, and has just completed a Masters in Education, Work and Learning (which focused on the understanding and delivery of generic employability skills by Trades teachers). She is also the State Reviewer for VET in Schools Furnishing, and co-writes the VET in Schools Furnishing Exam</p>	<input type="checkbox"/>
<p>United Nations Association of Victoria Antonette Gaffney</p> <p>The United Nations Association of Australia (Victorian Division) is a not-for-profit, community organisation that aims to promote the aims and ideals of the United Nations and action them on a local level. In particular, education is a core focus of the UNAA mandate and our Model UN Conferences have become an integral part of our education program. Our program was launched in 2006 in support of the United Nations Decade of Education for Sustainable Development.</p> <p>Our Model UN Conference is a unique, constructive and interactive tool that enables students to engage in global issues and the work of the United Nations. Through participation in a Model UN Conference students not only learn about the UN General Assembly and its member states but also about the importance of dialogue, diplomacy, negotiation and consensus building – skills that are fundamental to the development of strong global citizens and responsible future leaders.</p> <p>Additionally, as a significant number of our topics focus on global warming, renewable energy, the debate over nuclear power and environmental sustainability, we believe our work partners that of your organisation and the focus of this conference - to being communities together to achieve environmental and community sustainability.'</p>	<input type="checkbox"/>

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SESSION DETAILS	
<p>ATC Geelong John Weichert</p> <p>The Australian Technical College - Geelong is an independent school, in its second year of operation which has its sole focus on providing yr 11 secondary program for school based Apprentices in the traditional trades (ASCO 4). Its founding partners are the Geelong Manufacturing Council, G Force Employment (group training) and The Gordon Institute of TAFE. It was funded by the Commonwealth Government in response to the skills crisis.</p> <p>The presentation will provide some statistical and anecdotal detail about the local skills demand within the traditional trades. Social and cultural issues around how we as a community have gotten to this position that we now face will be explored. The challenges of interface of school, work and technical training (TAFE); provision, expectations and culture through school based apprenticeships will be explored. How the Australian Technical College- Geelong is working in an attempt to meet the needs of the local community in partnership with local industry will be presented.</p>	<input type="checkbox"/>
<p>Cross cultural considerations preparing newly Arrived people for Work Julie Simmons AMES</p> <p>Newly arrived migrants and refugees entering the Australian workplace are potentially very vulnerable in terms of their knowledge of both their rights and responsibilities as a worker. This workshop highlights some cross-cultural considerations in preparing learners for workplace participation. It will draw on some examples of workplace behaviours from a new resource designed for CALD learners in aged-care courses, focusing on how we can help prepare our learners for aspects of Australian workplace culture</p>	<input type="checkbox"/>
<p>Exploring Training and education needs of Textile Clothing and Footwear SME Keith Cowlshaw RMIT</p> <p>Working from the premise that SME require training to be delivered on the factory floor the Textile and Design Specialist Centre initiated a project aimed at developing a better understanding of how to effectively deliver training to SME. Seventy SME were approached seeking their participation in a training pilot where they would assess different delivery options. The delivery options to be assessed were CD-Rom, on line program, MP3 or i-pod and, hard copy work books.</p> <p>None of the seventy companies were interested in participating in the project. However a significant number did indicate an interest in participating in peer group mentoring and exchanging ideas and information with other practitioners.</p> <p>This feedback has lead to the establishment of a working cluster amongst Dyehouses that utilises the Brunswick campus facility for mentoring and discussion of issues. The cluster has 25 active members and a broad range of issues and needs have been identified that the Textile and Design Specialist Centre is addressing on behalf of the cluster members.</p>	<input type="checkbox"/>
<p>Specialist Degrees in TAFE Denise Stevens and Robyn Clifford, William Angliss Institute</p> <p>William Angliss Institute as a State endorsed Specialist Centre identified a gap in higher level qualifications in both the Culinary and Hospitality, and Tourism environment. As a consequence the Institute developed two VET Degrees in response to industry demand and also to support the Victorian Government agenda relating to vocational degrees.</p> <p>The paper will identify the skills shortages in the Culinary and Tourism Industry sector and the process undertaken by William Angliss to ensure the degrees met the industry needs now and in the future. The paper will also consider the range of strategies identified by the Institute to embed a higher education culture within the organisation from both a student and staff perspective.</p> <p>In support of this the paper will address the following:</p> <ul style="list-style-type: none"> (a) articulation processes and the role of skills recognition processes (b) the ICT Strategy identified to ensure the ICT framework and architecture supported higher level learning (c) the establishment of a Research Unit and a Research Coordinator position to ensure a culture of research and research readiness was developed, implemented and supported within the organisation (d) the support requirements of students translating from VET to Higher Education 	<input type="checkbox"/>