

Welcome

Professor Annette Foley, RAVE convenor

We have had a productive period since the last RAVE News issue 17 December 2023. This newsletter provides details about the group's current and recent research, events, publications, engagements, and other activities. We do hope you enjoy reading through all of the news and achievements.

More information about RAVE and our activities and achievements are available on our website <https://federation.edu.au/institutes-and-schools/ieac/research/rave-researching-adult-and-vocational-education>. You can also email RAVE about any of the items here or on the website.

Look out for information about OctoberVET in the next few weeks.

Annette

Employment Network) (NAEN) in Adelaide, on 25 July 2024. The conference 'Skills for Life' had 200 attendees and several high-profile speakers.

The role of industry in VET

This research project, undertaken by Erica Smith and Paschal Somers, and funded by the Victorian Skills Authority and AVETRA concluded in early 2024. It was based on reviews of the academic and grey literature, and existing case studies and examples of industry involvement at different levels. The project report can be seen at <https://avetra.org.au/VSA-Project-2> Findings included:

Models for industry involvement in VET

Types of collaboration: Some of the more common forms of collaboration between industry and VET reported overseas are not used, or not widely used, in Australia. These include local groups of companies working together; initiatives to train and/or monitor industry-based supervisors of VET students; companies working with training providers to improve work placement systems; 'school-in-factory' and 'factory in school' models; mapping of roles in collaborations (Rashidi, 2013)

Apprenticeship system: As the archetypal manifestation of VET-industry collaboration, the apprenticeship system in Australia has some major flaws which have been well documented in major reports during the last decade, as recorded in this report. With more improvements in this area, the apprenticeship system could set the tone for further engagements of VET with industry.

Navigating the VET system: Research evidence shows that employers need assistance in navigating the VET system. Support structures and resources are needed, that can empower employers to actively participate in the VET ecosystem.

Local industry engagement dynamics: At local level, the initiation of industry engagement largely rests with Registered Training Organisations (RTOs)



Erica Smith was invited to chair a panel of apprenticeship experts, including Cameron Baker the South Australian Skills Commissioner, at the annual conference of NAEN the National Apprentice

rather than with industry itself. It would be good to see more engagement initiated by industry.

Work based learning: Work placements are currently underutilised in VET in Australia compared with other countries. Supervisors of students in placements and in apprenticeships/traineeships are not trained, as is required in other countries.

VET teacher engagement practices and their reporting: Industry engagement is required for compliance purposes, but teachers do not learn how to do it in the Certificate IV TAE. Teachers' reporting of their industry engagement is mainly confined to mandatory compliance documentation that may not fully capture the depth and breadth of their industry engagement, and may not be utilised beyond compliance.

We made a number of suggestions for policy (10 suggestions), practice (13 suggestions). and for further research (7 suggestions). Recommendations includes, but are not limited to:

Policy: 'macro' initiatives, e.g. regularisation of industry advice arrangements, more funding stability, strategies for gig economy and new industry sectors, finding a better term for 'industry'; direct consultation with employers and unions (as well as peak bodies); operational matters e.g. work placements and apprenticeships. We proposed funding a research program or research grouping on the topic.

Practice: ideas to increase mutual understanding between industry and VET providers, engaging new employers, various strategies with work placement and apprentice supervisors, raising VET teachers' qualifications and industry engagement skills, public recognition of good practice, and practice pilots.

The findings were presented to staff of the Victorian Skills Authority.

Two conference presentations have been given on the findings for the first phase of the project - the ways in which 'industry' can be conceptualised and defined. Photos from the presentation at the NCVER conference in July 2024 are below.

New funded RAVE research projects

Smith, E. (2024). 'What do you get as a student vs apprentice? If it's not equitable – why not?' Research consultancy to inform the Strategic Review of the Australian Apprenticeship Incentive System, Department of Employment and Workplace Relations, \$7,650.



Annette Foley, Peter Fieger and Stuart levy have won a grant (\$119,461) funded by the Department of Finance Canberra.

The Department of Finance requires education specialist advice and assistance in relation to best practice approaches on the delivery of large-scale capability uplift activities targeted to a **professional adult audience, including:**

1. advice on best practice approaches for delivery of capability uplift activities targeted to a professional adult audience, to inform the Department of Finance's development of a comprehensive Commonwealth Procurement and Contract Management Learning and Development Strategy (L&D Strategy), related courses and resources (Service Provider to propose delivery method of this advice);
2. preparing as required, review materials and advice on the L&D Strategy, related courses, and resources, to assist with drafting, settling and/or amending these materials (noting that Finance will be principally developing the L&D Strategy, courses and resources, or undertaking a separate approach to market for the development of specific courses or resources). Early versions of the L&D Strategy,

courses or resources may be shared with the Service Provider for further advice or guidance in their development; and

3. other related advice and assistance, as necessary or required by the Department of Finance, including alignment of courses and resources with the Australian Public Service Commissions' APS Learning Quality Framework and Design Standards

Research impact and engagement

Book contracts:

Professor Annette Foley and Associate Professor Tracey Ollis (Deakin University) have signed a Springer book contract and will be joint editors of a four-part volume comprising 19 chapters written by experts across Australia and the UK on Adult Education.

The book's proposed title is: Beyond Cinderella, Adult Learning in Global Times.

Volume Overview:

We live in challenging times in a world full of contradiction and change, with many countries around the globe facing upheaval, and conflict. We live with the ongoing impact of climate change, and the aftermath of the global Covid 19 pandemic and more recently, the wars in Ukraine and Israel/Palestine. We are now seeing the movement of millions of people displaced, some stateless, with movements of migrants and refugees across the globe. In this book, we claim, *adult learning has the capacity to respond to many of challenges* that impact on how we live, study and work. This proposed edited book on Adult Learning is set in this global context at a time when the United Nations' sustainable development goals proposed by 2030, particularly goal 4, regarding access to quality education for all frames this volume. This edited book promulgates the importance of adult community education, lifelong learning and social justice education. It asks important questions about how we can flourish as citizens, and the role adult learning plays in the process of citizen agency. It outlines adult education's transformative capacity to empower individuals and communities responding to contemporary issues of social justice education in a changing world. Whilst some of the chapters are contextualized within the Australian context, they will resonate across other education systems where adult learning is delivered in community or further education contexts. In addition, this volume provides case studies of adult learning in further and community contexts in both Canada and the United Kingdom.

The expected date for publication is late in 2025.

Annette Foley and Professor Liz Atkins (Derby University UK) are joint editors for the forthcoming second edition of 'Teaching in the VET sector in Australia'. This textbook was originally written in 2014. The 2nd edition will be published by Australian Scholarly Publishing.

This text book was originally conceived by members of the Australian Council of Deans Vocational Education Group (ACDEVEG). The text originally consisted of nine chapters. The 2nd edition will include an additional chapter written by Erica Smith and Annette Foley on 'VET for the Economy and Society'.

The expected date for publication is mid-2025.

RAVE Members' Achievements

RAVE members' publications and achievements since RAVE News 17 December 2023.

Journal Articles

Ahl, H., Hedegaard, J., & Golding, B. (2023) A theory of conditional social equality: Group homogeneity as a prerequisite for challenging (some) inequalities among older men in adult learning, *Australian Journal of Adult Learning* 63 (2), 119-139.

Dyason, D., Fieger, P., & Rice, J. (2024). Greened shopping spaces and pedestrian shopping interactions: the case of Christchurch. *International Journal of Tourism Cities*

Fieger, P., & Dyason, D. (2024). Economic Perspectives on Tourism. *The Wiley Blackwell Companion to Tourism*, 61-77.

Fieger, P., Rice, J. L., Prayag, G., & Hall, C. M. (2024). Employment Outcomes for Australian Tourism and Hospitality VET Graduates During the COVID-19 Pandemic. *Journal of Hospitality & Tourism Education*, 1-7.

Golding, B. (2023) Six Peaks Speak: Unsettling in southern Dja Dja Wurrung Country, *The La Trobe Journal* 108, pp.61-67.

Golding, B. (2023) Men's Sheds: Australia's gift to the world, *Dyskursy Młodych Andragogów / Adult Education Discourses* 24/2023 pp.143-159 [Poland].

Rice, B., Raziq, M. M., Martin, N., Rice, J. L., Memon, M., & Fieger, P. (2024). Intrinsic satisfaction and turnover intentions: the moderating roles of collegial and managerial values congruence. *Benchmarking: An International Journal*.

Rice, J., Martin, N., Raziq, M. M., Memon, M. A., & Fieger, P. (2024). Strategic planning, budget monitoring and growth optimism: evidence from Australian SMEs. *European Business Review*, (ahead-of-print).

Smith, E. (2024). Rescue and recovery: The COVID and post-COVID responses of apprenticeship systems. *International Review of Applied Economics*, 38:3, 337-356. <https://doi.org/10.1080/02692171.2024.2336546>

Conference papers

Smith, E. & Somers, P. (2024). What do we mean by 'industry' in vocational education and training? Research findings. *VET Partnerships: powering a dynamic workforce*. 33rd National Vocational Education and Training 'No Frills' Research Conference. Perth. July 11-12.

Smith, E. (2024). Challenging and problematising the dominance of 'industry' in vocational education systems. *Thinking globally and acting locally*, UALL/SCUTREA conference, University of London. July 1-3. (Presented online).

Book Chapters

Smith, E. (2023) 'VET teacher-education in Australia: Three levels across two sectors'. In *New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine*, ed. T. Deissinger and O. Melnyk. Bielefeld, Germany: WBV. pp 35-61. <https://www.wbv.de/shop/Partnership-Based-Governance-and-Standardization-of-Vocational-Teacher-Education-in-Ukraine-176683>

Smith, E. (2023) Thirty years of competency-based training: How Australia painted itself into a curriculum corner. In *International Encyclopedia of Education* 4th edition, 2022, ed. R. Tierney, F. Rizvi, K. Ercikan & G. Smith. Elsevier. pp 491-503 <https://www.sciencedirect.com/reference-work/9780128186299/international-encyclopedia-of-education>

Other Achievements

Erica Smith:

International: Invited by the DFHERIS Department of the Irish government to be an advisor to the project 'Evaluation of Irish FET Practitioner Staffing Structures against International Comparators' 2024.

Other:

- Submission to the Universities Accord consultation process 2023 published <https://www.education.gov.au/australian-universities-accord/consultations/consultation-accord-interim-report/submission/17130>
- My work was cited five times in the Background Paper for the [Strategic Review of the Australian Apprenticeships Incentives system](https://www.dewr.gov.au/australian-apprenticeships/resources/strategic-review-australian-apprenticeships-incentive-system-2024) 2024, <https://www.dewr.gov.au/australian-apprenticeships/resources/strategic-review-australian-apprenticeships-incentive-system-background-paper>
- Seven mentions in the House of Representatives report on the perceptions and status of VET 2024. https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/VETInquiry/Final_Report
- Invited to Strategic Review of the Australian Apprenticeship Incentive System - Research Organisation Roundtable, April 2024, and subsequently provided advice on several occasions.
- Presented webinar and workshop on the practicum unit in the Certificate IV TAE for the VET Development Centre's professional development program, March and May 2024.
- Invited to lead discussion at VPN (VET Practitioner Network Victoria) online meeting March 2024; topic 'TAED415 'Complete a practicum in a VET environment': good practice and challenges.'

Sector Engagement

Liam Frost Camilleri presented to the (Victorian Adult Literacy and Basic Education Council)VALBEC conference on his current PhD project analysing how to foster re-engagement in second chance education. Through an engaging exploration of VCE VM and VPC programs, Liam unveils the strategies and

practices that empower students transitioning from mainstream to alternative settings. Drawing from interviews with teachers, students, and support workers, Liam highlights the paramount importance of relationships, flexibility, autonomy, and genuine connection in reengaging students with education. Through Liam's presentation, participants will glean insights into the complexities of second chance education, including a critical examination of mainstream education's limitations and the invaluable role of support workers as psychological allies. Liam's presentation will highlight the importance of second chance educational institutions.

New member

Introducing our newest member to the RAVE research group. Liam Frost Camilleri.



Liam Frost-Camilleri has worked as a secondary school teacher (both private and public), primary school teacher, a Technical and Further Education (TAFE) instructor and in Higher Education for over 19 years. Passionate about education and engagement, Liam has taught and specialised in many different subjects such as English, Media, History and VCAL programs. Recently, Liam completed his masters by research, focussing on Language, Literacy and Numeracy issues in alternative education settings. Liam is currently completing his PhD study in reengagement pedagogies in second chance education. He continues to research in the areas of engagement, literacy and readiness to learn for adult

learners and currently holds a position in the Institute of Education, Arts and Community at Federation University teaching in the Foundation Access Studies (FAST) and the Master of Teaching (Secondary) programs. Liam is also the president of VALBEC (Victorian Adult Literacy and Basic Education Council).

Welcome Liam! 😊



Details of the next OctoberVET conference will be available and sent out to the mailing list in October.