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BEST PRACTICE
in Sustainable Industry Engagement for the VET sector

VET

GOOD PRACTICE TAKEAWAYS

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JUNE 2010

WELCOME…

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The Australian Council for Private Education and Training (ACPET) is pleased to release this multi-dimensional report and diagnostic tool, *Best Practice in Sustainable Industry Engagement for the VET Sector.*

This research and industry consultation project was made possible through the ACPET VET Futures Project. VET Futures is an initiative of the Queensland Department of Education and Training that aims to build capability in the Queensland vocational education and training sector. The vision for VET Futures is to create "an accomplished, respected and highly skilled VET workforce".

As RTO owners, managers and trainers we know only too well the imperative of remaining engaged with industry. The Hon. Julia Gillard MP in 2008 stated that "part of the problem in increasing our national skill levels has been that training has not sufficiently matched industry's needs. Businesses have not been provided with enough assistance to enable them to diagnose, predict, and tailor training to their future workforce needs".

This project, as part of a suite of initiatives through ACPET VET Futures 2010, has benefitted from the input of members and their industry partners. This report and its associated case studies (Section 2) and toolkit (Section 3) have been developed with the objective to inform approaches for sustainable industry engagement.

As RTOs we are challenged with the need to shift our focus from pure training to workforce development. And in many cases we are rising to the challenge.

On behalf of ACPET Queensland I would like to thank all those who contributed their time to this project including the VET Futures Steering Committee, the ACPET State Committee and members from across the state.

ACPET looks forward to hearing further success stories from the industry on how RTOs are meeting and exceeding the needs of industry in a changing and competitive marketplace.

KAY GANLEY
National Chair and Queensland State Chair
Australian Council for Private Education and Training
May 2010

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To the many RTOs who offered their time and their experience on industry engagement, we thank you.
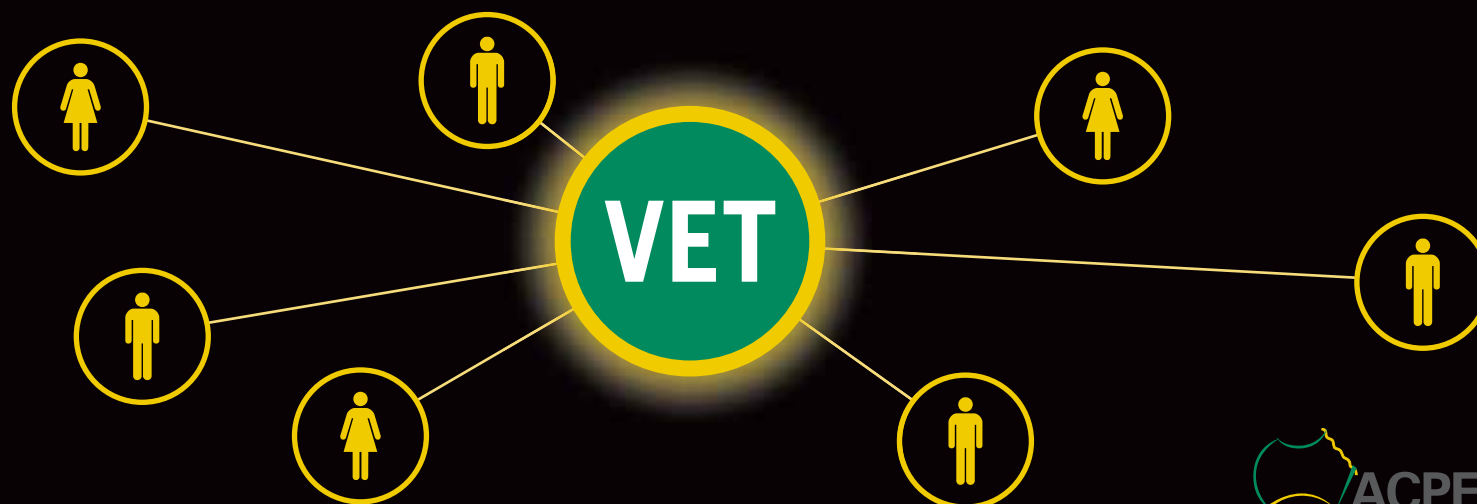
And finally, to Department of Education and Training and the VET Futures leadership team, Peter Skippington and Sonia Davies, without whose support this project would not have been possible.

Best Practice in Sustainable Industry Engagement for the VET sector

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SECTION **1**

AN OVERVIEW

of Industry Engagement in the Australian VET sector

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INTRODUCTION

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VET Futures is an initiative of the Queensland Department of Education and Training that aims to build capability in the Queensland vocational education and training sector. The vision for VET Futures is to create "an accomplished, respected and highly skilled VET workforce". Objective 3 of the project is focused on supporting RTOs to develop *Sustainable Models of Industry Engagement*. ACPET Queensland has led this research to provide the sector with information and resources to improve their capacity and capability to engage with industry.

PURPOSE OF THE RESEARCH

The objective of the research is to provide an overview of industry engagement in VET and provide concise and practical information, tools and resources that RTOs can use to help assess their industry engagement activities and develop engagement plans and strategies that support the sustainability of their business.

The research outcomes aim to provide an understanding of:

- what industry engagement is and why it is important
- what RTOs should consider when developing an industry engagement plan and activities for their business
- government policy and regulations and how these can assist and support them
- key contacts for RTOs to access further information and support
- what is considered good practice in industry engagement for VET
- other RTOs' best practice activities that they can utilize to support their strategies

APPROACH TO PREPARING THE GUIDE

The research was conducted in four phases as outlined below:

- Desk top audit and literature review
- Consultation with industry and key stakeholders
- Best practice case study identification and development
- Resource kit development

The outcomes of the research are broken into three key sections:

SECTION 1:

An overview of Industry Engagement in the Australian VET sector

SECTION 2:

Queensland's Best Practice Industry Case Studies

SECTION 3:

Provider Take Aways: Industry Engagement Tools and Resources

…an accomplished, respected and highly skilled

VET WORKFORCE

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WHAT IS INDUSTRY ENGAGEMENT?

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Industry engagement is also referred to as industry partnerships, skilling networks, employer engagement and more broadly as community engagement. Whatever the term used industry engagement for VET is concerned with communication and the relationship between key groups to ensure skilling activities meets the needs of employers and the economy.

The Commonwealth Government defines a training partnership as:

" *Where the partners, often an RTO and an enterprise or industry organisation, enter a two-way relationship that delivers benefit for both of them.* "

DEEWR 2009

TYPES OF ENGAGEMENT

Engagement can occur in a number of ways depending on the degree of interaction and involvement an RTO wishes to have with its stakeholders. Providers must decide on the way they wish to engage with their stakeholders to ensure mutual benefit for all.

Below outlines four stages of engagement:

■ **INFORM** – Providing advice to your client groups on activities that may relate to them

■ **CONSULT** – Seeking feedback from industry / business to help inform your strategies

■ **PARTICIPATE** – Involving your industry through a range of mechanisms to ensure that issues are understood and considered as part of decision-making

■ **PARTNER** – Collaborating with your industry groups by developing partnerships to formulate options and provide recommendations

INDUSTRY ENGAGEMENT IN VET

The Australian VET system is commonly referred to as one of the most sophisticated in the world – predominately because it is industry led. OECD's *Learning for Jobs* report notes that much of Australia's high degree of confidence in the VET sector is the successful engagement with employers.

Industry engagement occurs across the Training Quality Framework and is the cornerstone for the sector's industry engagement activities.

This includes the:

■ **DEVELOPMENT OF TRAINING PACKAGES** – training packages recognise and assess people's skills in a specific industry and as such engaging with industry to identify the skills needed is required

■ **AUSTRALIAN QUALITY TRAINING FRAMEWORK** – to ensure skilling meets the needs of industry, AQTF Standards stipulate engagement with industry

Whilst the above examples approach industry engagement from an audit perspective, industry is also demanding that RTOs increasingly adapt to their needs, not the other way round.

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INDUSTRY ENGAGEMENT IN VET

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VET SECTOR INDUSTRY ENGAGEMENT STAKEHOLDERS

Industry as defined by the AQTF 2007 is:

" *Industry bodies that have a stake in the training, assessment, client services provided by RTOs. These could include employer organisations, for example industry skills councils, industry associations, unions, regulatory bodies, licensing bodies and group training organisations.* "

Diagram 1 shows the various stakeholders in VET sector industry engagement. Through this diagram, you can see that engagement has many and varied interactions. Stakeholders will be different for most RTOs depending on the industry or industries they provide education and training solutions for and the way they conduct their business.

Stakeholders may include:

■ Training providers

■ Government departments and bodies

■ Enterprises

■ Industry bodies and associations

■ Community

DIAGRAM 1: POTENTIAL GENERIC MEMBERS OF A FICTIONAL INDUSTRY TRAINING NETWORK, CONVENED BY A PROVIDER

Mitchell (2008) Networking in VET, How to form, benefit from and sustain networks

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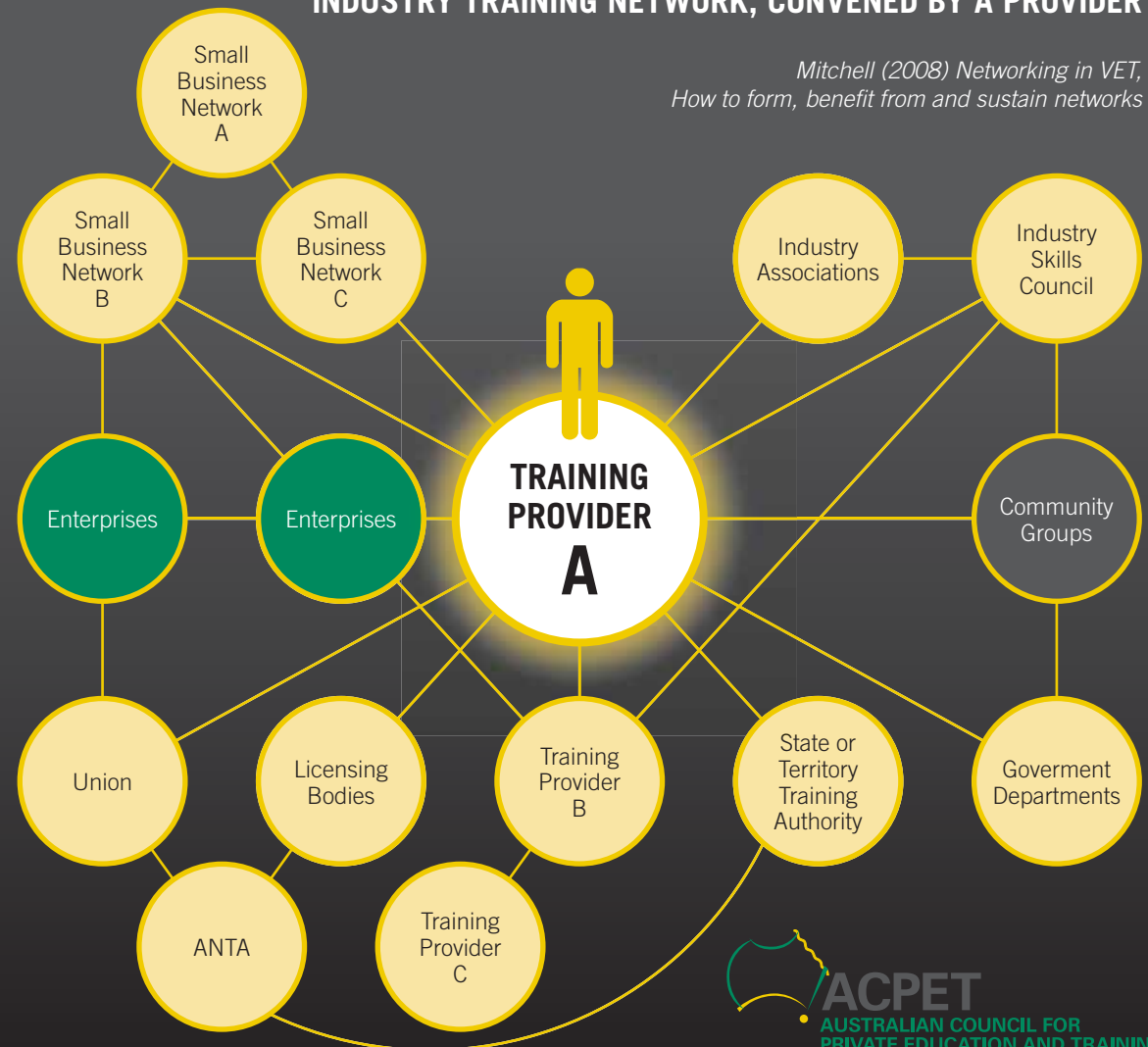
INDUSTRY ENGAGEMENT IN VET

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MACRO AND MICRO LEVELS OF VET SECTOR INDUSTRY ENGAGEMENT

RTO engagement with industry can occur at a number of levels which can be grouped into macro level and micro level engagements as follow:

MACRO LEVEL

Typically sector or community wide initiatives that cut across various stakeholders, where the RTO is one party. Often these are supported by a government body or lead agency. Examples include whole of industry level engagement for a particular region, e.g. the Gold Coast Boat Building Skills Formation Strategy.
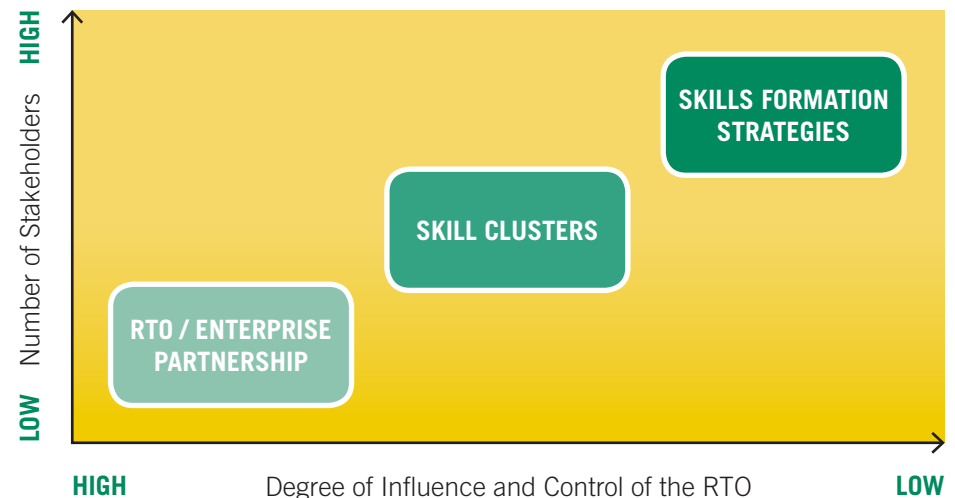
MICRO LEVEL

Direct engagement between the RTO and a partner enterprise.

CONTINUUM OF INDUSTRY ENGAGEMENT

Whilst the system in reality is much more diverse and complex, the following continuum is visual representation of the level of engagement and the key stakeholders across the range of industry engagement activities. At the micro level, relationships are fostered between an RTO and enterprise. With more stakeholders comes more complex interactions and a reduced level of influence for the RTO.

Research suggests that the most effective outcome of training is when engagement occurs across all the levels in a 'work force development' approach. Whilst the level of control and influence for RTOs at a system level is limited, it can be beneficial if they are involved in broader happenings in their particular industry sector.

DIAGRAM 2: CONTINUUM OF ENGAGEMENT

Number of Stakeholders — HIGH / LOW

SKILLS FORMATION STRATEGIES

SKILL CLUSTERS

RTO / ENTERPRISE PARTNERSHIP

HIGH — Degree of Influence and Control of the RTO — LOW

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NEW VET PARADIGMS

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VET is a dynamic industry with many facets of the business changing in response to social and economic trends. Many of these changes have been reported in UNESCO's Changing roles in vocational educational and training old paradigm new paradigm (Table 1).

These new approaches impact significantly on an RTO and their engagement with industry stakeholders. Whilst many of the concepts are already being adopted there is likely to be growing demand from individuals, industry and government for RTOs to support further adoption.

As discussed in the next section, these new paradigms are fundamental to workforce development policies and strategies being embedded in skilling activities throughout Australia.

TABLE 1: NEW PARADIGMS IN VET

OLD	NEW
Supply-driven approach	Search for **DEMAND-DRIVEN** approaches
Training for employment	Learning for **EMPLOYABILITY**
In-service training	Concept of continuing life-long learning
Training and focus on the teacher / trainer	Self-learning and focus on the learner
One-time learning	Continuing recurrent **LIFE-LONG LEARNING**
Education and training separated	Education and training integrated
Specialisation in one skill	A search for **MULTI-SKILLING**
Skill recognition based on training period and examination	**RECOGNITION** based on competency and prior learning
Rigid and fixed entry and exit	**FLEXIBLE** and multiple entry and exit
Focus on formal sector	Recognition of the need to focus both **NON-FORMAL AND INFORMAL SECTORS**
Training for wage employment	Training for wage and self-employment
Centralised system	**DECENTRALIZED** system requiring both strong national and decentralised institutions
Policy and delivery dominated by state	Policy and delivery separate, market-driven
Governance dominated by the state	Participatory governance, recognition of multiple actors, social dialogue

From ILO. N.D. The Changing Role of Government and Other Stakeholders in Vocational Education and Training

http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/Forum15Murray.pdf

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VET INDUSTRY ENGAGEMENT AND WORKFORCE DEVELOPMENT

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Whilst not a new concept, workforce development is emerging as a priority approach for supporting labour market development and thus it is having a growing impact on the VET sector and the sectors engagement with industry.

Workforce development is concerned with how an industry or organisation attracts and retains workers and provides them with learning and skilling opportunities. Workforce development can be described as:

" *Increasing the capacity of individuals to participate effectively in the workforce through their whole working life and increasing the capacity of firms to adopt high performance work practices.* " [1]

It includes:

■ the knowledge and skills of workers

■ the organisation in which workers operate

■ various other factors such as government policy and funding, legislation, and industry regulation

Workforce development occurs across three levels:

■ **THE INDIVIDUAL** – Knowledge, skills, motivation, attitude

■ **THE ORGANISATION** – Recruitment and selection, performance management, employment benefits, knowledge management

■ **THE SYSTEM** – Education, funding, partnerships between key groups, opportunities for collaborative problem-solving, workforce development support mechanisms

The central idea of workforce development is that industry must develop and deploy people in jobs with good work design, as this helps to ensure sustainability of the industry and thus employment. Research suggests that to maximise outcomes from training, RTOs should link their activities at both a micro and a macro level, e.g. with both partner enterprises and other industry development programs in their locality. Advocates of a workforce development approach suggest that offering training without understanding the broader economic needs can result in substantial training outlays by business with no performance payback, leading to claims that training is not relevant. Research conducted by the Australian Industry Group[2] supports this and suggests that enterprises often needed help to articulate their workforce skills needs and identify current workforce skill levels, and that those with direct access to that kind of help made the most progress.

1   Skills Australia, Industry Leadership: The Next Steps (2009)

2   Australian Industry Group 2008, Skilling Existing Workforce Trial Sites and Case Studies Objectives, Experiences and Outcomes Draft report

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MACRO INDUSTRY ENGAGEMENT

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SKILLS FORMATION STRATEGIES

Skills formation strategies provide a framework for industries and communities to work with each to analyse and address current and future workforce issues that may affect their future viability.

The skills formation strategy approach seeks to gain an understanding of workforce issues holistically, recognising that effective skilling can only occur when planned as part of the broader workforce context and the future of the industry or community.

Additionally, skills formation strategies focus on identifying issues common to an industry or community that are best addressed by their combined efforts or that cannot be addressed as an individual enterprise.

To effectively support this approach, skills formation strategies facilitate the development of relationships and networks that together will identify the future workforce needs of industry or community and work to develop and action combined workforce strategies.

Source: Skills Formation Strategy Fact Sheet
http://www.training.qld.gov.au/resources/industry/pdf/skills-formation-factsheet.pdf

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WHY ENGAGE WITH INDUSTRY – THE BENEFITS

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There are many benefits that flow from effective industry engagement to the RTO, students, business, industry and the economy more broadly.

The possible benefits of effective industry engagement for **VET STUDENTS** include:

- Access to current and industry relevant skill development

- Opportunities for flexible learning – on the job, mentoring, work placement, etc

- Graduates with skills in demand meaning improved employability

The possible benefits of effective industry engagement for **VET PROVIDERS** include:

- Meeting registration requirements – AQTF 2010 Essential Standards for Registration outlines the need to have courses that have been developed in consultation with industry, staff with current industry skills and knowledge of their industry and strategies in place to engage with employers or parties that contribute to learners training

- Staff currency – through access activities such as to 'return to industry' programs and networking

- Currency of courses

- Increased flexibility and responsiveness

- Increased revenue – through commercial training and consulting opportunities

- Improved profile and positioning

The possible benefits of effective engagement for **BUSINESS** and **ENTERPRISE** include:

- Access to advice and support on the VET system and its functioning

- Better utilisation of skills

- Better utilisation of training budget

- Access to relevant and targeted training

- Improved productivity

The possible benefits of effective industry engagement for the **ECONOMY** and **INDUSTRY** include:

- Improved productivity

- Better workforce utilisation

- More targeted training expenditure

- Sustainable businesses and industries

- Community development

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PRINCIPLES FOR SUSTAINABLE INDUSTRY ENGAGEMENT

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*Based on the research and case studies in industry engagement, **10** best practice principles have been developed.*

1	STRATEGICALLY ALIGNED	All activities must fit strategically with your business values, objectives and strategies
2	RESOURCED	Consider the direct and indirect costs of implementation and budget for them
3	MANAGED RELATIONSHIP	Have the right people responsible and foster strong, sustainable and well targeted relationships with industry stakeholders
4	MEDIUM TO LONG TERM	Take a long term, strategic approach and don't expect immediate results
5	RELEVANT	Ensure your activities are relevant to your industry and work to understand their specific needs (talk their talk)
6	EMBEDDED	Embedded engagement across your business for best results
7	CONTINUALLY IMPROVED	Keep it dynamic and strive for continuous improvement
8	ACHIEVABLE	Be realistic and set measurable and achievable targets
9	INCLUSIVE	Consider broader systemic issues and the impact of these on your specific projects and activities
10	RESPONSIVE	Ensure you can respond to your partners in an appropriate way and time

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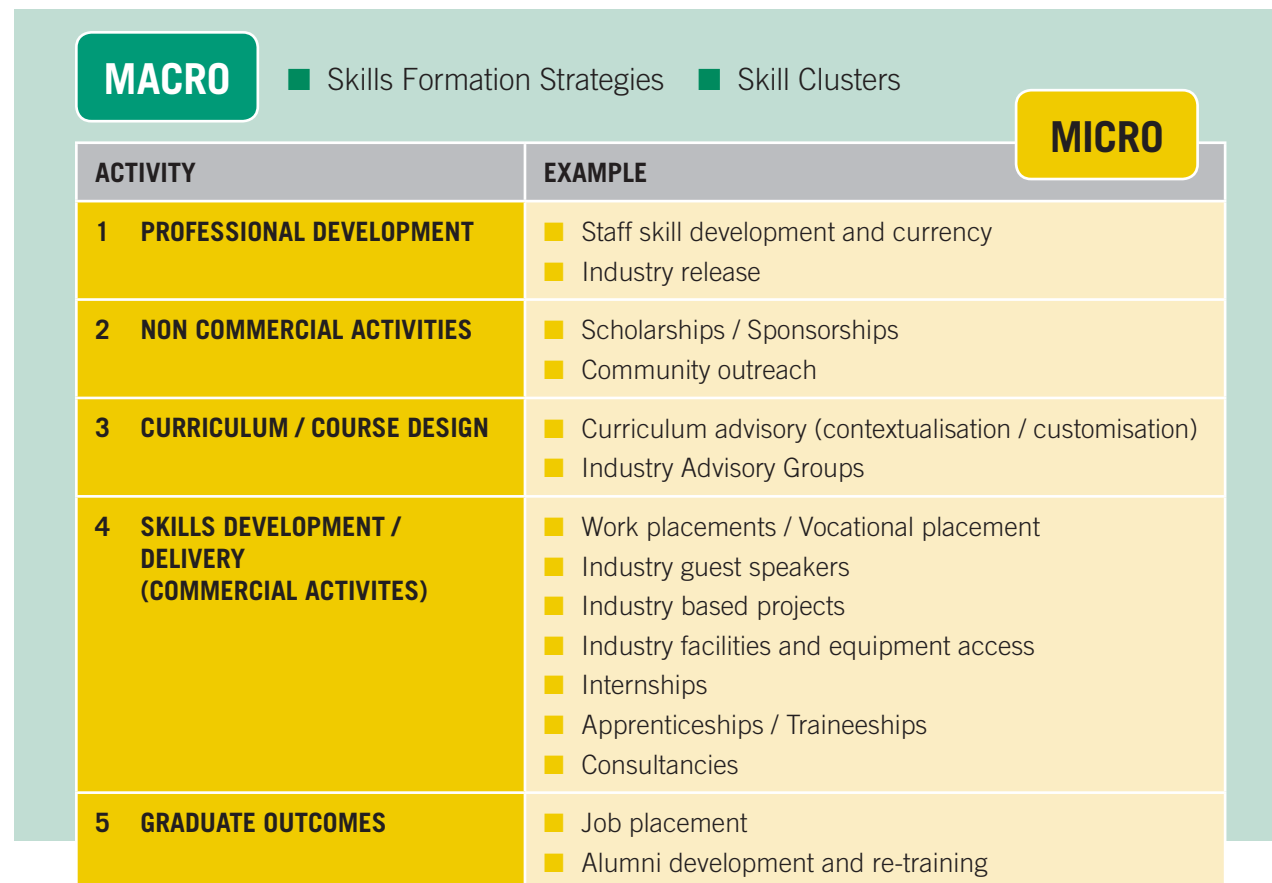# WHAT ARE THE FORMS OF RTO INDUSTRY ENGAGEMENT IN VET?

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WHAT ARE THE FORMS OF RTO INDUSTRY ENGAGEMENT IN VET?

As noted, VET sector industry engagement occurs through various channels and various levels. At a macro level RTOs may choose to become involved with systemic industry based engagement activities, such as Skills Formation Strategies and skills clusters.

On a micro level RTOs are focused on their relationships with partner enterprises and stakeholders. The following model describes the core micro industry engagement activities for the VET sector.

DIAGRAM: VET SECTOR INDUSTRY ENGAGEMENT FRAMEWORK

MACRO ■ Skills Formation Strategies   ■ Skill Clusters

MICRO

ACTIVITY	EXAMPLE
1 **PROFESSIONAL DEVELOPMENT**	■ Staff skill development and currency ■ Industry release
2 **NON COMMERCIAL ACTIVITIES**	■ Scholarships / Sponsorships ■ Community outreach
3 **CURRICULUM / COURSE DESIGN**	■ Curriculum advisory (contextualisation / customisation) ■ Industry Advisory Groups
4 **SKILLS DEVELOPMENT / DELIVERY (COMMERCIAL ACTIVITES)**	■ Work placements / Vocational placement ■ Industry guest speakers ■ Industry based projects ■ Industry facilities and equipment access ■ Internships ■ Apprenticeships / Traineeships ■ Consultancies
5 **GRADUATE OUTCOMES**	■ Job placement ■ Alumni development and re-training

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THE BARRIERS TO INDUSTRY ENGAGEMENT

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WHAT ARE THE BARRIERS TO EFFECTIVE INDUSTRY ENGAGEMENT?

There are numerous barriers that prevent or limit effective industry engagement. Barriers potentially impact on both RTOs and industry. It is important that RTOs consider these potential barriers and resistance to engagement as this may help to develop strategies that will minimise or address them.

BARRIERS FOR PROVIDERS

COMPLEXITY OF THE SYSTEM

There are many stakeholders and it is often difficult to determine who can provide assistance at a systemic level and where best to be involved.

FINANCIAL BARRIERS

Developing strong relationships is a time consuming activity that does not happen quickly and may have no immediate returns. As such fostering relationships may not be seen as a priority.

STAFF WITH THE NECESSARY SKILL AND TIME TO DEVELOP RELATIONSHIPS

Dedirecting limited staff resources to partnership development may not be possible for small to medium RTOs that need to focus on delivery as core business.

BARRIERS FOR INDUSTRY

FINANCIAL RESTRAINTS

Preventing industry from entering into partnerships as they may not see training or developing a relationship with an RTO as an immediate positive benefit.

LACK OF TRUST IN THE TRAINING SYSTEM

This is reported to be a small percentage of organisations but must not be overlooked.

COMPLEXITY OF THE TRAINING SYSTEM

Industry perception that the sector is difficult to navigate and jargon-ridden.

DISSATISFACTION WITH THE CONTENT OF TRAINING

In order to get a qualification staff may need to undertake training unrelated to their work resulting in an unnecessary expense for students or employers if training is not customised and targeted.

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GOVERNMENT'S RESPONSE TO VET INDUSTRY ENGAGEMENT

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The Queensland and Commonwealth governments have various agencies considering how they can improve VET engagement with industry to support workforce development and economic imperatives. These agencies have developed a number of strategies that encourage, foster or support VET sector industry engagement. Following is a summary of just some of the significant commonwealth government strategies that impact on VET sector industry engagement.

AUSTRALIAN COMMONWEALTH GOVERNMENT

AUSTRALIAN WORKFORCE FUTURE

Skills Australia has recently released *"Australian Workforce Future: A National Workforce Development Strategy"*. This strategy will lead government policy and strategy on skilling. The concept of workforce development, rather than the supply of training to support productivity gains, is a driving principle behind the report.

One strategy featured in the report is to increase productivity, employee engagement and satisfaction by making better use of skills in the workplace.

Recommended actions under this strategy include:

- Using government funding to leverage workforce development at an industry and enterprise level

- Encouraging education sector / industry partnerships that align training with business strategy

- Introducing supplier criteria related to workforce development

QUEENSLAND GOVERNMENT

QUEENSLAND SKILLS PLAN

The 2006 Queensland Skills Plan saw the initiation of several new types of industry engagement models aimed at improving partnerships with industry. These new industry engagement bodies aimed to provide a central platform for industry and government to work together on addressing skilling needs. They are leading the implementation of strategies to maximise industry engagement across the state and identify strategies to address their industry's skills needs. RTOs are welcome and encouraged to become involved with these engagement bodies and groups. The various models include:

- Centres of excellence

- Skills alliances

- Industry and government partnerships

- Direct engagement

SKILLS FORMATION STRATEGY

Skills formation strategies provide a framework for industries and communities to work together to analyse and address current and future workforce issues that may affect their future viability. It aims to gain an understanding of workforce issues holistically, recognising that effective skilling can only occur when planned as part of the broader workforce context. The Queensland government has developed a number of SFS programs across a wide range of industries and regions.

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INTERNATIONAL OBSERVATIONS

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Countries across the world that have established VET systems are seeking ways to further ensure their activities continue to be aligned with industry. Many are undertaking research on ways to improve RTO engagement with enterprise. Many are also considering approaches to broader workforce development issues.

OBSERVATIONS FROM THE UK

In 2009, the UK Department of Business Innovation and Skills released its national skills strategy: Skills for Growth. The goal of the strategy is to develop an education system that responds to demand from businesses, while ensuring that key sectors for growth and employment sectors are better supported through the skills system. In recognition of the importance of industry engagement the United Kingdom has also released a report: *"Strategies for Effective Higher Education – Employer Engagement"*. The research aimed to identify mechanisms for ensuring timely, effective, relevant and mutually beneficial relationships between partners.

OBSERVATIONS FROM CANADA

Human Resources and Skills Development Canada has developed a Workplace Skills Strategy (WSS) to build a labour market that is flexible and efficient; to help Canadians be the best trained, most highly skilled workers in the world; and to respond to the needs of employers to make Canadian workplaces more productive and innovative.

The Canadian government has also acknowledged that partnerships are key, and have committed to work closely with other levels of government, business, unions, sector councils, employer and employee associations, chambers of commerce, local economic development organizations, non-government organizations so that all Canadians have the opportunity to develop their skills and succeed.

OBSERVATIONS FROM THE UNITED STATES

In recent years the concept of workforce and economic development has permeated college approaches to industry engagement. Most Community Colleges have now established Offices of Workforce & Economic Development that are charged with the oversight of all industry engagement activities. At a systemic level the formation of the National Council for Workforce Education, as an affiliate to the American Association of Community Colleges also highlights the move in this direction. The Ford Foundation in 2007 also supported research into Economic Development, Workforce Development, and Education – as the emerging policy triangle.

KEY GROUPS AND ACTIVITIES

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WHO	ROLE
AUSTRALIAN CHAMBER OF COMMERCE AND INDUSTRY	The peak employer body in Australia which represents over 350,000 businesses through chambers of commerce and industry throughout Australia. Their purview includes representation on education and training issues for industry.
AUSTRALIAN COUNCIL FOR PRIVATE EDUCATION AND TRAINING	ACPET is the Australian Council for Private Education and Training – the national industry association for independent providers of post-compulsory education and training, for Australian and international students.
TAFE DIRECTORS AUSTRALIA	TAFE Directors Australia (TDA) is the peak body representing Australia's educational network of TAFE institutes, and includes universities of technology, institutes of technology and Australian technical colleges.
QUEENSLAND GOVERNMENT	The Industry Development Division in the Department of Education and Training is responsible for the Queensland Skills Plan 2008 which outlines the short and long term measures the Queensland Government will take to alleviate skill shortages. They also oversee Industry Engagement strategies.
COMMONWEALTH GOVERNMENT	The Department of Education, Employment and Workplace Relations oversee VET legislation and strategy on a national level.
GROUP TRAINING AUSTRALIA	Group Training Australia is the peak body organisation that represents over 150 group training organisations, which employ apprentices and trainees and place them with one or more host employers
INDUSTRY SKILLS COUNCILS	National bodies which provide advice on skill needs (current and future) for the industry sectors they cover. They also play an important role in managing The development of training packages. There are currently eleven industry skills councils.

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KEY GROUPS AND ACTIVITIES

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WHO	ROLE
NATIONAL INDUSTRY SKILLS COMMITTEE	Provides advice to government on matters regarding vocational education and training. In particular, this committee provides strategic industry training advice.
SKILLS AUSTRALIA	An independent statutory body established in March 2008 which provides advice to government on current, emerging and future skill needs. While this organisation does not directly encourage employer engagement in the VET system, it provides information that will assist industry on making decisions about training.
TVET AUSTRALIA	TVET Australia provides support for the national training system in building Australia's skill base and fostering social and economic development. TVET Australia's responsibilities include the provision of secretariat support services to the following key decision making bodies of the national training system including: the National Quality Council (NQC), the National Industry Skills Committee (NISC), the Flexible Learning Advisory Group (FLAG), and the National VET Equity Advisory Council (NVEAC).
THE AUSTRALIAN QUALIFICATIONS FRAMEWORK COUNCIL	Australian Qualifications Framework Council provide Education and Training ministers with strategic and authoritative advice on the AQF to ensure it is nationally and internationally robust and supports flexible cross-sector linkages and pathways.
THE AUSTRALIAN INDUSTRY GROUP	AIG represents about 10,000 employers in a small range of industries, including manufacturing, automotive, telecommunications, information technology, construction and transport, and labour hire.

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Best Practice in Sustainable Industry Engagement for the VET sector

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SECTION **2**

QUEENSLAND'S BEST PRACTICE

Industry Case Studies

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BEST PRACTICE CASE STUDIES

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In order to capture good practice in Queensland VET sector industry engagement activities, selected RTOs with recognised engagement programs were targeted to provide case studies. These RTOs were provided with a template and asked to 'Share Their Story'. Providers were given the flexibility to share part or all of their engagement strategies but were asked to select what they believed to be best practice.

The project team aimed to cover a diverse range of providers including providers from:

- Regional and metropolitan locations
- Large and small organisations
- Diverse industry sectors
- Various engagement activities – (macro and micro level engagement)

The template provided to RTOs to capture their story posed a number of questions to allow them to examine their initiatives and provide insight and lessons for others. Queensland RTO's that provided case studies and a summary of the Case Studies follows.

These provide information on:

- The types of engagement activities occurring in QLD – across various industry sectors and level
- The features and benefits of these engagements – for providers, students, industry and the community more broadly
- The skills sets needed by participants to support sustainable industry engagement

	VET PROVIDER	CASE STUDY TITLE
1	CHARLTON BROWN (QLD)	From Little Things Big Things Grow – Industry Engagement for Children's Services
2	E2E AND MOTOR TRADES ASSOCIATION QUEENSLAND	A Partnership Model for Sustainable Industry Engagement – How to keep the motor running
3	FIRST IMPRESSIONS RESOURCES	Tasty Takeaways – Industry engagement in the retail sector
4	PERFORMANCE TRAINING PTY LTD	Developing Training Resources for Industry – Understanding and meeting the need
5	QANTM COLLEGE (QLD)	Industry Engagement 2.0
6	AUSTRALIAN COLLEGE OF TRAINING AND EMPLOYMENT	ACTE to the Rescue
7	CRESTFERN PTY LTD	Industry Engagement at the Coal-face

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CASE STUDY 1

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From Little Things Big Things Grow – Practical Industry Engagement for the Childcare industry

PROVIDER / EMPLOYER – CHARLTON BROWN College
INDUSTRY SECTOR – Childcare

CHARLTON BROWN College and Lyndhurst Early Childhood Centre have built a strong partnership that reflects an employer's needs and innovation in training practice. This interesting aspect of this success story is that it has grown from a single RPL referral in 2008.

CHARLTON BROWN is recognised as one of the leading providers of training and consultancy advice for the care industries (ie childcare, aged care, disabilities services and community services). The RTO has built a national and international profile on the basis of productive partnerships with industry clients and employers.

Lyndhurst Early Childhood Centre first opened in December 2008, on the site of Clayfield College in Brisbane. As part of Children First Learning Centre Group, Lyndurst is unique in many ways. Firstly, it is one of the only child care centres in Australia to be housed in a historic heritage listed site. Secondly, it is co-located on the grounds of Clayfield College. Finally, it offers a range of built in curriculum-based activities including: French immersion and gardening for all age levels.

How did the Charlton Brown / Lyndhurst Partnership start?

Important in considering how any relationship can be sustained is how it started. For this case study, there is a lesson in "first impressions" for all of us. The new Director of Lyndhurst had completed her Diploma in Children's Services a few years prior and with changes to the industry and in starting the new role she was keen to achieve her Advanced Diploma. She was referred to Charlton Brown for an RPL assessment.

Upon completing the assessment and gap training, CHARLTON BROWN trainer, Michelle Tuffley offered that once the centre was up and running, that CHARLTON BROWN would be pleased to assist with any other training needs.

After the centre opened in December 2008, CHARLTON BROWN was approached in February 2009 to deliver the first tranche of training for 10 staff at the centre. At any given point in time CHARLTON BROWN has up to 8 trainees enrolled from the Centre. They receive personalised service and training from CHARLTON BROWN'S lead trainer who visits the Centre once a month for assessments, observations and setting of new materials. Due to the co-development of high quality materials, workbooks and supervisory log books this process is able to be efficiently managed.

CHARLTON BROWN®

we train   we place   we care

CASE STUDY 1

Creating futures

What are the other "unintended" benefits of the partnership?

CHARLTON BROWN has been able to successfully place a range of work experience students at the centre for their vocational placement and practicum. Lyndhurst values diversity in teaching and learning and welcomes many of CHARLTON BROWN's international students. One of the college's international graduates has recently secured a permanent position with the centre through sponsored employment.

Through a separate partnership to provide a VET in schools program for Clayfield College students, Charlton Brown trains students in year 11 and 12 towards a Certificate III in Children's Services (on site at Charlton Brown) and then undertake work experience at the Lyndhurst Centre.

Advanced Diploma students often visit Lyndurst to see a high quality and well run centre in operation and to spend some time with Kate, the Centre Director as a mentor for those aspiring to a director role.

What have been the key success factors in this engagement?

Both CHARLTON BROWN and Lyndhust agree that there have been three key success factors to the partnership:

1   Quality training that is customised to the Centre and its staff's specific needs

2   Open and honest communication and a strong working relationship at all levels, CEO to CEO, Director Education to General Manager, Trainer to Director

3   Ability to modify the training and or approaches depending on needs

In 2009, the CHC08 training package was endorsed, and was fully implemented in February 2010. This revision and the need to change the training was a potential barrier in the partnership. Staff initially did not want to commit to gap training that was put in place to assess staff's competencies in the new areas. This potential barrier has been averted through a joint approach from both the Director at Lyndhurst and the Charlton Brown trainer to outline the reasons for the change in training and the importance of the gap training to remain current. All new Diploma students now have their transcripts checked by Lyndurst prior to enrolling in the Diploma to ensure there is no issue.

What lessons are there for other RTOs and other industry partnerships from this approach?

■   Never underestimate the value of positive relationships and open communication

■   Being flexible may take a bit more time but is worth it in the end

■   Always be open to new opportunities and ideas

CASE STUDY 2

Creating futures

Keeping the Motor Running: A partnership model for sustainable industry engagement Provider / Employer / Industry

PROVIDER / EMPLOYER – e2e and Motor Traders Association of Queensland
INDUSTRY SECTOR – Automotive / industry association

Introducing MTAQ

MTAQ is The Motor Trades Association of Queensland (MTAQ), an organisation of employers in the auto industry, dates back to 1929 when the Garage and Service Station Association (GASSA) was formed in Brisbane. The Association comprises 14 separate divisions, each representative of a special area of the industry for example service stations, new and used car dealers, farm machinery dealers, automotive electrics and air conditioning specialist and engine re-conditioners.

MTAQ also has a highly successful Motor Industry Training Department which is now the largest automotive apprentice trainer in Queensland.

As the employer association for the industry they stand by their claim to offer 'training by the industry for the industry'. MTA-Q's training is designed for full workplace integration. Thus ensuring that apprentices have access to the latest equipment tools and machinery.

MTA-Q also delivers short courses to upskill and reskill existing employees at the request of industry enterprises.

With a focus on industry engagement and support MTA-Q entered into a partnership with e2e to improve and streamline their engagement with industry. This case study focuses on the MTA-Q e2e partnership.

What was the industry engagement model with MTA-Q and e2e?

e2e.net uses a fully supported managed service model for industry engagement, driven by databases of both those *with* skills (students, graduates and potential employees) and those *seeking* skills (employers, industry associations etc).

e2e targets and works with four main stakeholder groups for each industry engagement process:

1   Peak bodies / employer groups / professional associations per industry

2   Institutes existing employer networks

3   Strategic employers for that sector

4   Recruitment / labour hire / group training companies

CASE STUDY 2

Creating futures

Graduate Programs Australia (GPA) owns and manages e2e.net. GPA entered in to arrangements to utilise e2e.net technology with education and training providers who were focussed on the automotive industry. Our industry engagement responsibility under the terms of these agreements required GPA to promote the availability of e2e.net to employers in the automotive and the motor trades industry.

MTAQ was identified as one of several bodies associated with motor trades, and MTAQ expressed an interest in building closer relationships with education and training providers for the benefit of their members.

The partnership with MTAQ required GPA to supply a rebranded e2e.net industry platform to MTAQ. This technology provided MTAQ members with single-sign on access to e2e.net through a secure partner site. The e2e.net technology then provides MTAQ members with a direct link to promote their organisations, opportunities and events to participating education and training providers. The MTAQ e2e.net platform also enables MTAQ training participants to build personal networks through MTAQ members with a focus on outcomes and employment.

Once the technology has been implemented, GPA then works in partnership with the MTAQ to implement a sustained communications plan, through e2eConnect, to raise awareness of the availability of e2e.net for the members / employers / students. This is reinforced on a monthly basis with ongoing communications and marketing activities aimed at members / employers.

What were the challenges that led MTAQ to come to e2e?

The main challenges for MTAQ were:

1   The need to develop closer relationships with education to help mitigate current and pending skills shortages

2   The need to ensure that education providers were meeting the needs of industry

As a member based organisation, MTAQ were committed to delivering ongoing value to their members.

CASE STUDY 2

Creating futures

How is e2e supporting MTAQ in fostering closer links to training providers?

e2e and MTAQ have identified 5 key factors that have been important in fostering closer links between the industry and RTOs:

KNOWLEDGE: e2e provides MTAQ and their members with a direct link between education and industry. e2e.net enables MTAQ to see which providers are serious about employment or industry recognised academic outcomes for their students.

RELEVANCE: The research undertaken by e2e.net on an annual basis enables MTAQ to have direct input into the features and functions included in e2e.net to ensure that the service continues to meet the needs of industry, employers, institutions and students.

INTELLIGENCE: Through the reporting functions in e2e.net, MTAQ are able to measure the utilisation of e2e across different industry groups, geographic locations, work types, etc.

SUPPORT: As a fully supported service, MTAQ and their members can use the GPA support services to, for example: identify providers of specific programs, arrange internships etc.

RESOURCING: Many MTAQ members have ongoing skills requirements for casual and part time workers to support the day-to-day running of their businesses. e2e.net provides a FREE and easy to use service for employers to access skills and talent for their ongoing resourcing requirements by targeting candidates who are currently studying or recently graduated, and have a genuine and demonstrated interest in their industry.

For more information and to see the application working in practice visit http://www.mtaq.com.au and follow the link to the MTAQ e2e.net platform.

Some of the lessons learnt and challenges overcome

It was important to have clear objectives of what the e2e.net / MTAQ partnership is intended to provide. That is e2e.net is a system to support industry engagement, it cannot replace the importance of relationships and face to face engagement. Optimising e2e.net initiatives with a industry wide engagement strategy enables MTA-Q to get the most from the technology and the support behind it.

The model is sustainable in that clients (industry, education providers and students) engage directly with MTA-Q they need not know or understand the database that drives thier connectedness.

- MTAQ are seen to be delivering a dedicated and valuable service to their members at little / no cost to MTAQ

- Members access the service at no cost through MTAQ

- The engagement process builds relationships between education and industry

- Education providers are seen to be delivering dedicated employment services to students at a limited cost to the provider

- Using the e2e.net platform – students can access the industry resources and networks of MTAQ through the education and training provider branded e2e.net platform

Transferable to any industry, e2e.net becomes a tool for sustainable industry engagement that delivers a high value / low cost proposition for each stakeholder group – institutes, industry, employers and above all, students.

CASE STUDY 3

Creating futures

Tasty Takeaway –
Engaging with the retail industry

PROVIDER / EMPLOYER – First Impressions & KFC
INDUSTRY SECTOR – Retail

Introduction

First Impressions Resources (FIR) is a privately owned RTO specialising in training for the retail industry. With 22 years experience FIR has worked to establish enduring relationships with many retailers, large and small. Currently FIR has about 2,000 enrolments across Australia, mostly in retail traineeships and the majority of these trainees receiving training and assessment at their workplace.

An example of FIR's sustainable engagement with industry is their relationship with KFC in Queensland. The Queensland KFC franchise is owned by Collins Food Group (CFG) who also own Sizzler Restaurants. CFG operates 117 restaurants in Queensland and in Tweed Heads, employing around 4,000 team members and 500 management employees.

When was the program implemented?

The relationship between FIR and CFG began 10 years and during this time 1,600 KFC team members have successfully completed traineeships in Certificates II and III in Retail. In Brisbane many of these trainees have attended classroom sessions, however training outside of Brisbane is workplace-based. These trainees have included school-based trainees for whom some training is usually provided by FIR at their school.

What were the barriers and challenges?

I am sure many trainers have heard "we don't do it like that here", "why do we have to know about that?" when they are training in enterprise. This was the main challenge in implementing this project- the cultural barriers between training organisations and industry. The managers at first were slow to embrace the program as they thought they would have to spend more time training another program as well as the internal modules. To overcome this the training was modified to ensure the manager's time spent with the student was minimised.

Another challenge was delivery in regional areas, with stores located in Mt Isa, Roma and Emerald. To ensure these stores received training regional trainers planned visits on a regular basis. This ensured these students could receive the same training as their city co-workers. On the months that these students did not see a trainer, phone calls ensured they were not forgotten until the next visit.

CASE STUDY 3

Creating futures

FIR believes the key success factors were:

A key component to the relationship from early on was the appointment by FIR of a trainer who was a KFC restaurant manager. Ian Volker was able to bring his experience of the KFC business and culture to the development of the training and assessment solutions provided, ensuring the appropriate selection of qualifications and units and the customisation of materials where required. Ian has also been key to KFC's internal management development program and still participates in this.

FIR was able to map this program to the Certificate IV in Retail Management and has to date provided 330 KFC staff with this qualification through an RPL process.

The relationship has continued to mature, with FIR conducting Food Safety workshops and recently the enrolment of 65 KFC managers into Diploma of Management existing worker traineeships. This will be delivered in classroom or live online via the Elluminate platform. FIR has also invested in Moodle to provide an environment for discussion and collaboration, particularly for the participants in regional areas.

Developing a deep understanding of KFC's business has been critical to the success of this relationship, as well as KFC's adoption of the Retail training package as a pillar of their workforce development strategy. A true partnership has developed built upon mutual respect and common objectives. These are key elements of successful engagement with industry.

Some of the lessons learnt along the way

During this process we found that students value classroom learning as a positive. It brings the students together not only to learn but also to can share ideas from each other's stores. The classroom also gives them a day out of the store as a work day and offers good networking opportunities.

A close working relationship with the client is paramount to the ongoing success. Judy Fenton (HR Manager) feels she can ring at any time to discuss any issues. This is also the case with the RTO.

CASE STUDY 4

Creating futures

Developing Training Resources for industry – Understanding and meeting the need

KEY ORGANISATIONS – Performance Training Pty Limited

INDUSTRY SECTORS – Metalliferous Mining, Coal Mining, Civil Construction, Power Generation, Transport

Performance Training Pty Limited (PT) is a Registered Training Organisation (RTO) that develops online and printed training support resources. Established in 1981 to meet the mining industry need for operator and maintenance training material, the company has prospered with a key focus and strategy that values industry engagement. As an innovative and technology savvy RTO, Performance Training has expanded its product range and services to include: employee and visitor inductions, e-learning systems, training resources and record management software and a printing division.

Performance Training's work is found on mine sites, refineries, construction sites, processing plants and smelters throughout Australia and in countries including Laos, Tanzania, Senegal, Norway, Chile, Papua New Guinea, Canada, USA, New Zealand, South Africa and Indonesia.

Performance Training's CEO Suzanne Coventon, reports that the company "takes great pride from the working relationships we enjoy with each of our clients and their positive feedback on our products and services".

Related to this, Performance Training has set its goal to be the preferred supplier of training support material to the Mining, Power and Civil Construction Industries.

What was the need and how was it met?

Performance Training anticipated that there would be a strong client demand for training resources compliant with the new RII09 Training Package. During the RII09 Training Package development period, several mining and construction companies contacted PT requesting information on the delivery and content of the Package and the provision of compliant resources.

Performance Training's response was to develop a series of training resources to suit the new RII09 suite of competencies. These learner resources can be readily customised and contextualised for each client. They were developed with a high degree of input from PT clients and source materials accessed from PT's existing library of previous work. The companies who participated in the development of these resources and supplied the technical subject matter experts, came from the Queensland and Western Australia coal mining sector, the Queensland and Northern Territory Metalliferous mining sector, Registered Training Organisations delivering in mining and civil construction and International Mining Equipment Manufacturers.

It was a challenge to gain consensus among the diverse stakeholders consulted in this training resources development project, for example when determining best 'best practice' techniques for operating a certain piece of mobile equipment.

Creating innovative training solutions

CASE STUDY 4

Creating futures

To address this challenge as efficiently and effectively as possible, PT dedicated a team of staff to drive this project. The team comprised one project manager, two technical writers, two graphic artists, a desktop publisher, a specialist PowerPoint developer and a proof-reader.

The project manager's role was to liaise with technical experts, coordinate PT production of the resources and ensure that the resources were distributed for comment to all stakeholders who had input into their development.

What were some of the challenges along the way?

Some of the specific challenges of the project included:

TIME – To produce each resource for a unit of competency takes approximately three months due to the consultative process of building such a resource.

SIZE OF PROJECT – The RII09 Training Package competency units are considerably different to the previous versions in the older Training Packages; therefore there is much work to be done. To date PT has written training material for 50 competency units, and the production of several other competency compliant resources is well advanced.

DISTANCE – Coordination of task when stakeholders are spread around the globe.

What did the industry engagement approach achieve?

Performance Training's resources for mine mobile equipment operators were recently showcased in an international conference in China and examined by several large international mining companies. The feedback has been gratifying: the resources were recognised as world's best practice. Through this innovative approach to training materials and resource development, Performance Training now supplies training resources to eight of the ten largest mining companies in the world.

How will this project / approach be sustained?

In summary, Performance Training crystallised their success by identifying what was "essential to have" in a project of this nature.

The essentials are:

- one point of contact within each organisation
- strong leadership within the team
- development of quality systems and procedures to ensure efficient processes and quality outcomes
- a team who understand that change is inevitable and that continuous improvement is vital

Performance Training has corporate philosophy of "*our clients' success is our success.*" This is backed by a strong continuous improvement program in response to client feedback and on-going research to develop industry best safety and production standards. This philosophy has enabled PT to approach new training challenges with a can-do attitude whether tackling large or small projects.

CASE STUDY 5

Creating futures

Industry Engagement 2.0

KEY ORGANISATIONS – Qantm College

INDUSTRY SECTOR/S – Multimedia, web design, games programming / design, animation

Introduction

Qantm College is a leading private provider of certificate, diploma and degree level courses in multimedia, web design, animation, and all aspects of the computer games industry.

The creative digital technology industry is exciting and diverse, but is also an industry in which change is both rapid and technologically complex. It is important for Qantm's success that the College programs place an emphasis on aligning knowledge and skills with current industry demands. This needs to be combined with strong and strategic industry links to ensure that QANTM College graduates are competitive in both local and international design, business and technology environments.

The College had identified the issue that many graduates go into the industry "cold", i.e. with no contacts or established networks and this was making the transition from education to employment difficult. With the introduction of the CUF07 training package in 2009, in order to assess students on their networking abilities increased opportunities for industry placement and exposure were required.

Qantm prioritised this project as the evidence showed that a strong business network and contacts in industry are extremely important when looking for work. Compliance with the training package was a secondary driver but one that dictated the timing of the initiative's implementation.

The goals of the project were twofold:

■ To teach students networking skills

■ To introduce our students to some of the "faces" in their chosen industries

Program implementation

The program was implemented in 2008/9 by The VET team led by Rob Doran, and later by Ben Cook. When re-writing diploma units to comply with the new training package, many networking opportunities were incorporated. These are offered throughout the entire course, with students keeping a log of meetings, lectures, industry events, etc.

Specifically Qantm College offers the following opportunities for students through the year:

■ Guest lectures

■ Promotion of relevant industry events

■ Industry nights – meet and greet students

One of the success factors for this project was the involvement of all Qantm staff and students along with their industry contacts. It was an organic process of connecting the dots between practitioners, industry professionals and students.

CASE STUDY 5

Creating futures

Program outcomes

The program outcomes are still in their infancy. Early results show that most students have a better idea of how to find and deal with industry professionals, and most students do manage to start creating a business network of their own.

Inviting professionals from a wide range of disciplines, and exposing students to guest lecturers from outside their discipline, has aided us in giving the diploma courses a more "cross disciplinary" feel, where students at least have some idea what other people in other disciplines do, even if they don't quite know "how" they do it.

Industry nights – which have run for several years – always offer students an opportunity to showcase their work to industry professionals. This is a great opportunity for graduating students to find work in their chosen field.

Lessons learnt / challenges overcome

Of course, implementing a major industry engagement strategy within the College is not without its challenges.

Some of the challenges included:

■ **STUDENT SHYNESS** – Especially the younger students (i.e. straight out of high school) may be reluctant to approach and/or speak to industry professionals, especially well known ones. This is despite the fact that this is the whole reason we brought them in to give a lecture.

■ **STUDENT WORKLOAD** – Our courses are intensive, and often students choose to work on immediate concerns rather than attend a lecture that may only benefit them years down the track.

■ **FINDING APPROPRIATE AND WILLING GUEST LECTURERS** – Industry professionals, especially the really good ones, are busy people. And while most are happy to help, we have to fit in with their workload. Also, we can't bring in the same faces every semester, we have to continually find new lecturers to add to our pool.

Qantm's advice for other RTOs implementing an industry engagement strategy within a traditional training context are:

■ Utilise and reward staff's industry contacts and provide them with the tools to capture and engage industry professionals in all programs (ie guest lectures, industry nights etc).

■ Consistently encourage students to make any contacts they can, and to record these in their log. Not only will they be extremely useful in future, that log forms an important piece of assessment.

■ The cross-disciplinary approach – while still maintaining the integrity of what students are learning within their own discipline – is a great way to further promote the student community, and also broaden students' horizons.

CASE STUDY 6

Creating futures

ACTE to the rescue – Developing an online delivery solution for Volunteer Marine Rescue Association QLD

THE PARTNERS – ACTE and VMRAQ

Australian College of Training and Employment (ACTE) is an RTO partnering with a number of organisations to deliver vocational training in Australia across a range of curriculum fields – Training and Assessment, Occupational Health and Safety, Project Management, Financial Services, Childcare, etc at multiple educational levels.

Volunteer Marine Rescue Association QLD (VMRAQ) are a group of 25 affiliated Squadrons located throughout Queensland who provide marine search and rescue services to the boating public, on a volunteer basis.

Operating in tropical and sub-tropical waters, their Squadrons extend from Point Danger on the southern Queensland border, to the remote Gulf of Carpentaria, Thursday Island and Torres Strait region – over 2,700 km's to the north.

Their requirements were to develop a consistent, nationally recognised learning approach to training for their members throughout QLD, with a positive view towards sustainability.
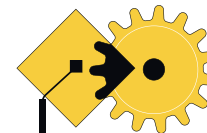
They chose Australian College of Training and Employment as experts in their field for training delivery and content development underpinned with proficient IT and design support.

Online Development Benefits VMRAQ Volunteers

ACTE recognised early on that there was a definite need to incorporate online technologies and future sustainability within the training industry. Even before being approached by VMRAQ, ACTE had established an expert online team focused on reviewing the myriad of opportunities for both curriculum delivery and the business as a whole. ACTE recognised there was potential in enhancing learning methods for students, the generation of major efficiencies within business operations and in online development on behalf of corporate and individual clients. Embracing online tools and approaches was seen as a vital way to enhance industry engagement.

This early development phase went into overdrive when VMRAQ came on board requesting an online solution to their more traditional training practices. A need for consistency, nationally recognised qualifications and ease of delivery for all volunteers was fully explored.

ACTE revealed that for VMRAQ, an online solution was the best way forward, moving from their more traditional methods to an up to date and online focus. ACTE redeveloped a number of marine training modules to enable their online delivery, easily and cost effectively to volunteers throughout QLD, even in the most remote of bases!

Australian College of Training & Employment

CASE STUDY 6

Creating futures

ACTE have utilised the most advanced methods and technologies for e-learning all of which are now readily available in abundance and utilised by many students in their everyday lives.

A simple, easy to use website design leads students through, often detailed information, incorporating games, tables, website links, diagrams, flash files and videos to make the experience enjoyable as well as fully informative. Even the simple ability to return, again and again to the online material is of incredible benefit to many VMRAQ students.

Improved access to downloads, examples, maps and assessment tools have contributed to the learning process and result in faster qualifications. ACTE looks forward to incorporating Moodle, Facebook, You-Tube, SMS, videos, iphones and more into VMRAQ's content management and training delivery.

As an additional benefit of online training VMR, through continuing efforts, will contribute to a sustainable future, by minimising the use of paper, energy, water and waste, and in contributions to a reduction of travel and transport across the board, VMR and ACTE are helping to save the planet.

ACTE involved in Web Creation

Because of the success of VMRAQ's online learning modules, ACTE have now been asked to revamp the VMRAQ website, and incorporate those of its 25 squadrons, where necessary. Accessibility and ease of use were again the major requirements for individual squadrons with limited computer abilities.

The provision and inclusion of web design, content management and functionality (including local boating weather access, media and news alerts, calendars, online blogs and forums) and web hosting was paramount to the decision made by VMRAQ.

The choice of ACTE will give expert training to a few skilled individuals within VMRAQ, who will then go on to train many others in content management through a free online web development system. This means that VMRAQ will be in complete control of their own website, being able to effect immediate change in content and imagery, and to build the website into a unique and personalised, ready information access point for its members.

CASE STUDY 7

Creating futures

Industry Engagement at the coal-face

INDUSTRY SECTOR – Mining
KEY ORGANISATIONS – Crestfern Pty Ltd / Large coal mining group

Introduction

Crestfern Pty Ltd is a Registered Training Organisation (RTO) based in Palm Beach Queensland. Established in 1993, Crestfern Pty Ltd continues to grow and innovate in delivering training and consultancy to clients from a diverse range of industry sectors. Crestfern's Mission is to: teach, learn, assist, encourage, motive and stimulate, all those we come in contact with throughout our work and personal efforts.

With such an ambitious mission Crestfern is tackling large scale training and workforce development challenges with some of the world's largest resource companies.

What was the need?

This case study refers specifically to Crestfern's involvement in mine safety training throughout a large group of mines. In Queensland coal mines there are a large number of contractors employed on the site to complete many of the operational functions of the mine. These contractors range from large multinationals to small "one man" operators. As such, the parent mining companies require systems, procedures and policies and training to ensure that all companies, their people, plant and machinery operate in accordance with the mine's very high safety requirements. This is no easy task!

How did Crestfern meet this need?

Crestfern was engaged to plan, develop and deliver a Contractor Safety Management Program. In order to do so, Crestfern developed a six step process to manage contractors on site. This included, policy, procedures, and supporting checklists and resources that covered the pre tender process right through to the demobilisation process and completion of contract with the site.

This project was a very large initiative that required extensive stakeholder consultation, from management down to contract managers and of course the contractors themselves. It required a reference group to guide and approve the development of the content and delivery methodology. The program took three months to prepare before the policies, procedures and training course was delivered in a trial format, and given final approval.

Then once approved it ran for over two years with just over 2,500 participants. During this time the program was formally reviewed twice which resulted in further customisation and improvements Crestfern managed this project and the conduct of the training, development of materials and consultations for over two and half years.

Crestfern

CASE STUDY 7

Creating futures

What were the main challenges?

The key challenges that impacted effective industry engagement were:

- Managing the diversity of competing interests
- Managing and delivering training / consultations in remote Queensland
- Co-ordination of over 2500 participants to take part in a 2 day training program

Key lessons in sustainable industry engagement?

The top 3 lessons from this project for other RTOs have been summarised as:

- Don't under-estimate the importance of managing diverse and competing interests / politics
- Remind all parties (including yourself and your trainers) that change is inevitable and constant, maintaining this attitude can make a difference to getting through complex projects
- Meeting and exceeding clients' expectations pays dividends

BEST PRACTICE

Best Practice in Sustainable Industry Engagement for the VET sector

Creating futures

SECTION **3**

PROVIDER TAKE AWAYS

Industry Engagement Tools and Resources

GOOD PRACTICE TAKEAWAYS

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CONTENTS

Creating futures

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INTRODUCTION

This 'Takeaway Guide' aims to provide you with a set of resources to support sustainable industry engagement

This is the third part in of a set of resources and should be read in conjunction with:

- **SECTION 1:** Industry Engagement in VET – A guide to working effectively with Industry

- **SECTION 2:** VET Sector Industry Engagement Best Practice Case Studies

The resources in this section are:

- **PART 1:** Process to develop an effective industry engagement plan for your RTO

- **PART 2:** Tools and resources for effective partnership development and management

- **PART 3:** Information to support your engagement with industry at the macro level

- **PART 4:** Summary of key literature on industry engagement

INTRODUCTION

Creating futures

PART 1: PROCESS TO DEVELOP AN EFFECTIVE INDUSTRY ENGAGEMENT PLAN FOR YOUR RTO

The section provides a set of templates and ideas that you can work through to help assess your industry engagement activities and develop engagement plans and strategies that support the sustainability of your business by working effectively with industry.

Resources provided include:

- Industry engagement strategy template
- VET Industry Engagement framework
- Stakeholder analysis framework
- Sustainable best practice principles
- Best practice industry engagement actions

PART 2: TOOLS AND RESOURCES FOR EFFECTIVE PARTNERSHIP DEVELOPMENT AND MANAGEMENT

This section provides tools that can help RTO's to best meet the needs of their industry partners.

Resources provided include:

- Sources of suitable industry partners
- Training needs analysis and skills audit frameworks
- Leaning and assessment strategy template
- Process for learning resources contextualisation

PART 3: INFORMATION TO SUPPORT YOUR ENGAGEMENT WITH INDUSTRY AT THE MACRO LEVEL

This part provides a more detailed list of key contacts and can help you to determine who you may need to work with at both the micro and macro level. It also provides links to information for various industry sectors.

PART 4: SUMMARY OF KEY LITERATURE ON INDUSTRY ENGAGEMENT

This section summarised some key pieces of literature and research in the area and provided links for you to access further information.

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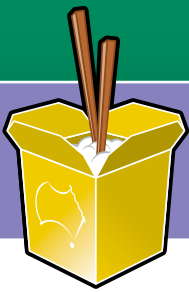
PART 1

Creating futures

PROCESS TO DEVELOP AN EFFECTIVE SUSTAINABLE INDUSTRY ENGAGEMENT PLAN

To ensure that your objectives and strategies for engaging with industry are communicated throughout your business and there is commitment for them, it is helpful to have a documented industry engagement strategy. This need not be complex.

Following is a process that will assist you in preparing your strategy.

PROCESS TO DEVELOP YOUR SUSTAINABLE INDUSTRY ENGAGEMENT PLAN

STEP		SUPPORTING RESOURCE	TEMPLATE / TOOLS
1	ASSESS YOUR CURRENT ACTIVITIES	■ VET Industry Engagement Framework ■ Diagnostic of your RTOs position against the good practice principles	■ Existing industry engagement activities diagnostic template
2	DEVELOP YOUR PRINCIPLES AND RATIONALE FOR ENGAGEMENT	■ VET Industry Engagement Framework ■ Sustainable Best Practice Principles for Industry Engagement	■ Questions for consideration ■ Principles of engagement template
3	ASSESS YOUR STAKEHOLDERS	■ Sample stakeholder list	■ Stakeholder analysis matrix
4	DEVELOP YOUR INDUSTRY ENGAGEMENT ACTION PLAN	■ List of good practice sample activities	■ Industry engagement Action Strategy template
5	DEVELOP YOUR INDUSTRY ENGAGEMENT STRATEGY	■ All above	■ Industry Engagement Strategy template

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PART 1

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1: ASSESSING YOUR CURRENT ENGAGEMENT ACTIVITIES

It is helpful for any RTO to assess how they are currently working with industry. Often activities are being undertaken in many diverse ways that are not recognised or recorded. By recording what you are currently doing not only can you see the level of resources attributed to the activities but you also ensure that you continue to build on work already occurring.

When undertaking your assessment you should consider the VET Sector Industry Engagement Framework to ensure you capture all relevant activities. It is important to also consider the micro and macro level engagement.

To complete the table consider your stakeholder analysis and list those organisations you are working with currently and those that you have worked with over the last 2 to 3 years. You may also choose to list the activities you are undertaking and then fill in the remaining columns.

Under resource allocation you may like to use a High / Medium / Low scale to show the level of resources attributed to that activity. Be sure to consider not only the direct costs of engagement but also staff time allocated.

The strategic value column can help you assess how valuable that activity or partner is to your success. You may like to use a High / Medium / Low scale in this column also. Obviously if you are expending considerable resources on an activity with low strategic importance you may need to consider reducing your involvement in that activity.

In status you could use a scale of Active / Inactive / Ongoing. If you consider activities over the past few years you may find some inactive activities that have a high strategic value that you could re-invigorate.

By undertaking this assessment you should have a good idea of how actively you manage your engagement with industry and where there may be gaps in the resources attributed. This activity should also help you to determine if you are not undertaking some engagement activities (as described in the VET Sector Industry Engagement Framework) that may add additional value to your business.

ACTIVITY: ASSESSING YOUR CURRENT INDUSTRY ENGAGEMENT ACTIVITIES

ASSESSMENT OF EXISTING INDUSTRY ENGAGEMENT ACTIVITIES				
STAKEHOLDER	CURRENT ACTIVITIES	RESOURCE ALLOCATION	STRATEGIC VALUE	STATUS
MICRO				
MACRO				

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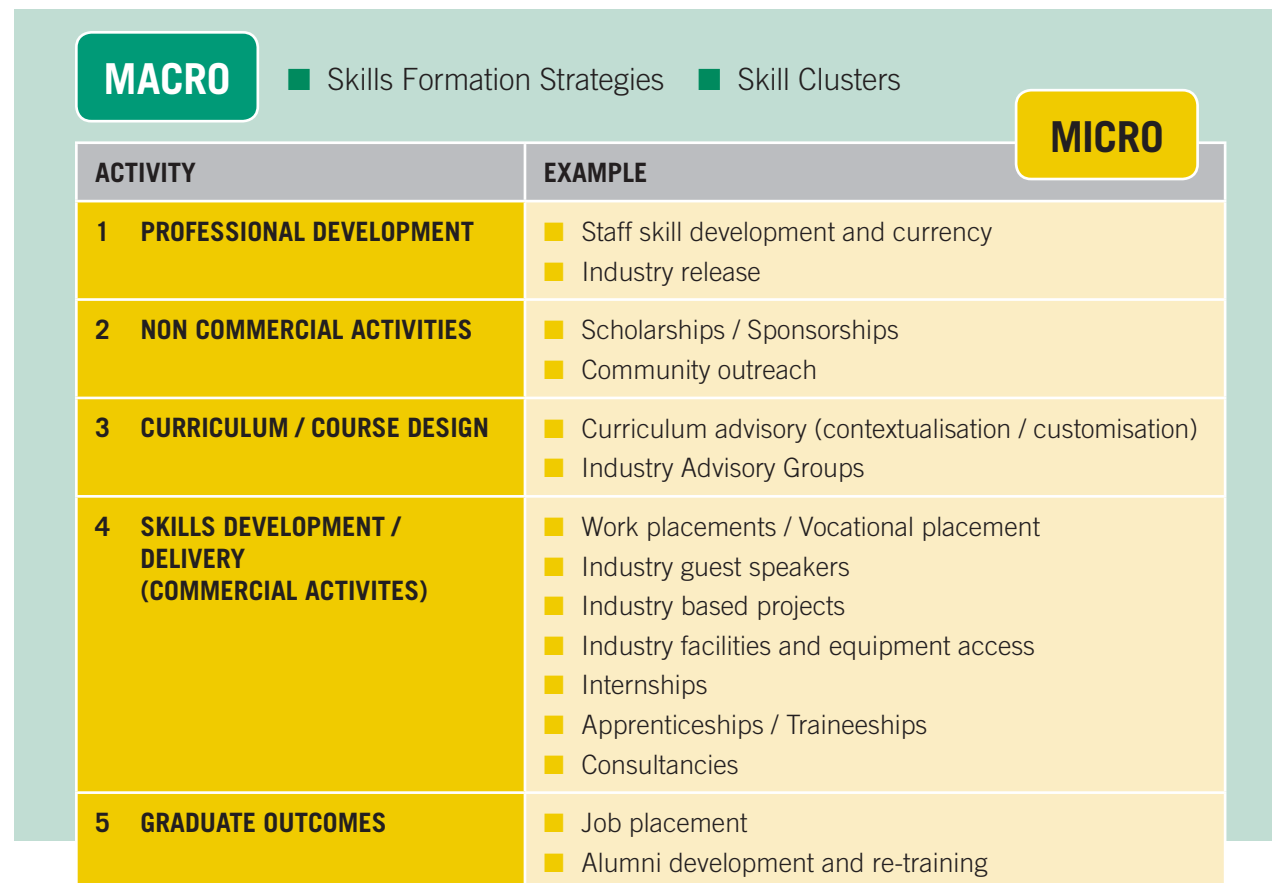
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2: DEVELOPING YOUR PRINCIPLES AND RATIONALE FOR ENGAGING WITH INDUSTRY

THE VET SECTOR SUSTAINABLE INDUSTRY ENGAGEMENT FRAMEWORK

In order to develop your engagement strategy you will need to be aware of the various types of engagement activities. The following framework of engagement, developed through this project aims to capture the key activities RTOs are undertaking in conjunction with industry partners.

As the framework depicts it is important to consider the broader macro activities, such as involvement with skills formation strategies and skills clusters. Whilst macro activities may not result in immediate returns to the RTO, research indicates that as a key partner in the system RTO participation is required to ensure the success of workforce development strategies.

DIAGRAM: VET SECTOR INDUSTRY ENGAGEMENT FRAMEWORK

MACRO ■ Skills Formation Strategies ■ Skill Clusters

MICRO

ACTIVITY	EXAMPLE
1 PROFESSIONAL DEVELOPMENT	■ Staff skill development and currency ■ Industry release
2 NON COMMERCIAL ACTIVITIES	■ Scholarships / Sponsorships ■ Community outreach
3 CURRICULUM / COURSE DESIGN	■ Curriculum advisory (contextualisation / customisation) ■ Industry Advisory Groups
4 SKILLS DEVELOPMENT / DELIVERY (COMMERCIAL ACTIVITES)	■ Work placements / Vocational placement ■ Industry guest speakers ■ Industry based projects ■ Industry facilities and equipment access ■ Internships ■ Apprenticeships / Traineeships ■ Consultancies
5 GRADUATE OUTCOMES	■ Job placement ■ Alumni development and re-training

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SUSTAINABLE BEST PRACTICE PRINCIPLES FOR INDUSTRY ENGAGEMENT

The project has resulted in a set of *Sustainable Best Practice Principles for Industry Engagement* as outlined in the following table. Adopting best practice principles will support your efforts to ensure your industry engagement activities are effective and sustainable.

Your responses to the questions below will help you determine how these principles are relevant to your business and allow you to consider how you may need to tailor them to best meet your specific needs.

TABLE: SUSTAINABLE BEST PRACTICE PRINCIPLES FOR INDUSTRY ENGAGEMENT

	PRINCIPLE	DESCRIPTION
1	STRATEGICALLY ALIGNED	Industry engagement activities must fit strategically with your business values, objectives and strategies
2	RESOURCED	Consider the direct and indirect costs of implementation and budget for them
3	MANAGED RELATIONSHIP	Have the right people responsible and foster strong, sustainable and well targeted relationships with industry stakeholders
4	MEDIUM TO LONG TERM	Take a long term, strategic approach and don't expect immediate results
5	RELEVANT	Ensure your activities are relevant to your industry and work to understand their specific needs (talk their talk)
6	EMBEDDED	Embed engagement across your business for best results
7	CONTINUAL IMPROVEMENT	Keep it dynamic and strive for continuous improvement
8	ACHIEVABLE	Be realistic and set measurable and achievable targets
9	INCLUSIVE	Consider broader systemic issues and the impact of these on your specific projects and activities
10	RESPONSIVE	Ensure you can respond to your partners in an appropriate way and timeframe

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ACTIVITY: DEVELOPING YOUR INDUSTRY ENGAGEMENT PRINCIPLES

DEVELOPING YOUR PRINCIPLES FOR INDUSTRY ENGAGEMENT – QUESTIONS FOR CONSIDERATION

Working with industry is critical for RTO's to ensure activities meet the needs of students, enterprises and industry more broadly. To ensure relevance for your business it is also important to consider how your engagement activities fit with your overall business objectives.

You should consider the following questions:

- Can you articulate why and how engaging with industry supports your business activities at a strategic level?

- How will you resource your activities? (There will be costs attached to engaging with industry. These could be opportunity costs for staff spending the time working with partners or direct cost related to travel and expenses).

- How does your industry engagement strategy fit with other business activities?

- What are the cost benefits to working with industry?

- Can you support your strategies over the medium to long term?

- How will you ensure they continually develop and improve to remain responsive?

- Who are you engaging with and how does this fit with your businesses image and reputation?

- What is required to ensure commitment for engagement activities at all levels of your organisation?

- At what levels (micro and / or macro) should you allocate your resources for maximum benefit?

- How can you best be involved to ensure you are inclusive and meet the broader needs of the sector?

- What will be your priority engagement activity/ies? (see the Industry Engagement Model).

- Is there an opportunity to leverage another area of your business or another partner to support industry engagement? E.g. Can you outsource the job placement service to an existing business partner?

- What skills do your staff need to deliver on a sustainable industry engagement model?

- Is your model related or reliant on a key staff member? How can this risk be minimised?

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Using the template below and considering the best practice principles for industry engagement and the questions above, list your RTOs principles for industry engagement. These may be informed through your strategic planning goals or your business values.

(RTO NAME) – PRINCIPLES FOR INDUSTRY ENGAGEMENT	
PRINCIPLE	**DESCRIPTION**

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3: ASSESSING YOUR STAKEHOLDERS

UNDERTAKING A STAKEHOLDER ANALYSIS

A stakeholder analysis can help you to identify key people, groups and organisations that impact on your activities and can help you to assess the importance and influence they may have in the success of your activities. A stakeholder analysis will also help you to develop targeted strategies to ensure you get the most effective support or input from these people and avoid or reduce obstacles they may impose to the success of your activities.

You may like to have a copy of the VET Sector Industry Engagement Framework on hand to ensure you cover the micro and macro levels of engagement. A non-exhaustive list of possible types of stakeholders is provided below for your reference.

TABLE: SAMPLE INDUSTRY ENGAGEMENT STAKEHOLDERS BY TYPE

ENTERPRISES	INDUSTRY ASSOCIATIONS	PEAK BODIES	GOVERNMENT	OTHER
■ Local Businesses ■ National clients ■ Industry clusters	■ Chamber of Commerce ■ AiGroup	■ ACPET QLD ■ TDA ■ Industry peak bodies	■ Local government ■ State Government ■ Industry Skills Council (State and Federal)	■ Unions ■ Staff, e.g. trainers, program developers, resource developers ■ Students

Following is a template that you can use to undertake your stakeholder analysis.

ACTIVITY: UNDERTAKING YOUR INDUSTRY ENGAGEMENT STAKEHOLDER ANALYSIS

(RTO) INDUSTRY ENGAGEMENT STAKEHOLDER ANALYSIS			
STAKEHOLDER	**STAKEHOLDER INTEREST** (in your activities)	**IMPACT ASSESSMENT**	**POSSIBLE STRATEGIES FOR GAINING SUPPORT / REDUCING OBSTACLES**
MICRO			
MACRO			

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STEPS TO DEVELOP YOUR STAKEHOLDER ANALYSIS

1   Undertake a brainstorming session with your colleagues to identify all the people, groups, and institutions that will affect or be affected by your industry engagement activities and list them in the column under "Stakeholder". To ensure you identify as many relevant stakeholders as possible involve your trainers and staff that have strong experience in the sector/s and established industry links.

2   Once you have a list of all potential stakeholders, review the list and identify the specific interests these stakeholders have in your engagement.

Consider issues like:

■   the benefit(s) of the engagement to the stakeholder

■   possible changes your engagement with industry might require each stakeholder to make

■   and whether your engagement might cause conflict for the stakeholder

Record these under the column "Stakeholder Interest." It may be useful to group these stakeholders into types. For example: Industry Bodies / Other RTOs' / Peak Bodies / Business and Enterprise / Government. Often you can apply the same strategy to similar types of stakeholders.

3   Now review each stakeholder listed in column one. Ask the question: how important are the stakeholder's interests to the success of the proposed project?

Consider:

■   the role the key stakeholder must play for engagement to be successful, and the likelihood that the stakeholder will play this role

■   the likelihood and impact of a stakeholder's negative response to the project

Assign a rating system H (High) for extremely important, M (Medium) for fairly important, and L (Low) for not very important. Record these letters in the column entitled "Impact Assessment."

4   The final step is to consider the kinds of things that you could do to get stakeholder support and reduce opposition. Consider how you might approach each of the stakeholders. What kind of information will they need? How important is it to involve the stakeholder in the planning process? Record your strategies for obtaining support or reducing obstacles to your project in the last column in the matrix.

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4: DEVELOPING YOUR SUSTAINABLE INDUSTRY ENGAGEMENT ACTION PLAN

Using the results of your previous activities, you are now in a position to develop an action plan for industry engagement.

This should set out:

- what you want to achieve at a micro and macro level;
- what actions or strategies you will adopt to achieve the objectives;
- what resources you will allocate to each activity.

CHECKLIST OF GOOD PRACTICE INDUSTRY ENGAGEMENT ACTIVITIES

Throughout the many case studies reported in industry engagement literature and through this project a number of key strategies have been identified as best practice. A strong working relationship between VET providers and enterprises has been highlighted as a key to sustainable industry engagement. On the next page is a summary of the key strategies identified and reported against the Industry Engagement Framework. Activities have also been reported against partnerships and relationships, as key activities to support sustainability. This information should assist you when considering what actions you may adopt to meet your objectives.

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TABLE: SUMMARY OF KEY STRATEGIES IDENTIFIED TO DEVELOP SIE

SAMPLE ACTIVITIES	
IE ACTIVITY	
1 **PROFESSIONAL DEVELOPMENT**	■ Ensuring staff have authentic industry experience through partnerships with employers for release time, staff exchange and industry conferences
2 **NON COMMERCIAL ACTIVITIES**	■ Not just training, but also assisting enterprises with change, innovation, quality, new markets etc thus adding value ■ Referral of opportunities and training areas to other RTOs who can offer a one stop shop to industry clients
3 **CURRICULUM / COURSE DESIGN**	■ Mapping of work tasks, policies, internal training etc to the Training Package qualifications ■ Customisation of training, assessment and resources to workplace needs
4 **SKILLS DEVELOPMENT / DELIVERY (COMMERCIAL ACTIVITES)**	■ Using skill sets rather than whole qualifications ■ RTO staff embedded in the organisation – empowered to operate more collaboratively and autonomously in workplace ■ Flexibility in terms of time and place for training and assessment ■ Train on-site, to suit the organisations work hours ■ Innovative methods, e.g. web-based, CD-ROM, range of training locations ■ Using naturally occurring evidence for assessment ■ Using workplace tasks as evidence for RPL assessment ■ Using a skills passport ■ Employers trained as trainers / assessors, to conduct training / assessment on-site
5 **GRADUATE EMPLOYMENT**	■ Finding employment during study and after graduation ■ Maintaining contact with graduates to promote further up skilling

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GENERIC SKILLS	
6 PARTNERSHIP APPROACH	■ Conducting training needs analysis, analysis of job requirements ■ Analysis of RTOs ability to operate successfully in enterprise ■ Planning for equity groups ■ Single point of contact in an RTO so the enterprise will know who to contact ■ Collaboration with other RTOs to provide all the training needed – cross institute engagement ■ Help to seek funding for training and assessment ■ Support from RTO senior management ■ Involve the enterprise in training, e.g. development, delivery and assessment ■ Providing evaluation and feedback, e.g. to management and staff ■ Different human resource management processes to cater for flexible working arrangements ■ Integration with the local community, e.g. regional development needs ■ More bilateral relationships ■ Workforce development strategies and experience
7 RELATIONSHIP MANAGEMENT	■ Strong and regular communication, ongoing dialogue ■ Building trust and confidence, mutual respect ■ Working together to develop program ■ Flexibility in training and assessment arrangements ■ Commitment to common goals ■ Sharing of ideas ■ Common language developed

Adapted and contextualised from the National Quality Council: Industry and Enterprise RTO Partnerships Literature Review finding 2009

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ACTIVITY: DEVELOPING YOUR INDUSTRY ENGAGEMENT ACTION PLAN

Using the information developed previously and the best practice actions checklist above, complete the following Action Plan template. You may like to use the Principles column as a check that you have considered that each of your activities adheres to the principles you have developed previously.

(RTO) INDUSTRY ENGAGEMENT ACTIVITIES ACTION PLAN				
OBJECTIVES: (list here)				
STRATEGIES	**WHO**	**WHEN**	**BUDGET**	**PRINCIPLES**

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5: COMPLETE YOUR SUSTAINABLE INDUSTRY ENGAGEMENT STRATEGY

Following is a template that outlines sections you may like to consider for your Industry Engagement Strategy. Note this template can be used for both an overarching (business) strategy and one on a project by project basis. This strategy should be a high level summary of the outcomes of the activities undertaken in the previous steps.

Once completed it may be useful to share this document throughout your organisation and with key partners to ensure everyone is aware of roles and responsibilities and to demonstrate your commitment to industry engagement.

ACTIVITY: DEVELOPING YOUR INDUSTRY ENGAGEMENT STRATEGY

To complete the table please refer to the results of the previous activities and the reference material. A set of questions have been posed against each heading in the table below. Use these questions to guide you in developing your strategy.

INDUSTRY ENGAGEMENT STRATEGY TEMPLATE	
(RTO NAME) INDUSTRY ENGAGEMENT STRATEGY	
DATE	
PURPOSE	**1** State why you are developing this strategy and why it is important
OBJECTIVES	**2** Outline what you hope to achieve by engaging with industry
KEY STAKEHOLDERS	**3** List your key stakeholders at a micro and macro level
KEY ACTIVITIES	**4** List the key activities you will undertake to achieve your objectives
BENEFITS OF ENGAGEMENT	**5** List the benefits to you business, you clients and the industry more broadly for engaging
MEASURING OUR SUCCESS	**6** Outline how you intend to measure and report on the success of your engagement
RESOURCES	**7** Describe how you will resource the engagement? Describe what can be leveraged by each party
OUR ENGAGEMENT CHAMPIONS	**8** List those people in the organisation that will drive the agenda and provide more information to staff as required

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STRATEGIES TO DEVELOP SUSTAINABLE PARTNERSHIPS WITH INDUSTRY

1: FINDING SUITABLE INDUSTRY PARTNERS

There are many and varied sources of information that can assist RTOs to identify suitable industry partners and networks that support sustainable industry engagement activities. A sample list is provided below.

To protect the interest of your business it is important that before you undertake any engagement activities you carry out a basic due diligence check on targeted organisations.

Your due diligence check should aim to determine that any potential partner:

- has a strategically relevant alignment with your business

- has a viable and legitimate business or concern

- has credibility in the targeted industry

- has values and principles that align with those of your organisation

- has a strategic fit with your business

- will not jeopardise the reputation or standing of your business

The amount of research you conduct will be proportional to the extent and complexity of the activities you engage in with that partner.

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SAMPLE SOURCES OF INFORMATION ON POTENTIAL INDUSTRY PARTNERS AND STAKEHOLDERS

SOURCE	POSSIBLE CONTACTS
STAFF CONTACTS	■ Business development / client relationship staff ■ Educational staff industry contacts ■ Family and friends
NETWORKING EVENTS	■ Industry and education sector events, such as ACPET Conferences, Forums, Skills Cluster Meetings, etc
CHAMBER OF COMMERCE	■ Australian Chamber of Commerce and Industry ■ Chamber of Commerce & Industry Queensland
ROTARY	■ Local Rotary groups
LOCAL GOVERNMENT	■ Local Government Association of Queensland ■ Department of Infrastructure and Planning
STATE GOVERNMENT	■ Department of Education and Training ■ State Development ■ Department of Employment, Economic Development and Innovation
FEDERAL GOVERNMENT	■ Education, Employment and Workplace Relations

SOURCE	POSSIBLE CONTACTS
AUSTRALIAN INDUSTRY GROUP	■ AiGroup – State and National offices
QUEENSLAND BOOKS OF LISTS	■ Queensland Book of List – Top Queensland Companies ■ Q400 – Top Queensland Companies
ASSOCIATIONS / PEAK BODIES	■ ACPET ■ TDA
AUSTRALIAN SECURITIES AND INVESTMENTS COMMISSION	■ The ASIC website has various tools and resources
INTERNET SEARCHES	
EXISTING CLIENT REFERRALS	
NEWSPAPERS / PRESS / MEDIA	

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2: CONDUCTING A TRAINING NEEDS ANALYSIS AND SKILLS AUDIT

Conducting a needs analysis and skills audit has been identified as a mechanism to ensure training is developed and conducted to best meet the needs of not only the organisation but also the broader sector. As noted in *Australian Workforce Future: A National Workforce Development Strategy*.

" One way to encourage the more effective use of skills is through stronger partnerships between education and training providers and industry…, especially where firms are innovating or restructuring, and where training providers have worked with enterprises to conduct skills audits of their staff to identify gaps. Together these providers and enterprises have considered how the work could be re-organised and jobs designed—potentially with better career paths… "

Research conducted by the National Quality Council resulted in a framework for conducting a training needs analysis and skills audit. This was tested during this project in a workshop undertaken with targeted Queensland RTOs and contextualised to local needs. The result is the following training needs analysis process. Providers may use this to support their activities with industry.

FRAMEWORK FOR A TRAINING NEEDS ANALYSIS AND SKILLS AUDIT

WHAT IS THE DRIVER?

EXAMPLES:

- New legislation, regulations
- Quality issues
- IR / awards
- New equipment
- Competition
- Succession planning – training existing employees
- Company amalgamation

WHAT ARE THE DRIVERS FOR YOUR ORGANISATION?

WHAT DO WE ALREADY HAVE IN PLACE?

EXAMPLES:

- Strategic plans / goals / objectives
- Quality system
- Policies / procedures
- Training plan / strategy
- Appraisal system
- Competency framework
- In-house training programs
- Training manuals

WHAT DOES YOUR ORGANISATION ALREADY HAVE IN PLACE?

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TARGET GROUP?

Who is the target group?

EXAMPLE:
- Job roles
- New or long term employees
- Skilled / unskilled employees

> **WHO IS YOUR TARGET GROUP?**

WHAT IS THE CONTEXT?

EXAMPLE:
- Work individually or in team
- Remote locations
- Worksite

> **WHAT IS THE CONTEXT?**

WHAT IS THE CONTEXT?

Are there any particular learner needs or equity issues?

EXAMPLE:
- Language / literacy / numeracy needs
- Learning styles
- Gender issues, e.g. females in traditional male occupations
- Age issues, e.g. cross generational teams
- People with disabilities

> **LIST ANY PARTICULAR LEARNER NEEDS**

WHAT DOES THEIR JOB INCLUDE?

Major activities – What skills / knowledge do they need to do job? Now? Future?

LOOK AT:
- Job descriptions / duty statements
- Questionnaires (paper based, online)
- Focus groups
- Observation
- Asking employees

> **A**
> **LIST SKILLS / KNOWLEDGE REQUIRED BY JOB ROLE**

SKILLS AUDIT

Individual or team –
Can be amalgamated into an enterprise audit

SUGGESTED METHODS:
- Questionnaire – self assessment
- Interview
- Observation
- Use performance reviews with key indicators
- Previous training completed
- Third party report

> **B**
> **LIST CURRENT SKILLS / KNOWLEDGE OF EMPLOYEES**

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WHAT ARE THE GAPS? (ENTERPRISE AND / OR INDIVIDUAL)

Compare skills audit with requirements of job

> **A – B = GAP**

IDENTIFY LEARNING SOLUTIONS

EXAMPLES:

- Map the skills gap to existing units of competency

> **WHAT UNITS OF COMPETENCY WILL YOU USE?**

PRIORITISE

CONSIDERATIONS, E.G:

- Budget
- Legislative needs
- Competition
- New equipment
- Quality issues

> **WHAT NEEDS TO BE DEVELOPED FIRST?**

CHOOSE PREFERRED MODE OF SKILL DEVELOPMENT

What is the preferred mode of skill development?

EXAMPLES:

- On job training / off job
- In-house using current organisational courses / enterprise RTO
- External training, e.g. linked to RTO – short term or long term, e.g. Diploma
- Mentoring or coaching in workplace
- Secondment to another department or organisation
- Individual learning using written learning materials or online
- Special projects

> **WHAT IS THE PREFERRED MODE OF SKILL DEVELOPMENT?**

WHAT SOURCES OF EVIDENCE WILL YOU USE FOR ASSESSMENT?

EXAMPLES:

- Samples of work products and processes
- Observation of work in progress
- Third party reports

> **WHAT SOURCES OF EVIDENCE WILL YOU USE?**

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COMPLETE A LEARNING AND ASSESSMENT STRATEGY

INCLUDE:

- What, when, who, how etc.
- (detail will depend on context)

> **COMPLETE LEARNING AND ASSESSMENT STRATEGY**

CONTEXTUALISE UNITS FOR ENTERPRISE / INDUSTRY

Contextualise units of competency

USING FOR EXAMPLE:

- Policies and procedures
- Enterprise equipment
- Relevant legislation
- Work practices
- Required knowledge for workplace context

> **CONTEXTUALISE YOUR UNITS OF COMPETENCY**

DELIVERY AND ASSESSMENT

Using preferred delivery method –
to suit individual and work needs

EVALUATION

EXAMPLES:

- Self assessment – how effective was training to assist you in your job performance?
- Ask supervisor after period of time – is work now more effective?
- Measurements e.g. have quality and productivity improved, are there less accidents?

> **HOW WILL YOU EVALUATE YOUR TRAINING?**

Source: National Quality Council Enterprise and RTO Partnerships 2009

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3: LEARNING AND ASSESSMENT STRATEGY TEMPLATE

LEARNING AND ASSESSMENT STRATEGY FOR (NAME OF ENTERPRISE)	
PREPARED BY	■ (Name of RTO)
LEARNING AND ASSESSMENT PERIOD	
GAPS IDENTIFIED	■ List gaps in performance, knowledge, skills identified.
TARGET GROUP	■ What is the context? ■ Are there any special needs to be catered for?
DELIVERY AND ASSESSMENT ARRANGEMENTS	■ Broad outline of the major approaches to skill / knowledge development and assessment, e.g. workplace based training, project work, rotation, off the job training.
LEARNING STRATEGY	■ Details of the specific activities to be used to develop the required knowledge and skills. For example, list workplace activities which will be used.
WHAT EVIDENCE WILL BE USED FOR ASSESSMENT?	■ Give details of evidence which will be used for assessment, e.g. a project, product, third party report, presentation, observation of work.
RESOURCES REQUIRED	
LINK TO QUALIFICATIONS	■ Qualification – code and name:
UNITS OF COMPETENCY	■ Code Title:

Source: National Quality Council Enterprise and RTO Partnerships 2009

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4: CONTEXTUALISING UNITS OF COMPETENCY

In order to ensure the specific training needs of your industry partner are best met, learning resources should be contextualised. The flexibility of training packages allows for significant tailoring and thus more targeted and relevant skill development.

WHAT IS CONTEXTUALISATION?

Contextualisation means tailoring units of competency, or packaging certain units into a qualification, to suit specific needs. It is about flexibility, and this is inherent in the way training packages are constructed and delivered.

In practice, contextualisation means that registered training organisations may:

- Modify units of competency to reflect the local outcome required by an individual and/or enterprise. This may involve the provision of additional information to suit particular learner profiles, specific enterprise equipment requirements or other local needs

- Package units of competency into a qualification, using the elective options available, to suit a particular outcome

Examples of how resources could be contextualised include:

- Substitute enterprise specific requirements for generic terms in *performance criteria*, e.g. policies and procedures

- Add to *range statement*, and add enterprise specific requirements, e.g. specific equipment or processes

- Identify any particular skills and knowledge required to perform the tasks in the workplace and add to *required skills and knowledge* or make it more enterprise specific

- Identify the kinds of evidence candidates may be able to provide in their job roles, and add to the *evidence guide*

- Make any modifications within the Training Package rules to meet special needs of target group, e.g. literacy and numeracy

Source: Training Packages @ Work, Fact Sheet

LEARNING RESOURCES CONTEXTUALISATION PROCESS

1	IDENTIFY RELEVANT QUALIFICATIONS AND COMPETENCIES	■ Enterprise / Site ■ TNA
2	IDENTIFY WHO TO WORK WITH	■ Senior Operator ■ Training Officer ■ Supervisors
3	REVIEW EACH UNIT OF COMPETENCY	■ Elements and Performance Criteria ■ Range Statement & Required Skills and Knowledge ■ Evidence Guide
4	CONTEXTUALISE RELEVANT UNITS	■ How do we do it? ■ How do we know it is done well?

Source: National Quality Council Enterprise and RTO Partnerships 2009

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INFORMATION TO SUPPORT YOUR ENGAGEMENT WITH INDUSTRY AT THE MACRO LEVEL

KEY CONTACTS

Following is a list of key organisations that can provide information or support to your industry engagement activities.

Australian Chamber of Commerce and Industry
http://www.acci.asn.au/

Chamber of Commerce & Industry Queensland
http://www.cciq.com.au

Australian Council for Private Education and Training
http://www.acpet.edu.au/

TAFE Directors Australia
http://www.tda.edu.au/

Queensland Government
http://www.training.qld.gov.au/industry/index.html

Commonwealth Government
http://www.deewr.gov.au/Skills/Pages/default.aspx

Group Training Australia
http://www.grouptraining.com.au/national.html

National Quality Council
http://www.nqc.tvetaustralia.com.au/

Skills Australia
http://www.skillsaustralia.gov.au/

The Australian Industry Group
http://www.aigroup.com.au/

Queensland Local Government Association
http://www.lgaq.asn.au/web/guest

National Industry Skills Committee
http://www.nisc.tvetaustralia.com.au/about_nisc

Industry Skills Councils (National)
http://www.isc.org.au/

AgriFood Skills Australia
http://www.agrifoodskills.net.au

Community Services & Health Industry Skills Council
http://www.cshisc.com.au

Construction and Property Services Industry Skills Council
http://www.cpsisc.com.au

EE-Oz Training Standards
http://www.ee-oz.com.au

Government Skills Australia
http://www.governmentskills.com.au/

ForestWorks
http://www.forestworks.com.au

Innovation & Business Skills Australia
http://www.ibsa.org.au

Manufacturing Skills Australia
http://www.mskills.com.au

Skills DMC Industry Skills Council
http://www.skillsdmc.com.au/

Services Skills Australia
http://www.serviceskills.com.au

Transport & Logistics Industry Skills Council
http://www.tlisc.com.au/

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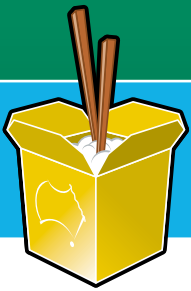
PART 4

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SUMMARY OF KEY LITERATURE ON INDUSTRY ENGAGEMENT

There is a wide range of information available to RTOs wanting to further improve their understanding of industry engagement. A summary of some of the literature in this field follows.

RTO / ENTERPRISE PARTNERSHIPS

WORKING TOGETHER: INDUSTRY AND VET PROVIDER TRAINING PARTNERSHIPS

The number and variety of industry-provider training partnerships in the vocational education and training (VET) sector is growing considerably. This report investigates the nature of the larger VET industry training partnerships and provides practical guidelines for training providers when setting up and managing these specific partnerships. These guidelines include: recognising the competitive realities industries face and developing customised and flexible training to meet businesses' needs; accepting 'break even' outcomes may be the best initial result a training provider can expect from a partnership; finding and developing staff who are responsible for the start-up phase of the partnership; evaluating and seeking feedback on the partnership; and, building training staff capabilities.

DEVELOPING INDUSTRY LINKAGES: LEARNING FROM PRACTICE

This short publication examines mechanisms used by training providers to develop industry linkages through a series of case studies. Its particular focus is in the areas of hospitality information technology and electrical / electronics industries.

NQC / INDUSTRY / ENTERPRISE & RTO PARTNERSHIPS 2009

This 2007 NQC project, Investigation into industry expectations of VET assessment, identified a growing requirement from industry for training providers to reflect a closer client focused approach in the design and contextualisation of training programs and assessment to reflect enterprise needs. The project report identified that satisfaction with assessment processes and outcomes were highest when there was a strong partnership between the enterprise and the RTO, and when training and assessment was directly linked to the workplace. How these strong partnerships can be developed and monitored is the focus of this project.

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EMPLOYER ENGAGEMENT WITH THE VOCATIONAL EDUCATION AND TRAINING SYSTEM IN AUSTRALIA

The aim of this research was to review measures that may increase employer participation in skills training and outline how the vocational education and training (VET) system in Australia has engaged with employers and the issues associated with this.

The paper addresses four specific issues:

- the main features of the VET system in Australia to encourage employer participation in training
- the main indicators used to measure employer training activity
- the main evidence relating to the returns employers obtain from training
- the main barriers to employers undertaking any / more training

AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING STATISTICS – EMPLOYERS' USE AND VIEWS OF THE VET SYSTEM 2009

This publication presents information on employers' use and views of the vocational education and training (VET) system. The findings relate to the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training. The publication also looks at the amount of training employers expect to use over the next three years.

STRATEGIES FOR EFFECTIVE HE-EMPLOYER ENGAGEMENT (UK BASED REPORT)

This report summarises the findings from a series of 10 case studies of how higher education (HE) institutions are developing and promoting their strategies for engaging with employers in the development of higher-level skills. This is the third in a series of research reports compiled for the South West Higher Level Skills Pathfinder Project.

Findings from this project have been grouped under five main headings:

- the strategic purpose of employer engagement
- supporting and resourcing EE
- structures for teaching and learning
- communicating and embedding an EE approach
- changing contexts for EE

IMPROVING THE BOTTOM LINE – WHY INDUSTRY VALUES PARTNERSHIPS WITH TAFE NSW

This research provides examples of TAFE NSW collaborating effectively with industry in developing the skills of the workforce. The ten longer case studies and the eight shorter snapshots in this publication were deliberately selected as outstanding examples from the current work of TAFE NSW, to enable the identification, description and promotion of effective strategies used within TAFE-industry partnerships. These exemplars were also selected because they highlight the benefits arising from TAFE-industry partnerships, particularly in positively influencing workforce planning and development.

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ENTERPRISE ENHANCED BY VET

This research provides a collection of case studies from VET practitioners illustrating strategies for working with enterprises / industries. They were used in a series of forums in 2008 run by 'Reframing the Future', in response to the government's Skills Australia Bill 2008, which is encouraging the training system to better meet the needs of individuals and industry.

NETWORKING IN VET: HOW TO FORM BENEFIT FROM AND SUSTAIN NETWORKS

The report presents findings from the evaluation of twenty four industry training networks that were funded as part of a sub-program of Reframing the Future in 2003. In this sub-program, VET bodies are funded to form and maintain networks of people from within their industry – whether the industry is engineering or hospitality or creative arts – that are focused on improving and increasing training provision. To receive funding the networks will be more than loosely formed groups of people whom the funded parties know and interact with on an informal basis: the networks will formally consist of participants who are actively involved in analysing or designing or delivering industry training programs.

RTO / ENTERPRISE PARTNERSHIPS – INTERNATIONAL PERSPECTIVES

LINKING VOCATIONAL TRAINING WITH THE ENTERPRISES – ASIAN PERSPECTIVES

This report outlines finings from a workshop held by the Vietnamese General Directorate for Vocational Training (GDVT) in order to establish closer links between training providers and companies in the various sectors of the Vietnamese economy. It notes that co-ordination mechanisms between technical and vocational education and training (TVET) and the enterprises in different economic sectors are eminently important for the relevance of TVET for both employers and job seekers. The research found that linkages and "bridges" between the training providers and the companies cannot follow one uniform design or format in different cultures and economic circumstances and under different social requirements. In addition, there are a multitude of stakeholders in training, who have varying and sometimes conflicting interests, objectives and priorities and the stakeholders in different countries are not everywhere the same. Hence, the "bridging" exercises cannot follow a single blue-print in different countries.

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WORKFORCE DEVELOPMENT

AUSTRALIAN WORKFORCE FUTURES – A NATIONAL WORKFORCE DEVELOPMENT STRATEGY

Skills Australia has developed Australian Workforce Futures: A National Workforce Development Strategy for Australia. Our vision for this strategy is that Australia has the workforce capability it requires for a productive, sustainable and inclusive future, and that Australian enterprises have the capacity to develop and use the skills of their workforce to maximum advantage for the benefit of industry and the community.

THE QUEENSLAND SKILLS PLAN

The Queensland Skills Plan steered the establishment of new industry training engagement bodies which provide a central platform for industry and government to work together on addressing the state's skilling needs. Under agreements with the Department of Education and Training, these industry bodies are leading the implementation of strategies to maximise industry engagement across the state and identify comprehensive measures aimed at addressing their industry's most pressing skills' needs.

SKILLS IN CONTEXT – A GUIDE TO THE SKILL ECOSYSTEM APPROACH TO WORKFORCE DEVELOPMENT

This guide has been prepared to provide an overview of the skill ecosystem approach in theory and practice. It is designed for use by government education authorities which may be interested in further developing this approach as well as for industry and regional organisations considering whether the skill ecosystem model of workforce development might be a useful one for them to pursue. Trainers and training organisations interested in deepening their partnerships with industry around skills development will also find the guide relevant to their work.

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ACPET is the national industry association for independent providers of post-compulsory education and training for Australian and international students in the secondary school, vocational education and training English language and higher education sectors.

ACPET has over 1200 members in all states and territories and is committed to providing quality services to its members and to their students. ACPET works actively to enhance and develop the standing of providers.

ACPET operates Tuition Assurance Schemes which provide peace of mind and protection for both international and domestic students in that, should a member be unable to continue to offer tuition, the student will be relocated to a comparable course at no additional expense.

ACPET has close industry ties that provide job pathways for graduates and members that offer an extraordinary wealth of courses in most industry sectors.

ACPET OFFICES

NATIONAL OFFICE

Suite 101. Level 1. 126 Wellington Parade
East Melbourne VIC 3002
PO Box 551. East Melbourne VIC 8002
T. 61 3 9416 1355 **F**. 61 3 9416 1895

AUSTRALIAN CAPITAL TERRITORY

Level 1. The Realm
18 National Circuit. Barton ACT 2600
T. 61 2 6198 3367 **F**. 61 2 6198 3333

NEW SOUTH WALES

Suite 12. Level 14
329 Pitt Street. Sydney NSW 2000
QVB PO Box Q1076. Sydney 1230
T. 61 2 9264 4490 **F**. 61 2 9264 4550

QUEENSLAND

Lennons Commercial Tower. Level 26
76 Queen Street. Brisbane QLD 4000
T. 61 7 3210 1628 **F**. 61 7 3210 6347

SOUTH AUSTRALIA

Level 1. 41 Currie Street. Adelaide SA 5000
T. 61 8 8221 5190 **F**. 61 8 8221 5193

WESTERN AUSTRALIA

Suite 12. 44 Kings Park Road
West Perth WA 6005
PO Box 1645. West Perth 6872
T. 61 8 6263 4437 **F**. 61 8 9226 4836

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ACPET FEEDBACK

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WE WANT YOUR FEEDBACK

If you have any feedback regarding this resource, any suggested changes or additions to the Toolkit, or if you would like to update your own Case Study regarding Industry Engagement, please contact ACPET using the email address below.

EMAIL qld@acpet.edu.au

Please put 'Industry Engagement Feedback' in the subject line.

SHARE YOUR STORY

Share your story and not only could you be promoting and profiling your business nationally and internationally, you will also be supporting fellow ACPET Queensland members to continuously improve VET in Queensland.

To share your story and profile your business, simply complete the attached Microsoft Word template and send to the email address below.

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