



Australian Government
Australian Trade Commission



Australia
FutureUnlimited



VOCATIONAL EDUCATION AND TRAINING

TRANSNATIONAL EDUCATION CASE

STUDIES – INDUSTRY ENGAGEMENT 2013

INTRODUCTION

As part of Austrade's engagement in identifying opportunities for Australian vocational education and training providers in transnational education (TNE), Austrade partnered with Victorian TAFE International to identify institutions that have worked directly with major employers to develop programs to meet emerging skills needs.

The case studies presented here cover various industries and markets, and are indicative of the broad range of TNE opportunities available. The focus on industry engagement and outcomes will assist Austrade's overseas network to promote and provide information of Australia's capabilities to partner with industry to meet local and employer specific skills needs.

This work builds on Austrade's ASEAN Workforce Skills Initiative and the recent research on employer skills needs undertaken as part of that research available via the Market Information Package [here](#). It also contributes to ongoing promotion of Australia's VET sector TNE capability in other markets including, India, Middle East and North Africa (MENA) and Latin America.

OVERVIEW

Victorian TAFE International has a long history in developing VET specific TNE resources including quality assurance, agent management, preparing staff and, most recently, a report on institutional capability¹. These case studies build on this experience and highlight some of the TNE success stories as well as specific areas of expertise when working with industry.

There are eight case studies (see table below) covering numerous markets, including Australia, and a broad range of engagement models.

TABLE1: OVERVIEW OF CASE STUDIES

<u>Australian Institute</u>	<u>Offshore partner</u>	<u>Country</u>
Northern Melbourne Institute of TAFE	Zhongshan College	China
Holmesglen Institute of TAFE	GMR Infrastructure	India
Chisholm Institute of TAFE	China Electric Council (CEC)	China
RMIT	MMG	Laos
Box Hill Institute	Venetian Macau Limited: Venetian Resort Hotel Macau, Sands Cotai Central	China
Kangan Institute	Boart Longyear	Laos
William Angliss	ASEAN Secretariat	ASEAN member states
Victoria University	Western Health	Australia

¹ For a full list of VTI reports see <http://www.vti.edu.au/publications.html>

CASE STUDY NO.1

NORTHERN MELBOURNE INSTITUTE OF TAFE (NMIT) AND ZHONGSHAN COLLEGE

Institute:	Northern Melbourne Institute of TAFE (NMIT)
Client:	Zhongshan College
Country:	Nanjing, P.R.China
Industry:	Allied Health – Aged Care
Program:	Certificate III in Aged Care

The industry context:

China is experiencing a major demographic shift. According to recent census data, more than 13.3 per cent of the population is over 60 years of age. By 2050, it is predicted over one-third of China's population will be over 60². With birth rates declining due to several decades of the one child policy, today's generation face the prospect of looking after as many as four ageing parents. Combined with the increased cost of raising children in cities, reduced resources from the provincial farm; increased life expectancy (from 46 years in 1951 to 73 years today); and the shift toward a more individualistic social orientation, development of the aged care sector is becoming more pressing.

There is minimal regulation of aged care services in China at present, and no framework for minimum standards in vocational training in the field. Growth in demand for aged care services and the corresponding need for more trained aged care professionals has been recognised by the government of Jiangsu Province. This joint project between NMIT and Zhongshan College aims to develop industry leaders who can professionalise this new and developing service sector.

The Client:

Zhongshan College (Nanjing, China) received support from the government of Jiangsu Province to work with qualified providers to establish the standard for quality aged care provision in China. The program at Zhongshan College includes cooperation with the United Nations *Economic and Social Commission for Asia and the Pacific* (ESCAP), *International Institute of Ageing* (INIA) and the Zhongshan Human Resource Development Centre for Elderly Care Services.

The initiative includes the construction of a purpose-built teaching facility, an on-site local rehabilitation hospital and construction of a nursing home to ensure that future students and graduates are able to gain work experience and employment. Zhongshan College selected NMIT to conduct a pilot to support vocational skills development in aged care training and to manage the facility.

The Training Program:

The two-year pilot program, fully funded by Zhongshan College, commenced in 2012 to train Zhongshan teachers in the delivery of the Certificate III in Aged Care. NMIT delivered the teaching and assessment for the first pilot cohort of 30 students and four teachers in China. NMIT continues to support Zhongshan teachers to be autonomous and to assume full responsibility for training delivery while providing oversight of course content and assessment.

NMIT draws on the Australian Qualification Framework as the foundation for the development of curriculum for a locally-appropriate certificate delivery framework. The framework has been designed to meet the specific needs of the Chinese environment and enables graduates to receive two qualifications: a local diploma and an Australian certified qualification. The NMIT teaching team has refined delivery resources to support Australian trainers to contextualise course content to suit the local sector. Classes taught in Australia and China are recorded and shared, with Zhongshan teachers conducting additional tutorials with bi-lingual support.

² Graying China by Mark Andrews (p16-17)



Through a consultative approach, NMIT manages supervision of the work placement component of the qualification so it complies with Australian standards. NMIT also supports Zhongshan in knowledge transfer to help with the development of a curriculum framework and standards of practice for the management of aged care facilities.

The benefits:

The program was established in the context of a United Nations (UN) project to address aged care needs in the Jiangsu region. A fellowship activity was used to aid implementation, analyse the way aged care is conducted in China and identify differences from the Australian context. Helena Williams, Development Manager for NMIT's Arts and Social Sciences Faculty, says

"...The delivery of care services to such a vast group is one of the greatest challenges ahead for China. . Australia has much to offer in terms of both policy development and delivery models with its well established Aged Care and Aged Care training sectors. .Caregivers in Australia hold the national qualification, Certificate III in Aged Care, while China's caregivers are largely unqualified. This presents both opportunities for the promotion of Australia's competency-based training system as well as potential joint projects in the best practice training of Aged Care staff..."

Zhongshan College sends staff to NMIT on a regular basis for professional development purposes and to learn more about the future skills requirements of the aged care sector. The principals of Zhongshan College are also assessing the feasibility of establishing retirement homes in Australia to service the growing Chinese community and how NMIT can support the staff development and training for these investments.

CASE STUDY NO.2

HOLMESGLEN INSTITUTE OF TAFE AND GMR INFRASTRUCTURE

Institute:	Holmesglen Institute of TAFE
Client:	GMR Infrastructure
Country:	Bangalore, India
Industry:	Building and Construction
Program:	Trades certificate training —carpentry skills, bricklaying, tiling and plastering

The Industry Context:

Construction training in India is constrained by a skills training infrastructure that is very basic and lacks systematic curricula for master training in construction trades. The majority of training is conducted on-site by supervisors. Formal training is limited. Consequently, workers are unable to adapt to advances in construction technology and methods.

The Client:

Established in 1978, GMR Infrastructure (GMR) is a leading company in the Indian infrastructure industry, with interests in projects in aviation, energy, road transport and urban development and a gross operating value of US\$9.25 billion (as at 2012). It is the fourth-largest airport developer in the world, the largest national highway developer and has power projects of a magnitude of 4,963 megawatt under construction.

While GMR's growth has been significant, the lack of a skilled labour force has been highlighted as a major challenge. The current vocational training system in India is not adequate to meet the demands of industry. The migratory nature of semi-skilled and unskilled labour necessitates constant re-training. The different construction methods and practices of contractors results in large variations in construction quality.

Supervisor competency is critical to projects as supervisors are the link between project managers and labourers and highly influential in driving productivity and quality. According to Param Sivalingam, CEO of the EPC Division of GMR, foremen with both a conceptual understanding and complementary manual construction skills are virtually non-existent in India.³

In 2010, Holmesglen entered into a contract with GMR to improve its employees' capabilities in the building and construction trades and set up an in-house Skills Development Institute.

The Training Program:

Holmesglen initially conducted a training needs analysis that was informed by site visits to active GMR projects, and interviews with on-site engineers, supervisors and GMR executive staff, to assess the current capabilities of the organisation.

Following that analysis, a training program was designed in building and construction skills specific to the company, including occupational health and safety and quality practices at the following two levels:

- › Master Trainer and Trainers — customised program to develop 'foreman' roles using the Certificate IV in Training and Assessment ('train the trainer')
- › Tradesmen — instructed in both manual skills and trade-specific knowledge in a combined delivery method using on- and off-site training

One in forty applicants was selected to join the program. These employees held high school certificates and were aged between 25-35 years. The program was designed in the following framework:

³ GMR Skills Development Institute presentation by Param Sivalingam CEO-EPC Division (2012)

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- › personal development
 - › professional skills — English language, computer, project management, site management
 - › trade skills — bricklayer, plasterer, renderer, concrete finisher, carpenter, form worker and steel fixer
 - › teaching skills — 14-week 'train the trainer'.

The graduate foreman role was rated on multiple parameters:

- technical proficiency,
- teaching skills,
- ability to learn,
- verbal expression and
- understanding of teaching.

The Benefits:

The training led to improvements in risk mitigation, higher quality constructions, less waste and improved profitability. It also created opportunities for social and labour mobility, enabling unskilled labourers to become labour contractors and eventually skilled labourers and in so doing, command higher wages.

Project benefits to date include:

- › 120 graduates of the Master Trainer program
- › the establishment of a fully functional Skills Development Institute with a residential facility, located at Hyderabad airport
- › leadership skills transfer, with each foreman capable of training up to 30 unskilled / semi-skilled labourers on-site
- › significant cost savings — the trained foremen have contributed to improved project cost management
- › increased productivity – trained foremen also have improved the consistency of output quality
- › decreased staff turnover - zero attrition has been reported through increased job satisfaction, loyalty, award of a qualification and the prospect of career progression and developing into the role of a sub-contractor.

CASE STUDY NO.3

CHISHOLM INSTITUTE OF TAFE AND ELECTRIC COUNCIL (CEC)

Institute:	Chisholm Institute of TAFE
Client:	CEC
Country:	China
Industry:	Electricity
Program:	Diploma of Electrical Power Systems

The Industry Context:

Electrical power grid construction in China has entered its fastest-ever development phase. The power industry is projected to grow significantly over the next ten years due mainly to urbanisation. Investment in hydro, wind and nuclear power is increasing to improve the consumption ratio of high quality, clean, renewable energy, although coal-fired power is still the primary source of energy. Advanced control systems have been adopted across the industry and the main power grids now cover city and rural areas throughout China. With this development comes increased demand for skilled workers to meet the high-level technical requirements necessary for further expansion of the power industry.

Against this background, Chinese Government-initiated structural reforms and the country's entry into the World Trade Organisation (WTO), have increased competitive pressure on local power companies. As a consequence, power companies need to improve efficiency and productivity.

The Client:

The China Electric Council (CEC), founded in 1988 and based in Beijing, is the peak body responsible for the power industry, including the workforce that supports it. The Council operates under the Electric Power Law (1996), which supports the development of the electric power industry, protects the rights of investors, managers and consumers; and regulates power generation, distribution and consumption.

The power companies auspice their own vocational training institutes at the provincial level. These institutes are responsible for three core functions —

- industry training high school graduates;
- technical and management training for existing power company workers; and
- employment services for new graduates in their transition from study to work within the power company.

In 2003, Chisholm and the China Electricity Council (CEC) embarked on a joint venture to enable Chinese students from the power company vocational college to obtain two diploma certificates, an Australian-accredited diploma qualification and the equivalent Chinese qualification.

Ten years on, with over 2,000 students in the program, Chisholm Institute is now working collaboratively with ten power institutes across ten different cities, specifically: Sichuan Electric Vocational Training College; Guizhou Electric Power Grid Training Centre; Wuhan Electric Power Vocational College; Zhengzhou Electric Power College; Baoding Electric Power Vocational Technology College; Jiangxi Vocational and Technical College of Electricity; Shandong Electric Power School; Shanxi Electrical Vocational & Technology Institute; Xian Electric Power College; and Shanghai Power Industry School.

The Training Program:

The project involves the joint design and delivery of a three-year program with a choice of three study specialisations: electrical power, renewable energy and accounting. Year one covers the study of English with years 2 and 3 being the diploma studies. The electrical power systems specialist stream is delivered at all ten institutes. The renewable energy and accounting specialist streams are delivered at only two of the ten institutes.



The Chinese and Australian qualifications were compared and areas of commonality identified to support the design of a blended qualification. In addition, skills gaps specific to the China context were identified and modifications were made to the joint program structure and associated teaching and assessment materials.

The design of the electrical power systems program is linked directly to the technology and processes used within the power companies. The program design maximises graduate employment outcomes in the local city power station. In 2013 the program recorded 90 per cent graduate employment.

Additionally, through the Certificate IV in Training and Assessment, soft (non-technical) skills are taught to supervisors and team leaders to support teaching practice, and the development of learning resources and assessment tools in modern VET curriculum frameworks.

Coupled with ongoing support for English acquisition, graduates also have the option of further study in Australia through a pathway arrangement Chisholm Institute has with RMIT University, in which students are granted one-year credit exemption toward their degree studies in power engineering.

The CEC project includes Chisholm staff travelling to China on a regular basis for project management and program delivery. The Chinese power institute staff also visit Chisholm to maintain their skills and knowledge with regular monitoring and review of the program being completed through annual joint project management meetings. Technology is used by both parties to support delivery management, moderation, quality audits and access to teaching resources.

The Benefits:

The principals of the ten power company vocational institutes have noted their teachers have gained leadership skills through the training and assessment modules, have enhanced their teaching and program management skills and have broadened their confidence to influence change.

The joint program also offers the institutes a point of difference when attracting new students. Graduates can use their dual qualifications to consider other global career and study options. Chisholm Institute provides merit-based scholarships to those considering further study in Australia.

The collaboration provides the power companies with a work-ready pool of bi-lingual local talent. At the workplace, the team leaders and supervisors have developed management skills and are now able to support students build their capability while on the job.

CASE STUDY NO.4

RMIT AND MINERALS AND METALS GROUP (MMG)

Institute:	RMIT
Client:	MMG Limited
Country:	Sepon, Laos
Industry:	Mining
Program:	Certificate III Apprenticeship – seven trade specialisations

The Industry Context:

Laos is a developing nation that has seen an expansion in the mining and hydro-power sectors in recent years, both of which have driven economic growth. The mining industry represents 80% of foreign direct investment, accounts for 45% of total exports, and is responsible for 12% of government revenues and 10% of national income. These benefits have impacted the local level by stimulating markets and enhancing incomes. The first major commercial private-sector mine was established in Sepon in 2002 and is known locally as MMG Sepon. The project grew from a small gold producer into a medium-scale producer of processed copper cathodes and is part-owned by the Lao PDR government (10%) and MMG.⁴ Together with PanAust Ltd's PBM Phu Kham mine the two mines account for over 90% of total national mining production.

Previously, few local people were in waged employment and the development of the industry has seen an estimated 30,000 people now dependent on the mine. The project between MMG and RMIT endeavours to develop industry based skills for local employees and develop the long term employment opportunities.

The Client:

MMG Limited is a global resources company that mines, explores and develops base metal projects in Australia and around the world. MMG currently operates the Century, Golden Grove and Rosebery mines in Australia and the Sepon mine in Laos. MMG's development pipeline includes several major undeveloped zinc-copper deposits and significant exploration projects and partnerships in Australia, Asia, Africa and North America.⁵

MMG emphasises the importance of community development and the company is involved in long-term contributions to communities it works in. Employment and social development is a key driver of the provision of training and development to locally engaged staff with a focus on improving the opportunities for staff to take on skilled positions at the mine site. Additionally, localisation employment plan are in place for Sepon to reduce the reliance on expatriates by building capability within the national workforce.

The Training Program:

In 2006 RMIT started training MMG Sepon apprentices in a four-year training program across a suite of seven trades: electrical, instrumentation, refrigeration, carpentry, automotive, mechanical and fabrication. Training included an annual 28-day intensive training course, facilitated by RMIT trainers at the purpose-built Trades Training Workshop facility on site. The on-the-job training element involved working alongside, and being mentored by, maintenance supervisors and tradespersons. RMIT customized the learning program for local staff devising ways to introduce staff to calculators and computers as well as commenced apprenticeship training with staff with little to no exposure to the key elements of their trades.

⁴ Utilising Mining and Mineral Resources to foster the sustainable development of the Lao PDR – Mining Partnerships for Development (2011)

⁵ Media release (6 December 2011) – MMG supports Laos community members to complete RMIT apprenticeship program



At Sepon, the language of instruction is English and trainers are supported by translators to ensure the understanding of the technical competencies. Additional English language classes are delivered concurrently with technical trades training.

Accredited Certificate IV in Training and Assessment is also delivered to supervisors of the apprentices, this allows for the assessment of trade competencies when RMIT trainers are not in Sepon. RMIT partnered with Box Hill Institute and Kangan Institute to optimise all areas of training. RMIT has managed delivery from those providers throughout the Sepon project.

The qualification is equivalent to apprentices in Australia and assessments are also carried out by the Lao-German Technical College to ensure a Lao-accredited qualification can be granted.

The training program aims to increase the skill level of local community members and their capacity to undertake skilled jobs on site .

The Benefits:

Localisation is fundamental to ensuring the sustainability of Sepon's workforce. It requires an educated local community from which to recruit and investment in training for roles at all levels of mining operations. In 2010 the first cohort of 16 apprentices graduated.

In 2011 further community members received their certificate awards. Specifically:

- › Apprenticeship Program: 28 graduates
- › Trades Traineeship Program: 23 students
- › Data Clerks Traineeship Program: 10 students
- › Pre-employment Training Program: 38 graduates

All successful graduates have secured employment at the mine.

To support these programs, training plans have been developed for each work role, and by December 2011, 100 per cent of roles had a training plan in place. A training matrix, demonstrating the combination of skills available on each shift and across departments, is also being developed.

This program provided the opportunity to employees with out prior formal training a chance to develop Australian recognized skills and improve their employment and life outcomes. The program has also enabled staff to become trainers themselves and develop short courses in trade areas according to Australian standards.

BounGneun Phonnavongdeuane, from Vilabouly District, attained her certificate in refrigeration and will work with the mine's maintenance department. She said that graduating with a high qualification was very important for her changing her future, improving performance in her current job.

Other community efforts as a result of this program, include capital investment of computers to Lao's Savannakhet University to boost learning and teaching for local students and teachers. These initiatives are supporting improvements in life skills for developing communities, as well as providing MMG with a skilled workforce for its mines.

CASE STUDY NO.5

BOX HILL INSTITUTE AND VENETIAN MACAU LIMITED: VENETIAN RESORT HOTEL MACAU, SANDS COTAI CENTRAL

Institute:	Box Hill Institute
Clients:	Venetian Macau Limited: Venetian Resort Hotel Macau, Sands Cotai Central
Country:	Macau, China
Industry:	Hospitality
Program:	Training and Consultancy Services

The Industry Context:

Macau's economy is based largely on tourism, with the gaming, tourism and hospitality industry estimated to contribute more than 50 per cent of Macau's GDP, and 70 per cent of Macau Government revenue.

In 2002, the government ceased the gambling monopoly license and invited outside casino operators to Macau, enabling casino owners from Las Vegas to enter the market. The opening of the Sands Macau in 2004 ushered in a new era where gaming revenue has enabled Macau to become the world's top casino market, surpassing Las Vegas.

Wynn Macau opened in 2006, followed by Venetian Macau in 2007, at the time the second (now sixth) largest building in the world by floor space, followed by MGM Grand Macau. Numerous other hotel casinos, including Galaxy Cotai Mega resort, City of Dreams (Crown Melco) and Sands Cotai Central have also followed suit.

This growth has required significant human resources to support operations resulting in Macau opening its doors to foreign labour and up-skilling the local community to be job-ready for careers in hospitality and tourism.

The Client:

Box Hill Institute (Box Hill) started working with Sands Macau in 2005 to up-skill trainers to conduct on-the-job skills training for new recruits. Box Hill then began working with its parent company, Venetian Macau Limited (of Las Vegas Sands), to provide training and consultancy services. This involved working closely with Venetian's Human Resources Department to train operations staff in time for the Venetian Resort Hotel Macau opening in August 2007. The Integrated Resort includes a 3000 suite hotel, the world's largest casino, 350 premium retail shops and 100,000 square metres of convention and exhibition space.

Box Hill played a significant role in supporting this pre-opening training phase that included the management and coordination of training programs, customisation and licensing of resources, and training delivery for over 2000 staff in the areas of front office, housekeeping, food and beverage, stewarding, train the trainer and leadership development. The project also included a major pre-opening simulation exercise with non-paying guests and activities designed to prepare hotel employees and systems for the opening of the largest integrated resort and casino in the world.

Box Hill registered a branch office of its wholly owned subsidiary, Box Hill Enterprises, in Macau in 2008 to provide ongoing in-country presence and assist in delivering a greater level of service to its clients. In 2010, Box Hill was approached to coordinate and manage the pre-opening simulation of Marina Bay Sands, Singapore, a 2560 room hotel and casino for Las Vegas Sands, the same owner as Venetian Macau.

Box Hill has played a significant role in supporting Venetian Macau Limited to successfully open:

- › Sands Cotai Central, Macau: Sheraton Hotel (4000 rooms) September 2012
- › Sands Cotai Central Macau: Conrad Macao (600 rooms) and Holiday Inn Macao (1200 rooms) April 2012
- › Venetian Macau Resort Hotel Integrated Resort (3000 suites) August 2007

The Training Program:

In 2011, Venetian Macau Limited contracted Box Hill to manage the pre-opening training project of their extension property —Sands Cotai Central Phase 1, a resort including the Holiday Inn Macau (1200 rooms), the Conrad Macau (600 rooms), 14 restaurants and a casino.

The project included building the leadership capability for over 400 managers and supervisors, coordinating skills training for 6500 staff, and managing a 10-day pre-opening simulation. The opening of Sands Cotai Central Phase 1 in April 2012 was recorded as the most successful of all the owners' properties to date.

Box Hill was then chosen to manage the pre-opening simulation for Sands Cotai Central Phase 2, the world's largest Sheraton hotel (total 4000 rooms). The partnership model encompassed all hotel operations and casino restaurants to develop a simulation experience to measure guest service delivery and implement training tools and techniques to ensure a guest experience worthy of return. The 10-day simulation was critical to the smooth transition from pre-opening environment to a fully integrated hotel resort. Sheraton Macau opened successfully in September 2012.

Sands Cotai Central: Sheraton Hotel Macau

Training Challenge	Training Approach	Tools / Services
<ul style="list-style-type: none"> › Completing the expansion of Venetian Macau Limited integrated resort property Sands Cotai Central, with the Sheraton Hotel Macau. › September 2012, 2000 rooms established on the Cotai Strip, scheduled to double capacity with additional 2000 rooms opening February 2013. › The largest Sheraton Hotel worldwide. › High level of training to brand standards from a workforce with limited hospitality experience. 	<ul style="list-style-type: none"> › Partnership model to work with Sheraton Hotel Macau departments to develop a simulation experience to measure employee delivery of standard operating procedures (SOPs). › Develop a simulation model that encompasses all areas of the hotel. › Deliver feedback to Sheraton Macau stakeholders on a real time basis in line with carefully selected guest satisfaction feedback criteria. › Work with Sheraton Hotel Macau to implement training tools and techniques to ensure a guest experience worthy of return. 	<ul style="list-style-type: none"> › Property-wide simulation, planning, management and delivery. › Collation of multi-sourced guest feedback into daily reports which transitioned into continuous improvement framework for live operations. › On the job coaching and support.

Sands Cotai Central: Conrad Macau and Holiday Inn Macau

Training Challenge	Training Approach	Tools / Services
<ul style="list-style-type: none"> ➤ Venetian Macau Limited expansion with the opening Sands Cotai Central: 2000 rooms with Conrad Macau and Holiday Inn Macau. ➤ Employment of additional 4000 staff from within the region. ➤ High level of training to brand standards from a workforce with limited hospitality experience. 	<ul style="list-style-type: none"> ➤ Building training capability of management. ➤ Building leadership capability of management/supervisors. ➤ Pre-opening training programs and preparation. ➤ Brand training implementation and trainer/leadership training, which included pre-opening training framework; pre-opening training delivery; transition to on-the-job applications; review and evaluation to ensure quality improvements. 	<ul style="list-style-type: none"> ➤ Customised learning modules and assessment tools. ➤ Trainer/leadership training and training delivery. ➤ On-the-job training. ➤ 10-day simulation to embed newly acquired skills and brand standards.

The Benefits:

Box Hill’s flexible approach enhanced the five-star performance across all major skill sets in a international hotel and resort operation. The benefits to the properties of Venetian Macau Limited include:

Sands Cotai Central: Sheraton Hotel Macau

- › a customised and managed 10-day pre-opening simulation event for over 8500 guests
- › enhanced leadership capability of over 400 managers and supervisors
- › significant contribution to the successful opening of the largest Sheraton Hotel in the world, September 2012.

Sands Cotai Central: Conrad Macau and Holiday Inn Macau

- › strategic critical path and pre-opening training program aligned to on-boarding schedule
- › coordinated skills training for 6500 staff
- › a customised and managed 10-day pre-opening simulation event
- › significant contribution to the successful opening of Sands Cotai Central Phase 1, April 2012, recorded as the most successful of all the owners’ properties to date.

CASE STUDY NO.6

KANGAN INSTITUE AND BOART LONGYEAR

Institute	Kangan Institute
Client:	Boart Longyear
Country:	Vientiane, Laos
Industry:	Mining / Automotive
Program:	Certificate III in Automotive (Mechanical Diesel Fitting)

The Industry Context:

Laos is a developing country, and similar to the majority of South East Asia, is looking to increase its GDP through mining and mineral resources. Laos is ranked as one of the most resource-rich countries in Asia, with more than 570 mineral deposits identified in gold, copper, zinc and lead.⁶ Currently, the mining industry represents approximately 80% of foreign direct investment, 45% of total exports, as well as a contribution of 2.5% of economic growth. In 2005, the Lao Government approved a strategy for developing the mining and energy sectors by with the objectives to promote the sustainable use of minerals, build infrastrucute and secure the sector as a important revenue source for development.⁷ In addition, the promotion of large scale foreign investment in the sector is a critical part of the Government's long term goals.

As a result of this industry focus and government strategy, foreign investment in the industry has grown with the presence of international mining operations however there is a need for skilled mechanical personnel to reduce the reliance on international labour in these oepartions.

The Client:

Headquartered in Salt Lake City Utah, Boart Longyear is a leading provider of mineral exploration drilling services and drilling products. The company conducts contract drilling services in 40 countries, and provides mining products to customers in over 100 countries. The Company is the only integrated drilling services and products provider, combining engineering excellence, global manufacturing facilities and the most experienced drilling services group in the business. The company also services industries in water exploration, environmental sampling, energy and oil sand exploration. Boart Longyear has been operating in Laos for 10 years.

Prior to Boart Longyear's entry, the local workforce had not been exposed to the industry and the company has contributed to developing a skilled workforce from people that were once rice farmers in the local area to a skilled drilling team

The Training Program:

The Kangan Institute program, delivered as an auspice model to Boart Longyear, covers 28 units of competency over a three-year period. Boart Longyear employees undertake the program on-site in Laos with American and Chinese trainers. Many of the applicants previously worked as farmers, with limited or basic formalised training.

For the first cohort of 20, a skills training audit identified employees who could be granted recognition of prior learning (RPL) toward their certificate program. The RPL process was conducted by the Boart Longyear trainers, in partnership and collaboration with Kangan Institute trainers who observed the employees on-site at several mines and drilling sites across Laos.

⁶ Kyophilvong, P. Mining Secotor in Laos http://www.ide.go.jp/English/Publish/Download/Brc/pdf/02_ch3.pdf

⁷ Kyophilvong, P. Mining Secotor in Laos http://www.ide.go.jp/English/Publish/Download/Brc/pdf/02_ch3.pdf



Using Boart Longyear heavy equipment manuals, Kangan developed electronic copies of the learning material for each unit within the qualification. A workplace delivery and assessment plan is developed annually and quality audits are completed by Kangan for the competency achievements records.

Training is delivered on-site by ratified Boart Longyear trainers, who have successfully completed the Certificate IV in Training and Assessment. English is the language of instruction and is supported with translated learning and assessment materials.

The Benefits:

Kangan Institute has worked in South East Asia, the Pacific Basin and Papua New Guinea on similar projects over many years and is flexible with delivery techniques to have the best possible outcomes for both industry and the country that is supporting the training.

The mineral industry brings infrastructure such as new roads and transport, hospitals, medical facilities and education. It encourages international trade through a trained local workforce, while accelerating development at less direct cost to the country.

Through these projects, Kangan Institute has gained invaluable knowledge, skills and experience in delivering to non-English speaking students, with a limited technological background.

Although the Boart Longyear Laos project is primarily a mechanical training project, the benefits of training trainers to work in Laos is substantial. Trainers with these skills often move into other areas of education such as technology training, maths, and English.

CASE STUDY NO.7

WILLIAM ANGLISS AND ASEAN SECRETARIAT

Institute:	William Angliss
Client:	ASEAN Secretariat
Country:	ASEAN member states
Industry:	Tourism and Hospitality
Program:	Establishment of an integrated and consistent approach to the delivery of tourism training throughout the ASEAN member states

The Industry Context:

The ASEAN group of 10 countries — Singapore, Malaysia, Indonesia, the Philippines, Viet Nam, Cambodia, Lao People's Democratic Republic, Myanmar, Thailand and Brunei Darussalam comprise the nations of South-East Asia. Australia has a longstanding and deep relationship with ASEAN, covering cooperation in a range of areas including security, culture, trade, education and development. Through AusAID⁸, Australia committed A\$1.09 billion in development assistance to ASEAN countries for 2012–13 and in 2009 AusAID funded the ASEAN-Australia Development Cooperation Program (AADCP). This funding will assist ASEAN to realise its goal of an economic community by 2015, as it becomes a single economic community allowing a free flow of goods and services across their borders.

The Client:

The ASEAN-Australia Development Cooperation Program was established to strengthen the capacity of government agencies and industry associations with responsibility for planning and delivering competency-based training relevant to the needs of the ASEAN Secretariat and ASEAN Member States. Initiatives included:

- developing common ASEAN tourism curriculum and a regional qualifications framework and skills recognition system
- developing 242 toolboxes for competency standards across the six labour divisions of: front office, housekeeping, food production, food and beverage service, travel agencies and tour operations
- a feasibility study for the establishment of a regional secretariat for ASEAN tourism professionals
- a gap analysis on implementation of the mutual recognition agreement on tourism professionals within the ASEAN member states.

The Training Program

William Angliss has successfully delivered the following six projects as part of ASEAN-Australia Development Cooperation Program to support the establishment of an integrated and consistent approach to the delivery of tourism training throughout the ASEAN region.

Project 1: Common ASEAN Tourism Curriculum Project

A two-year project (2008–2010) was designed to address the following issues:

- lack of a common curriculum among the 10 ASEAN member states
- varied standards of tourism human resource capability across the region
- lack of mutual recognition of skills and qualifications in the ASEAN region.

Key outputs of the project involved:

- The production of a five-level regional common ASEAN tourism curriculum framework incorporating 52 qualifications across the six labour divisions of the tourism industry, (housekeeping, front office, food and beverage services, food production, tour operations and tour agencies)

⁸ AusAID – the Australian Agency for International Development: <http://www.ausaid.gov.au/Pages/home.aspx>

- production of a Regional Qualifications Framework and Skills Recognition System
- development of 242 detailed competency standards across the 6 labour divisions
- delivery of human resource development capacity building programs in Cambodia, Lao PDR, Myanmar and Viet Nam to help narrow the development gap between the ASEAN member states.

Project 2: Design and development of 46 toolboxes for the Common ASEAN Tourism Curriculum Framework core and housekeeping competencies

The goal of this project was to design a template to translate the competency descriptors of the Tourism Curriculum Framework into actual training resources applicable across the 10 ASEAN member states. These would lead to common ASEAN qualifications to facilitate greater mobility of tourism professionals across the region.

The toolboxes in the trainee manual, trainer guide and assessment manual were designed and written according to an agreed template authorised by ASEAN delegates from the 10 member states at a Regional Workshop in Bangkok in October 2011. Over a period of eight months, 42 toolboxes were written, edited and formatted for publication by a specialised project team at William Angliss.

The final version of the toolboxes were ratified in August 2012 and made available to all ASEAN member states and individuals through access to a dedicated, password protected website.

Project 3: Design and development of 98 toolboxes for the Tourism Curriculum Framework front office, food and beverage services and food production competencies

The project employed writers from the specialist hospitality areas: front office, food and beverage and food production. English language foundation competencies and accounting areas, were also incorporated.

The total 98 draft toolboxes were completed by August 2013. A series of 10 National Consultative Workshops in each of the ASEAN member states was held, with a final Regional Workshop in October 2013 to approve the toolboxes.

Project 4: Feasibility study for the establishment of a regional secretariat for ASEAN tourism professionals

William Angliss Institute conducted this project in the second half of 2012 including:

- › conducting a feasibility study to assess the need for the establishment of a specialist secretariat
- › determining if there was a need, where a secretariat might be located, and how a secretariat would it be funded
- › deciding in what ways it could be used to strengthen the current work done by the ASEAN Tourism Professionals monitoring Group in the implementation of the Mutual Recognition Agreement — the main instrument used for promoting the integration of the tourism sector throughout the 10 ASEAN member states

The project took six months to complete and involved two regional workshops and 10 in-country research visits to each of the ASEAN member states, including consultation and on-site visits to training institutions, government tourism ministries and authorities.

Project 5: Gap analysis on the implementation of the Mutual Recognition Arrangement (MRA) on tourism professionals within the ASEAN member states

This project, conducted in the second half of 2012, was designed to identify gaps between mutual recognition arrangement requirements and actual implementation in ASEAN member states. The project analysed three elements: existing tourism qualifications in each ASEAN member state; existing hard infrastructure (physical facilities, buildings and equipment) and existing soft infrastructure (regulations, policies, organisational structures, human resource capability)



Coupled with country specific policy recommendations an ASEAN Qualifications Equivalence Matrix was developed and mapped to existing tourism professional qualifications across the 10 ASEAN member states. The recommendations of the final report will be integrated into the work of the proposed ASEAN Tourism Regional Secretariat.

Project 6: Master Trainer and Master Assessor training

ASEAN workshops for a three-week Master Trainer and a two-week Master Assessor certificate were delivered by William Angliss at the Bali Tourism Institute in November 2012. Following selection through specific criteria to gain entry into the workshops, a total of 57 (27 Master Trainers and 30 Master Assessors) from eight ASEAN Member States successfully completed the programs. The programs were designed as a model for a future ASEAN accredited Master Trainer and Master Assessor qualification.

The workshops:

- › provided training on the features and contents of the 46 common core and specific housekeeping toolboxes
- › demonstrated and provide opportunities to trainers on how to use the toolboxes in a training context
- › equipped the trainers with the knowledge, skills and attitudes required to successfully deliver training to other teachers/educators in their respective countries.

Benefits:

The benefits of the six projects to support the ASEAN-Australia Development Cooperation Program included:

- › facilitating mobility of tourism professionals based on a standardised tourism competency qualification
- › establishment of a strong multinational network of master trainers and assessors with high level skills in conducting training and assessment and capacity to share experiences and training approaches
- › provision of a uniform curriculum and extensive range of high quality teaching materials in tourism and hospitality
- › enhanced understanding of competency based training/education leading to a unified approach throughout the ASEAN member states
- › establishment of a consistent skills recognition system in tourism and hospitality throughout the ASEAN region
- › provision of an ASEAN Qualifications Equivalent Matrix to facilitate the mapping of existing tourism professionals qualifications across the 10 ASEAN member states and providing a basis for addressing gaps in each member country
- › improving the quality of tourism human resources (graduates ready to work in the industry)
- › enhancing the quality of tourism services.

CASE STUDY NO.8

VICTORIA UNIVERSITY (VU) AND WESTERN HEALTH

Institute:	Victoria University
Client:	Western Health
Country:	Australia
Industry:	Health
Program:	Western Centre for Health Research and Education

The Industry Context:

The community of the western region of Melbourne is considered to be one of the most culturally diverse communities in Melbourne, with more than 100 different languages and dialects spoken and varied social and economic statuses. Western Health services over 775,000 people and covers a total catchment area of 1569 square kilometres. This area, however, is growing at an unprecedented rate and has high levels of cancer, heart disease, stroke and mental illness, with diabetes and depression also identified as significant population health issues.

Victoria University (VU) and Western Health are two major organisations located within the western region of metropolitan Melbourne. Each organisation has a large geographic footprint and influence on community development and growth through education and employment. The organisations have worked together over a number of years to provide education and training services for health care.

The Client:

Western Health (WH) manages three acute public hospitals: [Western Hospital](#) at Footscray; [Sunshine Hospital](#) at St Albans; and the [Williamstown Hospital](#). It also operates the [Sunbury Day Hospital](#), and a [Transition Care Program](#) at Hazeldean in Williamstown. A wide range of community based services are also managed by Western Health, along with a large Drug and Alcohol Service. Western Health provides a comprehensive, integrated range of services from its various sites; ranging from acute tertiary services in areas of emergency medicine, intensive care, medical and surgical services, through to subacute care and specialist ambulatory clinics. Western Health provides a combination of hospital and community-based services to aged, adult and paediatric patients and newborn babies.

Employing nearly 6500 staff Western Health has a strong philosophy of working with its local community to deliver excellence in patient care. To ensure education and training is equitable and accessible to all employees, Western Health have a significant strategic focus on education in healthcare. Primary aims are to ensure all staff are appropriately trained and qualified and continue to learn and develop through continuous improvement in research and innovation so the health of the community will be secured.

The collaboration between these VU and WH, and other leading education providers has resulted in the creation of the Western Centre for Health Research and Education, located at the Western Health Sunshine campus.

The Training Program:

VU designed and developed two specialised learning programs in collaboration with Western Health, with a focus on enhancing skills, engagement and productivity for Western Health employees. The collaboration's unique workforce development program features flexible, customised, blended and enterprise-based learning. These programs include the Diploma of Nursing (Transition) and the Graduate Certificate in Management (Healthcare Leadership). Prior to the implementation of these programs, extensive consultation and discussion took place to ensure learning outcomes reflected organisational objectives around the development and retention of outstanding staff. Each participant's individual circumstances was considered, including the opportunity for recognition of prior learning, in the development of a customised training program. Individualised academic support was identified and intensive support strategies were implemented from both organisations.



The structure and framework of delivery and assessment of the programs has been uniquely designed to incorporate Western Health policy and procedure, and to utilise expertise within both organisations to ensure participant outcomes are contextualised within their working environment. Mutual resourcing was adapted into both programs through shared facilities, teachers, mentors and placement opportunities. This collaborative approach to teaching and learning impacted significantly on a reduction of cost for both organisations and ensured a continuity of education outcomes which could be directly related to the workplace.

Western Health and VU view the collaboration as integral to increasing their profile among other health and education providers and key stakeholders on a local, state and national stage, through showcasing the development and delivery of these unique and innovative workforce development opportunities. This relationship is built on collaboration, transparency, open dialogue, pursuit of excellence and integrity and is driven by shared goals of service and growth of a community that is often challenged by economic and social barriers.

The Benefits:

The extension of the VU and Western Health partnership beyond a higher education only focus, has produced great outcomes over the last 2 years, as over 150 nurses have graduated with the Diploma of Nursing (HLT51612) and a pilot cohort of employees viewed as champions, from a range of sectors within Western Health, have graduated with the Graduate Certificate in Management (21867VIC) - Healthcare Leadership.

The success of these customised programs is demonstrated through a renewed recognition and commitment to life-long learning as many of the graduates are now pursuing and taking responsibility for their own further and higher education pathways. For example, many participants have overcome adversity to complete the programs. They have developed confidence and awareness of their own ability and are now actively seeking further education opportunities in the form of bachelor or master's qualifications, using credits gained for entry into higher education at VU.

This industry-specific workforce development strategy has enhanced the professional development and skill capacity of a large number of Western Health employees (locals of the west), and promoted the personal development of the participants to meet and overcome challenges related to perceived or actual social, cultural and economic disadvantage. Exposure to, and the promotion of, lifelong learning opportunities flows back to the community as levels of care increase and staff as community members adapt new-found skills and knowledge into other areas outside of the workplace.

These professional development programs have enabled the participants to acknowledge their workplace contribution, which has led to a shift from unconscious competence to conscious competence. The subsequent personal development benefits related to self-esteem and perception of self are immeasurable.