

ACPET

SKILLED FOR

SUCCESS



skilled for success

The Australian Council for Private Education and Training (ACPET) is Australia's national industry association for independent providers of tertiary education and training. We represent more than 1,100 institutions that offer a diverse range of higher education, vocational education, English language and foundation studies courses to Australian and overseas students across all states and territories.



The institutions profiled here demonstrate the diverse career options available through private education providers – helicopter pilot, underwater welder, florist, miner, real estate agent, film producer, childcare worker, food processor and ballet dancer – to name but a few.

ACPET's mission is to enhance quality, choice, innovation and diversity in Australian education and training. It represents a range of private providers, including commercial and not-for-profit entities, community groups, and industry and enterprise-based organisations. ACPET provides choice and diversity working with governments, education and training institutions, industries, and community organisations. It ensures vocational and higher education and training services are well-targeted, accessible, and professionally delivered.



FLYING HIGH ... AND IN THE DARK

Becker Helicopters was established in 1995 by husband and wife team Jan and Mike Becker and is now one of Queensland's top, privately-owned small-medium enterprises. The helicopter training side of the business is supported by training manuals, DVDs and a range of iPad and iPhone applications.



The business has also diversified into night vision training for military personnel. Becker Helicopters is also involved in emergency response, fire fighting, corporate and joy flights.

'The training's not just about flying, for me it was more about personal development, about understanding the temperament I would need to adopt and nurture to deal with the pressures and challenges of being a commercial pilot,' says Bradley King who trained at Becker Helicopters in 2004 and now operates a successful joy flight business. 'A pilot licence leaves you with powerful life saving and flying skills and these are things I use and strengthen every day, consciously and unconsciously, when I fly.' Students from all over the world – including Europe, Greenland, India, Malaysia, Singapore, South Africa and the United States – train to be helicopter pilots with Becker Helicopters. 'It's part of the adventure,' Jan Becker, chief executive officer, says of the Sunshine Coast's international appeal. 'People don't just want to learn to fly – they want an experience with it.'

Students can specialise in many areas from basic sling to mountain flying and night-vision flying. Becker Helicopters' curriculum is split into various schools, including civilian, charter and airwork, military and corporate, and advanced (which features a mix of disciplines). With 13 helicopters, there is a capacity to train 30–60 students per year. Training can take anywhere from six months to two years depending on the student's specific needs.

Following graduation, students generally cut their teeth in what Jan Becker describes as 'predictable flying arenas'. These are usually tourism jobs, which involve a simple take-off, loop and land flight path.

'Australian graduates might do flights around the Twelve Apostles in Victoria, or the Bungle Bungles or Turkey Creek in Western Australia, while international students return to focus on their own tourist sites,' Becker says.

Bradley King, followed this typical path. 'My position primarily involves flying a beautiful, float-equipped Bell 47 out to the reef, landing on sand cays and anchored pontoons, or shorter scenic flights over Cairns and the neighbouring waterfalls and rainforests.'

Jan Becker says that after the tourism jobs, pilots might move on to geological surveys or lifting, and then to the corporate world or off shore flying. 'As time goes on and they build their hours, they might do fire fighting or emergency services. There are a lot of different areas pilots can go into,' she says.

Greg Quade was impressed with the how quickly he found work as a pilot, mustering for Northern Queensland Helicopters, 'After qualifying at Becker, I walked almost straight into a job and in the first 12 months I've logged nearly 1000 hours.'

lights, camera, action



'One of the distinctive benefits offered by SAE is our strong links with industry. This enables our students to participate in unique and relevant work experience,' says Antonia Mocatta, deputy chief executive officer for SAE Australia. 'Our film and audio students get to work in studios, production companies, and at major industry events such as Bluesfest, Splendour in the Grass, Laneway Festival and Flickerfest. These opportunities develop students' skills in a professional capacity, and are important for building networks within the industry, which could lead to further employment.'

Creative media is one of the fastest growing sectors in Australia. Its emergence has brought with it a number of jobs in entertainment, information, media and arts. For the past 25 years, SAE Institute has been producing graduates with immediately industry-applicable skills to fill professional roles within the sector.

Marlene Berkow who recently worked as part of the film crew at the internationally-renowned Byron Bay Bluesfest said, 'We got to film so many bands, gaining so much practical experience with the cameras. It was definitely hard work and all volunteer-based, but it was an amazing way to get into and understand more about the industry.'

Originally founded as an audio school to meet a growing demand for skilled audio engineers, SAE Institute evolved and now includes specialised vocational and higher education training in:

- audio production
- film production
- live sound production
- electronic music production.

The accredited courses at SAE Institute have been structured to align with current industry requirements and include training on high-end facilities, which are also available to students outside class hours.

As part of their course, students engage in many collaborative real-life projects, learning skills and knowledge and developing their artistic and creative independence.

'I've learnt so much that I don't think I would have achieved at any other university because of the amount of hands-on and practical time that we're given. It's a great environment and everyone you have classes with is there for the same reason,' says Breanna Schultz, a film student.

Some students finish one degree and go straight on to another. Stefan José, a graduate of the Bachelor of Audio Production is now studying a Bachelor of Film Production. 'With the creative media industry expanding so quickly I think both of these courses complement each other in so many ways. As far as job opportunities are concerned, having experience and being educated in both film and audio will open so many more doors.'

Graduates from SAE Institute have gained employment in integral roles within the creative media industries working as audio engineers, filmmakers, directors, editors, producers, studio managers, lecturers and more.



SAFETY FIRST WHEN YOU ARE TALKING BIG



Performance Training has designed and delivered training, and provided assessment and training resources to the mining industry for more than 30 years. Their focus is safety – it has to be when training people to operate equipment that moves hundreds of tonnes of material.

'When you're teaching someone how to drive a haul truck which is 10m long, 10m wide and 10m tall and carries a 350 tonne load, then safety is paramount,' says Errol Thomas, CEO of Performance Training. 'As a comparison, a normal tipper truck holds about 10 tonne.'

'Similarly, an excavator on a construction site weighs about 30 tonne whereas an excavator on a mine site weighs 350 tonne. We teach people safe operating procedures to improve their skills, increase safety awareness and improve task efficiency.'

Performance Training has recently separated its training business from its training resource development enterprise in order to develop a stronger RTO training and assessment culture. Training in the mining and civil industries focuses on equipment operation and occupational health and safety but Performance Training also includes a large range of supporting programs in administration, enterprise training and assessment, and training and assessment for high-risk works. All training and assessment is job specific and delivered on-site.

Performance Training is not a typical RTO as it contracts to enterprises to supply and develop their internal capacity to build a stronger more flexible workforce. First, Performance Training consults with its clients, researches the best package for their circumstances and builds a sustainable in-house learning system to address their needs. This system-based approach provides sustainable career pathways for staff to build their capacity for learning and development.

Trainees often comment on the variety of training they receive, 'My favourite aspect is learning about all the different types of equipment and how to operate them productively and safely.'

Performance Training's systems are robust, reflect current industry needs, provide sustainable solutions, develop internal capacity and therefore promote sustainable work practices for clients' businesses and the vocational education and training sector as a whole.

'Our design of end-to-end training solutions has been assisted by our history, depth of understanding of the industry, its issues and management challenges,' says Errol Thomas. And employers agree, 'We love working with a training organisation that is professional and has a thorough understanding of mining competencies.'



going
once, going
twice...



Outcomes for employers, students and the property industry are the focus of training at the Real Estate Institute of South Australia (REISA). Without the interaction of these three parties, the REISA objectives of raising professional standards in real estate and assisting consumers to the highest level couldn't be met. The involvement of employers, students, industry advisory boards, the Industry Skills Council and government bodies is crucial.

Industry trainers are also an important part of the mix as they give students invaluable insights into the realities of real estate. A team of 20 contract trainers, coupled with industry experts, partner with REISA to achieve great outcomes for students.

'We needed to get our qualifications to work in real estate sales, and everyone in the industry said that REISA was the one,' says husband-and-wife-team, Peter and Eloise McMillan. 'We found everyone to be extremely professional and now we've finished studying, we still call REISA for support and information.'

REISA is also the real estate peak body, so it knows how to tailor training to employer needs. Courses ensure that students make a smooth transition into real estate. For those already working in a real estate agency, REISA recognises their industry experience, and tailors training to suit their needs.

By offering the Certificate III, Certificate IV and Diploma of Property Services, REISA encourages career pathways and builds long-term relationships with students through their study journey.

Over the past 12 months, REISA has focussed on identifying industry needs. Independent research revealed that the average age of real estate principals was 53. Consistent with this research, industry leaders were telling REISA that younger people needed to be encouraged to become agents.

Working with the industry, REISA obtained considerable funding from the Construction and Property Services Industry Skills Council and the SA Department of Further Education, Employment, Science and Technology. Through these grants, 105 people from 75 employers were identified as having the potential to own or manage a business and were enrolled in the Diploma of Property Services (Agency Management).



Twelve months on, more than 60 per cent have graduated from the diploma with the remainder expected to graduate before the end of 2011. It looks like there will be a 90 per cent graduation rate and all but one student is still working in real estate.

'Now I've finished my diploma, I've been offered the role of office manager. REISA were with me every step of the way,' says Wendy Rudd. 'And, they made learning fun.'

Adding another string to their bow, REISA is incorporating housing sustainability into its training opportunities. Increasing the sustainability of existing housing stock is a key issue facing the nation. REISA is proud to be one of the first RTOs in South Australia to be offering the Certificate IV in Home Sustainability Assessment from early 2012. The institute has built strong relationships with the Association of Building Sustainability Assessors (ABSA).

Industry is starting to show interest in the value of sustainability measures. People with the home sustainability qualification will begin to unlock information and play an important role in shaping the nation's housing stock over the next decade. More trained assessors will lead to consumers being able to access quality information about home sustainability issues to make qualified decisions when purchasing property in the future.



A CARING
CAREER



CHARLTON BROWN is a leading community services vocational education and training college and nanny placement agency. It is committed to training people who will provide quality care for the young, the aged and those with disabilities.

'CHARLTON BROWN has provided me with the essential skills and knowledge that I require to understand children's developmental stages,' says Anna Rose Bartholomew (pictured), who undertook a Certificate III in Children's Services.

'With help from CHARLTON BROWN I was placed in an au pair position with a family in Brisbane. This allowed me to gain firsthand experience with children while studying.'

Anna Rose is currently employed as a governess on the world's second largest cattle station in the Northern Territory. 'I would have never dreamed of taking on such a role if it wasn't for the reassurance, guidance and support the CHARLTON BROWN staff provided.'

'To anyone thinking about making care their career, I would say "go for it!" So far I have found that child care is a career where every day is different and every day is as rewarding as the next.'

CHARLTON BROWN students and graduates work with a culturally diverse client base within Australia and are increasingly seeking opportunities to gain international exposure and experience. In 2009 CHARLTON BROWN established the Global Linkages Program to provide students with the opportunity to adapt practical skills developed in the classroom to a different cultural setting, and gain an understanding and appreciation of working in an international environment.

A range of international opportunities are available to students including overseas industry placements at community organisations in Sri Lanka and Vietnam, work experience/internship programs, student exchange programs and paid employment. Scholarships are available for students to participate in the Global Linkages Program.

Anna Rose participated in the Endeavour VET Outbound Mobility Program.

'I travelled to Danang in Vietnam with 12 other students and trainers. During the two-week placement we volunteered at the Sisters of Sacred Heart Orphanage and Home for the Aged,' she said. 'We cared for young people who were orphans and those with a disability, such as a hearing impairment and cerebral palsy. This was a great opportunity to use my skills in a different cultural environment, and I will never forget the experience.'



underwater welding



XLT Institute of Welding Engineering and Technology delivers leading VET training for the engineering, metals and construction sectors. 'We are at the forefront of workforce training and development and offer high quality flexible training programs that can be customised to suit not only the requirements and goals of a particular industry, but that of a specific company and even individual trainees,' says Clive Langley, managing director of XLT.

XLT offers apprenticeships in engineering, and recognised and customer-tailored courses in:

- welding (including poly-welding and underwater welding)
- boilermaking
- thermic lancing
- construction
- safety training.

'We are world leaders in our patented underwater welding techniques, and our knowledge in welding and polymer use in engineering is second to none,' says Clive Langley.

For more than 15 years, many industries have relied on training from XLT including mining, engineering, petro chemical, marine/maritime, oil and gas (on-shore and off-shore), defence, refining, and building and construction.

Campuses are located in Western Australia, Queensland and (in the near future) New South Wales. XLT are also expanding internationally, developing a campus in India with joint venture partner Jaypee Group.

XLT provides a learning and training environment that simulates workplace best practice and offers challenges that exceed those required or experienced on the job. In its state-of-the-art facilities it uses only the latest technologies and is strongly focused on providing quality training with maximum credibility and integrity, supporting strong customer service and ethics.

Emphasis is also placed on research and development, as well as strong partnerships with industry. XLT is accredited to deliver training to industry clients, apprentices and trainees.

XLT has been a finalist in the Training Excellence Awards for Small Training Provider of the Year four times and won the award in 2004.



REFUGEES

DREAMING

BIG



Three years ago the Australian College of Training began working with the Karen Burmese refugee community in the Western Australian wheat belt town of Katanning. This led to a major transformation of the college as they learnt the tragic stories of the Karen and came to understand their special needs. Now more than 10 per cent of the college's students are refugees.

'You have to learn the story of each student, understand and know their hardships, share tears with them, as many times you are the first person to hear their story of loss, tragedy, brutality and despair. We find we are helping them to learn to dream and have hope for a future,' says Terrence Richards, chief executive officer Australian College of Training. The college has been teaching students with low levels of English proficiency for many years so it was a natural progression to start teaching refugees. The commitment required to nurture this group has been both staggering and rewarding.

'I will never forget the day I stood in front of a class of 20 refugees and told them that they can tell their family and friends that they are going to college. The look on their faces can only be described as pure joy and pride,' says Terrence Richards.

Training for work readiness has been redefined by the college to accommodate its Burmese refugee program. The college had to factor several underlying issues into its pastoral care program. These included no private transport and limited public transport, low English proficiency, disabilities such as lost limbs from land mines, distress and trauma from brutality and abuse, workplace discrimination from other ethnic groups and repetitive strain injuries from labouring in sweatshops in Thailand.

'It's very hard to train people with little English, no work experience and from a different culture to get into the workforce and stand on their own feet,' says Paul Kway, a Karen elder. 'Karen refugees from Burma are a world apart from modern day Australia. To train them is not an easy process. Australian College of Training is not only training them but also giving our people direction, self-esteem, self-confidence and self-reliance.'

In three years, eight families have progressed from absolute poverty in a refugee camp to purchasing their own homes, and others are well on their way. It is not unusual for the college to train parents and their adult children in the same program.

The level of pastoral care also extends well beyond usual training responsibilities. Trainers have volunteered to pick up students to drive them to their first day in a new job, pick them up at the end of

the day, and assist with paperwork and any issues related to their first experiences in an Australian workplace. This may go on for a number of days before they are settled, working productively and developing their independence.

Many innovative approaches have been implemented by the college within the refugee program such as facilitating arrangements for 'share farming' for cohorts of agriculture refugee students. The college is training long-term metropolitan-based students in agriculture skills, assisting them to relocate to regional areas.

The college's agriculture, meat and food processing courses are specially designed for the Karen refugees and the needs of the employers. But Paul Kway says they do a lot more, 'They also give us skills, knowledge and confidence in workplace competence, occupational health and safety, legal requirements and workplace English. The college is gradually clearing the fear of English and sense of dependency. Trainers go with our Karen refugees to workplaces, train them on site and encourage them. Many get full-time employment during the process of work experience.'

Within eight weeks of one program commencing, 18 out of 20 Burmese students gained full-time employment. All were previously considered to be unemployable and all have stayed in the training program supported by their new employer who originally hosted their work experience. Due to its high level of industry engagement, Australian College of Training won the Australian Training Awards category of Small Training Provider in 2008.

beginning young



The Australian Ballet School has an eight-level vocational dance training program for students aged nine and above. Students start in the After School Programme at approximately 9–13 years of age to study levels 1–3. They must audition for a place. Students are given careful and individual attention by their teachers to establish the strong foundations of technique upon which the following years of training are developed.

At the age of 13 or 14, when they are in Year 8 or 9, students begin the Full-Time Programme. The full-time students enjoy the benefit of working in a focussed and professional environment where the specialised staff guide and assist them in a holistic and dedicated manner.

‘Students begin their day at 8.30am Monday to Saturday and the day concludes in the late afternoon on weekdays and by midday on Saturdays,’ says Marilyn Rowe OBE, one of the first students at The Australian Ballet School and now its director. ‘There is one male and one female class per level. Full-time training incorporates both academic, theoretical and dance studies.’

Students usually complete the Full-Time Programme by the time they are 20 years of age. At completion, students will have achieved their Certificate III in Dance, Victorian Certificate of Education, Diploma of Dance and the Advanced Diploma of Dance.

‘Our holistic approach ensures all students have a broad-based, comprehensive education, which equips them to pursue vocations, not only in dance and the allied arts, but in areas outside dance,’ says Marilyn Rowe OBE.

The Australian Ballet School also offers the Vocational Graduate Certificate in Elite Dance Instruction. The target group for this course is those who bring professional experience and expert technical skills to their work. This course prepares these individuals to work as

teachers of vocational dance at the elite professional level. The course structure includes a strong focus on the methodology of vocational dance training, based on an eight-level system derived from the Vaganova method. This is enhanced with the study of pedagogy, music, anatomy and teaching psychology.

An extensive part of the course structure is a practicum component, providing hands-on experience for all course candidates. The delivery methodology for the course follows a mentorship model providing candidates with one-to-one or small group instruction. Each applicant’s program can be tailored to individual needs.

Artistic director of The Australian Ballet, David McAllister AM, has fond memories of his time at The Australian Ballet School. ‘My enlightening years of training at The Australian Ballet School provided a wonderful foundation for a long career in dance. Today, the school’s commitment to excellence in dance training continues unabated and has helped to make it one of the world’s most renowned vocational ballet schools.’



INTERNATIONAL FLORISTRY SUCCESS



Marjorie Milner College (MMC), operating since 1946, is the largest trainer of floristry apprentices in Australia. This industry-based provider offers industry relevant courses in floristry, beauty and hairdressing. The Milner family approach offers a holistic pedagogy with a focus on student confidence and employability skills, as well as a caring, nurturing and supportive environment. The passion of the family and staff is outstanding, supporting each student in achieving their very best on the world stage of floristry.

‘We are proud of the quality training we put into our industry and also the opportunities we are able to provide to the students. We are especially proud of our success in state, national and international competitions,’ says Gregory Milner, principal of MMC.

Each year from 2009 to 2011, students of the college have won the Victorian/Tasmanian Floristry Apprentice of the Year Award. Over the last five years, Marjorie Milner College students have been finalists as well as national winners in the Australian WorldSkills competitions, with one student rated seventh in the world.

Tamika Mackrell (pictured with Gregory Milner), was one of the winners of the Apprentice of the Year Award and is Australia’s representative at the WorldSkills International Competition in London in 2011. ‘The training and experience I gained at MMC was fantastic. We were always encouraged to enter lots of competitions and I can’t believe I’m now going to London for the WorldSkills competition.’

MMC is also an industry voice that prides itself on innovation. James Milner, fourth generation florist, has developed online competitions for florists to broaden their perspective and increase profitability within the industry. The college’s slogan ‘Share the knowledge’ reflects MMC’s approach to the floristry industry.

The owners and staff of MMC are also industry leaders. Gregory Milner is a former chairman of Interflora (Vic/Tas), an industry author, judge, and recipient of the Hall of Fame Award from the Australian Florists’ Association. Head teacher of floristry, Nicole Gibson, won the open section at the prestigious 2011 Melbourne International Flower and Garden Show in addition to an international floristry award.



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