Skills for a Global Future

Working and Learning Together

Craig Poole   Annie Morris   Christine Jolly
Harnessing existing skills and experience of recently arrived migrants and refugees

Implementation and assessment of a novel student support program which informs on study and work pathways
Globalisation and workforce requirements

Global skills

- Job related skills
- Basic competencies
- Cultural competence

How do people fit in to this?
Meeting the demand

• Domestic education and training

• Skilled migration (incl. international education)

• Family and humanitarian migration
Australia as a migrant country

Settlement programs - funded by Australian Government Department of Education and Training

Adult Migrant English Program (AMEP)
Skills for Education & Employment (SEE) program

TAFE Queensland English Language and Literacy Services (TELLS)
Provide students in AMEP and SEE programmes access to information and resources, as well as support, to inform sound decision making regarding their future study and work options.

Identify, recognise and promote students’ previous study and work experience in their home countries.

Work with stakeholders - internal (e.g. teachers) and external (e.g. unis) to support students to acknowledge their skills and achieve their goals.

History
Pre-2017
2017 – Pilot
2018
Information sessions

Pathway presentation

• 90 minutes
• AQF - Australian education & training system
• Study areas
• Learning and assessment modes
• VET study
• Pathways VET to university
• University study
• Professions
• Previous study
• Linkage: study and employment
Handout and Interest form

Educational pathways

Employment
- TAFE Queensland
- Vocational courses
- Certificate/ Diploma

Higher Education
- Bachelor
- Master's

Australian education system

Vocational courses: e.g. to get a job
- Certificate
- Diploma

Unit courses: more academic/ theory
- Bachelor: 3 years
- Masters: approximately 3 years total

Studying at TAFE


Entry to TAFE courses: Your teacher and staff in the Pathways Guidance Hub can give you good advice. You will need to do a BQSB test before you start your certificate or diploma. Some TAFE courses have very high English levels (e.g. Nursing IELTS 7.0)

Cost of TAFE courses - depends on your visa

Certificate 3 Guarantee - government may subsidise courses in 'priority areas'

Other courses:
- Diploma of Community Services

Loans - may be available for some diploma courses

Extract only
Target audience:
Students working at an ACSF Level 3-4 English AMEP and SEE students

Workshops:
90 mins guided by career development practitioners:  
*Making Career Choices* Team at USQ  
*Your Future Careers* Team from QUT

Collaborative approach:
Accessing Higher Education Participation and Partnerships Program (HEPPPP) expertise to deliver
Workshop goals:
myfuture.edu.au - support capacity for independent information seekers

Build aspiration through self-discovery and research Research Task
Studies Expo

• 250+ students from 5 campuses
• 15 study area break-out sessions (including facilities tour, information and Q&A from faculty staff)
• Students pre-booked and joined 2 break-out sessions
• 50+ students attended Skills Tech Open Day
Pathways Guidance Hubs

• Physical presence at larger campuses and a process to support small campuses

• Identified that individual pathways support alone unsustainable, given high needs of a cohort unfamiliar with Australian education system

• Referral system to TQB Student Services if required
Outcomes – Uptake of support services

- 350+ students selected
- 300+ students attended information sessions (8 campuses)
- 150+ requested tailored information via form
- 250+ students attended expo
- 19 students: RPL information
- 13 students: assistance with OS Skills recognition
- 8 students: requested direct contact with universities regarding post-graduate qualifications
- ‘notable’ increase in students seeking advice from TAFE career counsellors
Previous study

• 66% of students completed a diploma, degree or post graduate qualification (mostly from overseas)

• 34% of students have no qualifications

(n = 174 AMEP/SEE students in levels 3 & 4)
## Outcomes - Enrolments

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<td>Diploma of Nursing</td>
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<tr>
<td>Diploma of Early Childhood</td>
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Student stories

Mohamad’s pathway
Said Hosseini

- Arrived in Australia and enrolled in level 2 AMEP
- Completed level 4 SEE program
- Researched further study options with teachers and counsellors
- Completed Diploma of Community Services
- Volunteering at Red Cross
Student stories

Miramar’s pathway
Major factors:
• Level of English (+/- previous study)
• Previous study
  Efficiency
  Career re-establishment, development
• Local study environment - Motivation or limitation?
• Start new career (+/- previous study, work)
• Need to work now (+/- previous study, work)
• Start new life
Strengths and limitations of study

• Breadth of support services (Not only TAFE)

• Across several years (ad hoc to formalised)

• Number and variety of student participants

• Quantitative and qualitative data

• Data collection

• Baseline
Conclusion

Individuals in family and humanitarian migrant groups:

• Diverse group in terms of education and skills

• Possess skills, knowledge and experience to contribute

• Face hurdles entering workforce

• Benefit from holistic and diverse support programme

• Committed to contributing to their new homes
Future directions

- Baseline – assess impact of programme
- Longitudinal study – specific trends in student past, current learning and future aspirations/outcomes
- Further information to identify hurdles and solutions
- Include other TQ regions
- Further involve partners (e.g. professional bodies)
Acknowledgements

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