
A time of constant change 1987-1990

Queensland society

In November 1987, following internal dissension within the governing National Party, Mike Ahern replaced Sir Joh Bjelke-Petersen as Premier, and Brian Littleproud replaced Lin Powell as Minister for Education. Shortly before the State election in December 1989, Russell Cooper replaced Ahern, but the results of the election brought a Labor Government into power, with Wayne Goss as Premier. These political changes had important repercussions for the Division of TAFE.

While economic conditions were relatively stable, uncertainty was a characteristic of the money market during the short period of 1987 to 1990. A slump in the stock market in October 1987 was followed by the failure of several important stock market entrepreneurs. The fluctuation of interest rates exercised both a positive and negative influence on the economy.

The percentage increase in employment in Queensland was greater than the national average. However, while the unemployment rate in the State had reached the lowest level since 1982, it was still higher than the national average.¹

Head Office administration

DEVET - a new department

When Ahern became Premier, he acted quickly to implement some of the recommendations of the Ahern Report, which had been ignored by the Bjelke-Petersen Government. Consequently, on 14 December 1987, the Government established the Department of Employment, Vocational Education and Training. This Department consisted of the Division of TAFE and the senior colleges formerly administered by the Department of Education, and the Division of Employment, Planning and Training, previously a part of the Department of Employment and Industrial Affairs. The Minister was Vince Lester, Minister for Employment, Training and Industrial Affairs. This development brought together the staff who assessed the employment, vocational education and training needs of Queensland, and the staff who prepared and taught courses designed to meet those needs. The new Department

inevitably had to cope with a degree of uncertainty and disruption of day-to-day operations and planning procedures during the period of administrative reorganisation² (see Figure 6).

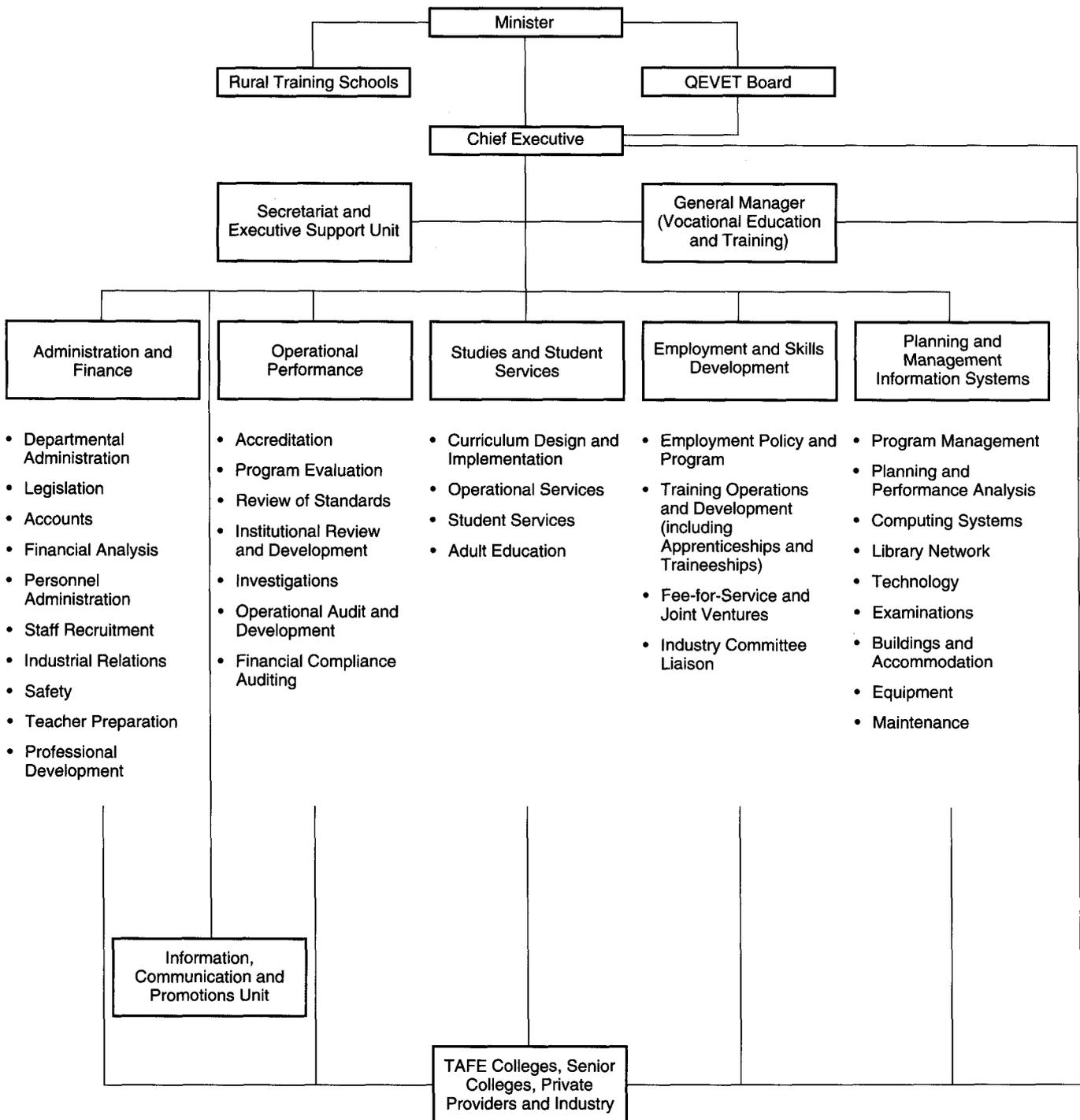
Wallace was appointed the Director-General of this new Department. On 26 April 1988 Wallace retired and Barry Read, B.A., was appointed Chief Executive of DEVET. Read had occupied a number of senior administrative positions in the Public Service before coming to DEVET in 1987 as Assistant Under-Secretary.

QEVET, a new advisory body. To foster greater industry and community participation in vocational education, a new and more extensive network of advisory bodies was established early in 1988. The central body of this network, an interim Queensland Employment, Vocational Education and Training Board (QEVET), replaced the Industry and Commerce Training Commission, which had been the major body



Barry Read, Chief Executive of Department of Employment, Vocational Education and Training (DEVET), 1988-1989.

Figure 6: DEVET



Source: Annual Report of the Department of Employment, Vocational Education and Training, 1988-1989, p. 8

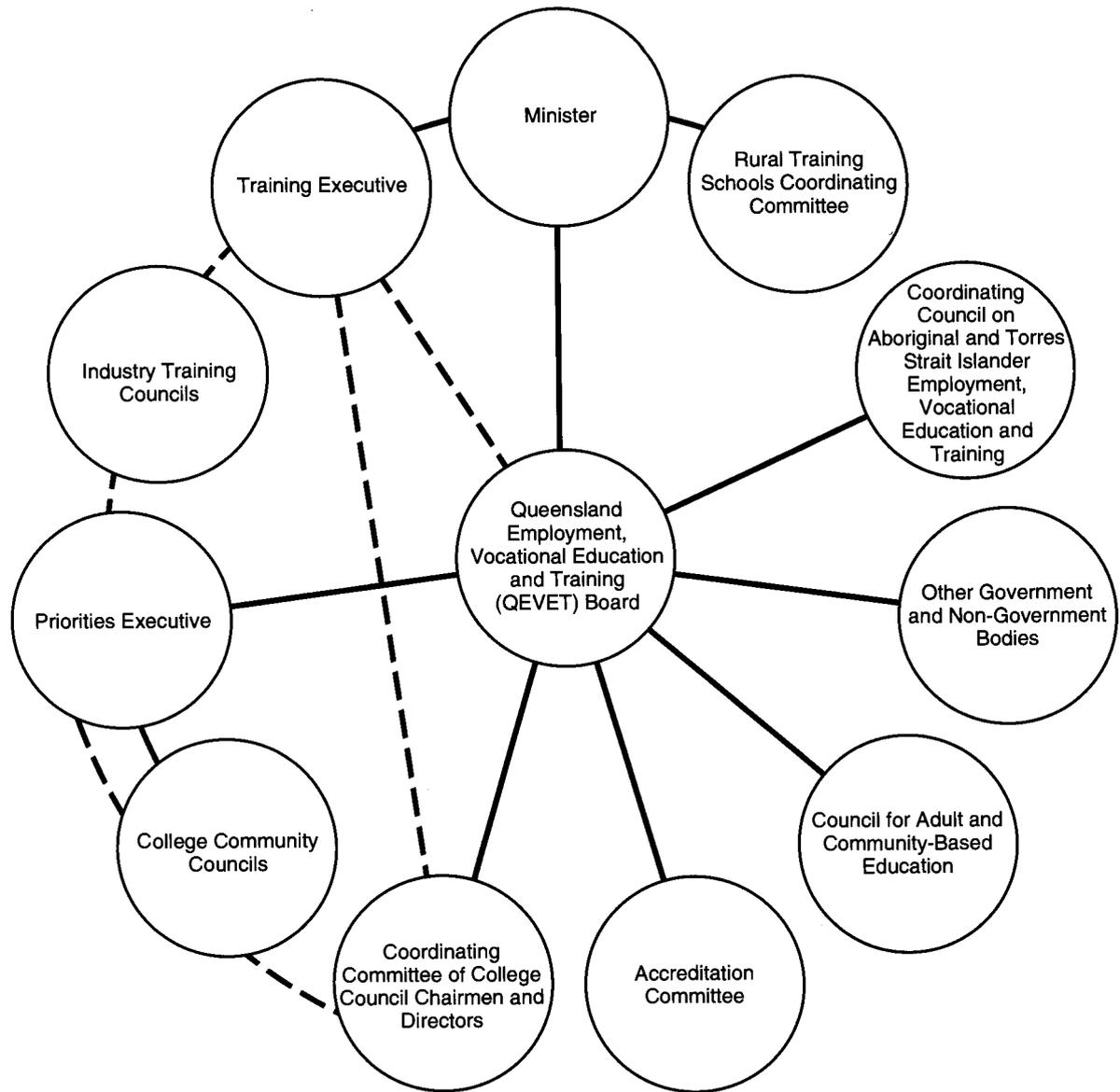
responsible for advising the Minister for Employment, Training and Industrial Affairs on industry training needs, promoting vocational education, and administering training arrangements including apprenticeships. The membership of the board was drawn from representatives of industry, unions, and both the State and Commonwealth Governments. Commonwealth-sponsored Industry Training Councils replaced Industry and Commerce Advisory Committees, and College Community Councils replaced Regional Advisory Committees. The Employment, Vocational Education and Training Act 1988 formally established QEVET³ (see Figure 7).

Operational philosophy. DEVET's major goal was to foster and provide high quality vocational education and training and education for life to meet the needs of all Queenslanders.

DEVET supported private enterprise and endeavoured to develop the private provision of vocational education and training, both in-house and through private providers.

The Department recognised the relationship between vocational education and economic development. It also supported the relationship between vocational education and quality of life by providing opportunities for personal development.

Figure 7: QEVET



Source: Annual Report of the Department of Employment, Vocational Education and Training, 1987-1988, p. 8

The principal clients were perceived to be students, industry, government and professional associations. The Department promoted employment and employment opportunities and encouraged initiative throughout work and life. Through its linkages with industry, commerce and the community, the Department provided services which were relevant to the present and future needs of its clients.

The Department considered that its most valuable resource was its people. Staff were encouraged to support the principle of recurrent learning, to create an environment where knowledge and understanding were valued, and to continue to develop their own abilities.

Corporate plan. DEVET set itself the following goals:

- to promote and provide vocational education and training for employment, technological advancement, economic development and individual growth;
- to promote and provide preparatory and continuing education for personal enrichment and to meet social goals;

- to support employment initiatives and promote skills development appropriate to a diversified and developing economy.⁴

With minor modifications, these goals remained in place to the end of 1990.

Program management. In 1989 every State government department was required to adopt program management as a means of improving resource allocation and management by shifting focus from inputs (e.g. funds) to results (e.g. outputs and, more importantly, outcomes). The Treasury Department was given the responsibility of assisting government departments to design their own programs. Each department's system of program management had to include the following elements:

- a strategic plan which established clear goals and strategies over a minimum five-year planning horizon;
- a system of resource management which involved the establishment of hierarchical program structures,

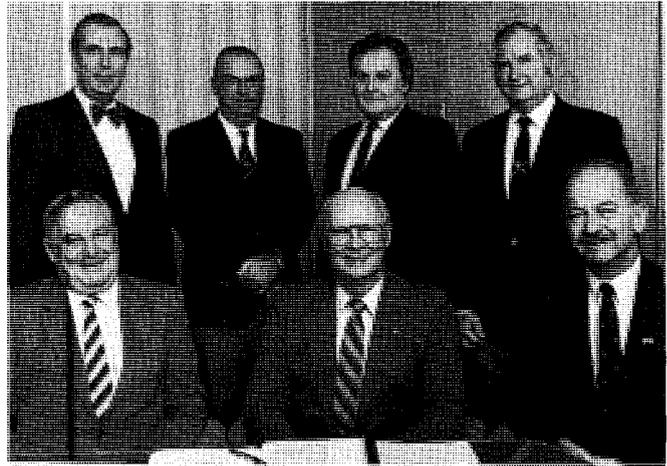
goals and objectives for each program and comprehensive management information systems for the organisation as a whole;

- a systematic performance evaluation and review process.⁵

As a result of these requirements, DEVET devised a program management structure which comprised vocational education, adult education, commercial activities, employment initiatives, skills development and corporate services. Another important development was a joint venture of DEVET and Coopers and Lybrand to form a separate organisation known as the Centre for Strategic Leaders. The purpose of this initiative was to complement the executive development programs delivered by a variety of providers, to make a contribution to executive development within Australia, and to enhance organisational development within the Department.⁶

BEVFET - the Department changes into a Bureau

When the Labor Party took over the reins of Government in December 1989, it began restructuring government departments. As a consequence, DEVET and the Department of Industrial Affairs were amalgamated to form a new Department of Employment, Vocational Education, Training and Industrial Relations in January 1990, with an Acting Director-General, Barry Nutter, responsible to the Minister of the new Department, Nev Warburton. DEVET was then redesignated



Queensland Employment Vocational Education and Training (QEVET) Board, 1990

Seated (from left): Harry Hauenschild (Deputy Chairman), Roy Wallace (Chairman), and Peter Ellis.

Standing (from left): Bob McNamara, Garth Burge, Professor Ron Young and Peter Miller.

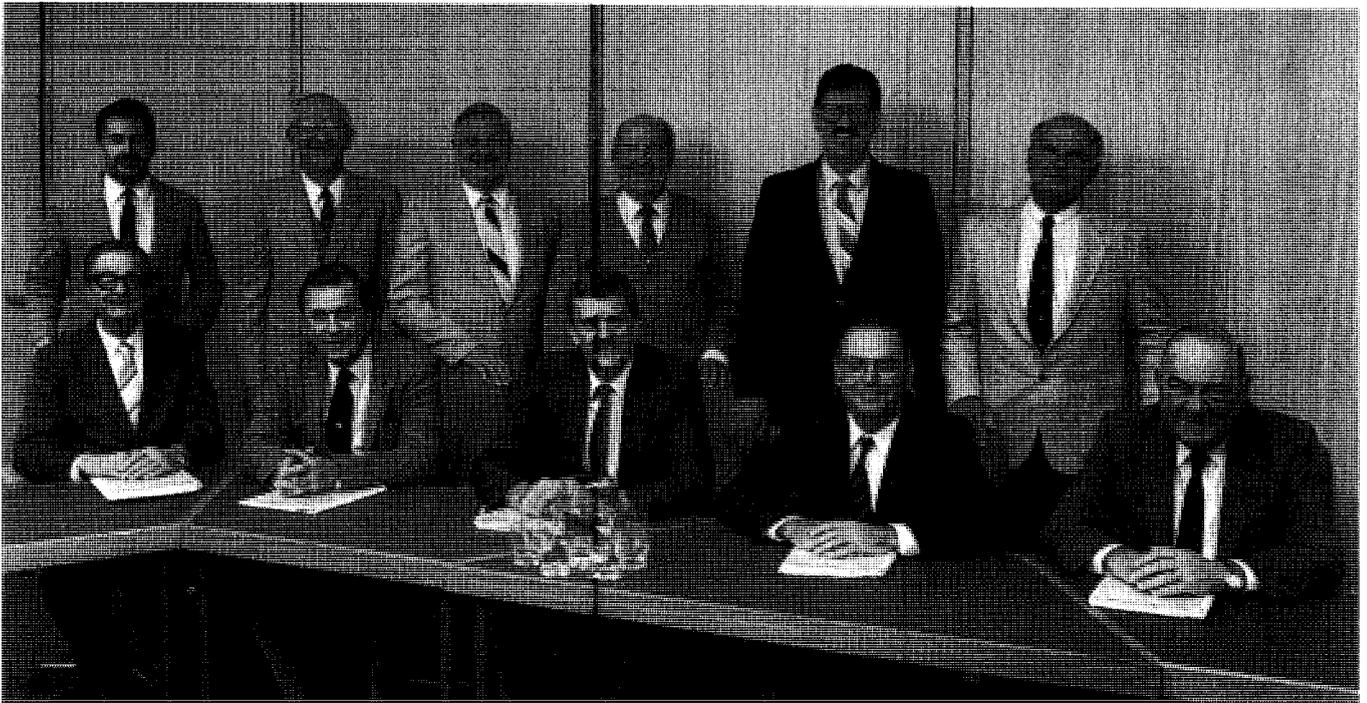
the Bureau of Employment, Vocational and Further Education and Training. The Bureau, a provisional organisation, was the first step towards the implementation of a Labor platform policy - the formation of a commission planned to come into operation in 1991.⁷ During 1990 a green paper on the creation of a Technical and Further Education, Employment and Training Commission was prepared as a blueprint for the changes envisaged.⁸



Board of Management of Bureau of Employment, Vocational and Further Education and Training (BEVFET), 1990

Seated (from left): Harry Hauenschild (Deputy Chairman), Roy Wallace (Chairman), Ian McGaw (Executive Director, Human Resources, Finance and Administration). Standing (from left): Trevor Sterling (Director, North Point TAFE College), Michael Adermann (Director, Rockhampton TAFE College), Neville Coventry (Director, Organisation Development),

Kerry Kreis (Acting Director, Organisation Development from 4 June 1990), Peter Henneken (Executive Director, Operations), Stan Sielaff (Executive Director, Planning Development and Research), Ron Dunglison (Acting Executive Director, Human Resources, Finance and Administration from 21 May 1990) and Grah am Zerk (Executive Director, Operational Performance).



Training Executive 1990

Seated (from left): Ken Low, John Heussler, Greg Castle (in lieu of Carolyn Mason), Garth Burge and Tom Burton.

Standing (from left): Bob Henricks, John Agnew, Harry Hauenschild (Chairman), Wally Dearlove, Peter Henneken, Brian Huchison. (The Training Executive gave advice on matters related to apprenticeship, traineeship and other training systems.)

Absent: Carolyn Mason, Lorraine Martin, John Ridley.

Wallace came out of retirement to be appointed Managing Director of the Bureau, and was responsible to the Minister of the new Department for policy matters and to the Director-General for all staff and administrative matters.⁹ QEVET continued its advisory role, with Wallace as Chairman of the QEVET Board. For his services to education, Wallace was awarded the Member of the General Division of the Order of Australia (AM) in the 1990 Australia Day Honours List.¹⁰

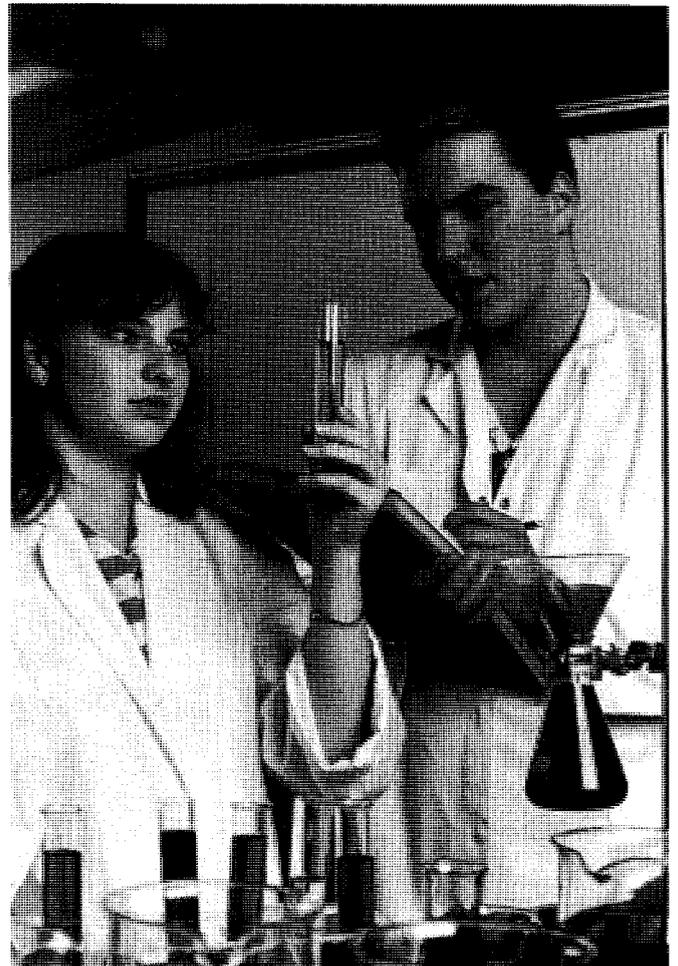
Changes to the management programs. The Bureau made some changes to the management program structure inherited from DEVET. The Bureau identified seven programs to develop.

Program 1, Adult Education, provided and supported the delivery of a wide range of recreational and vocational short courses offered through community-based private providers and TAFE and senior colleges. These were non-award, fee-for-service courses.

Program 2, Access Education, provided and supported

courses in basic (including literacy/numeracy) and preparatory education, communication and employment skills for disadvantaged groups, with emphasis on women, migrants, the disabled, and Aboriginal and Torres Strait Islanders. This program included a number of cooperative and bridging courses run in association with high schools.

Program 3, Initial Skills Development, included responsibility for the operation of the apprenticeship and initial vocational level training systems.



Basic laboratory practices - a new traineeship course.



An apprentice from the panel beating section of Ithaca College of TAFE rebuilds a damaged car.



Learning the trade of butchery at the College of Tourism and Hospitality, Coorparoo Campus.

Program 4, *Advanced Vocational Education and Training*, included responsibility for education and training courses, which gave entry to occupations at the paraprofessional and professional level, or which provided advanced or enhanced skills that built on previous education, training or experience.

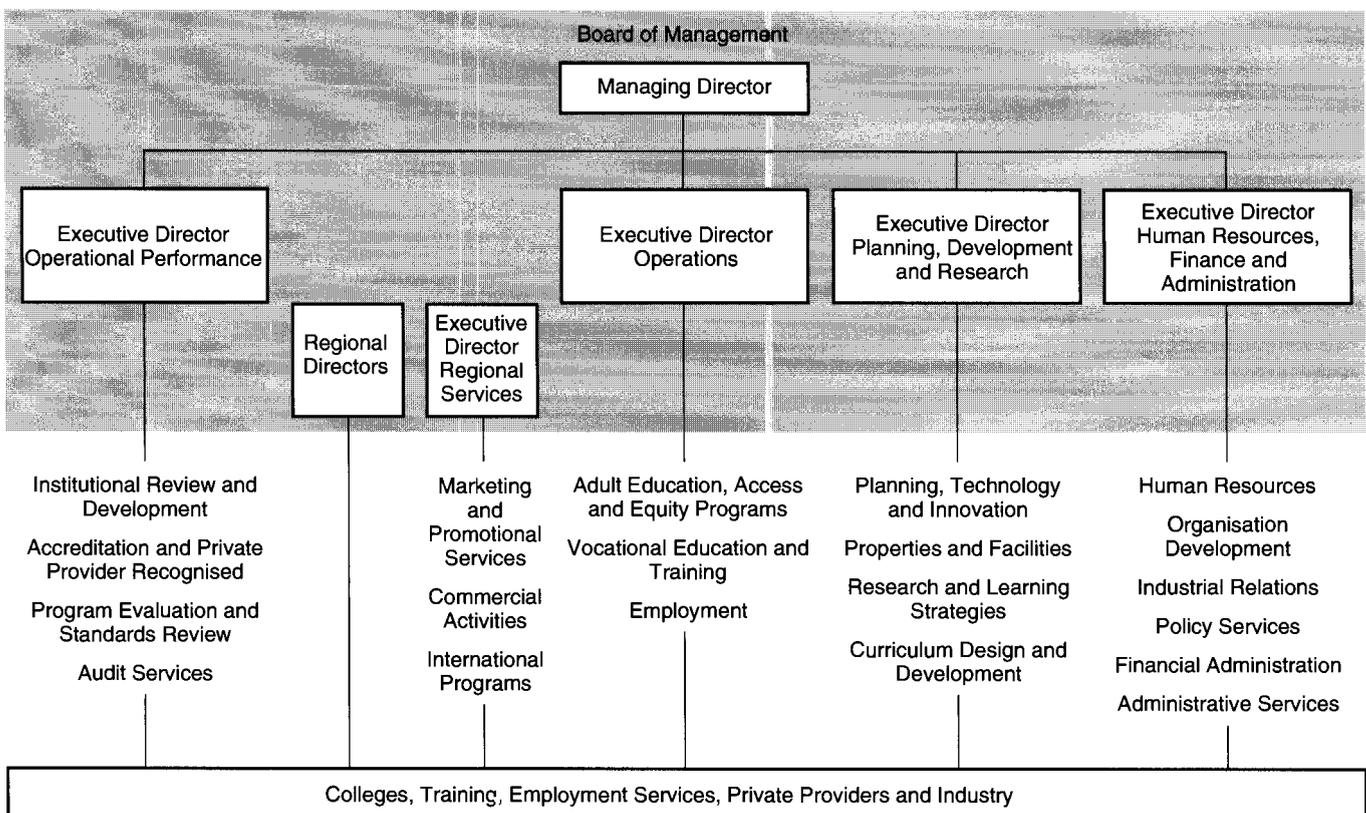
Program 5, *Educational Enterprises*, was a grouping of the Bureau's activities concerned with the generation of revenue through the provision of full cost-recovery services to both industry and government in both Australia and overseas. Revenue generated was used to support other Bureau services. For example, the revenue generated by the fees of overseas full-fee paying students created extra training positions for Queenslanders.

Figure 8: Bureau network

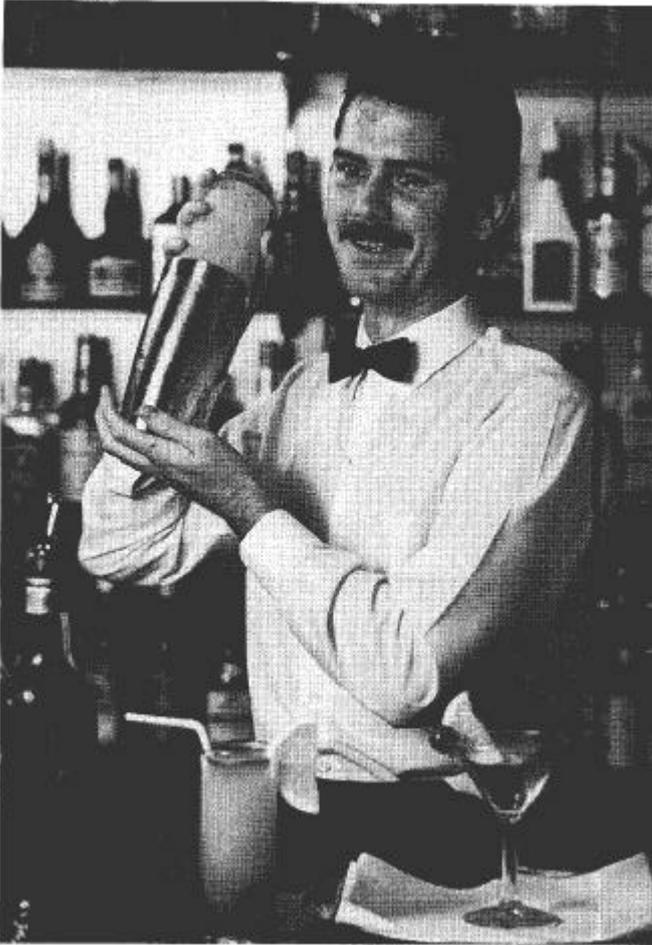
Program 6, *Employment Initiatives*, was designed to improve employment opportunities for Queenslanders, particularly the disadvantaged and unemployed in accordance with government policies including 'Putting Families First', 'Resource Youth', 'Opening New Doors for Queensland Women', 'Social Justice' and 'Regional Development'.

Program 7, *Corporate Services*, had as a major goal the improvement of departmental planning, technology, financial and human resource services necessary for the achievement of program goals. The Corporate Services Program managed the central coordination of planning, resource allocation, review and evaluation activities within the Bureau.

For a diagrammatic representation of the bureau network as it existed in March 1990, see Figure 8.



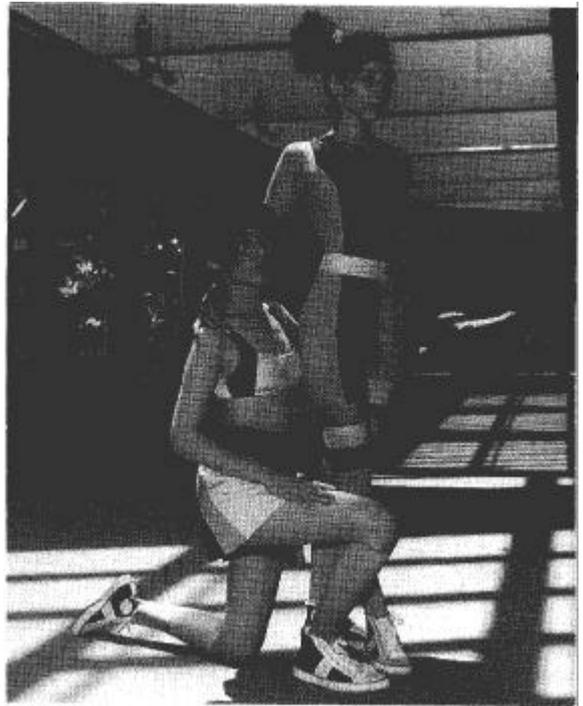
Source: Provided by DEVET



Learning about bar work at a pre-vocational hospitality course.



Access Education increased the job opportunities for females in non-traditional occupations.



Innovative designs created by fashion students at Mount Gravatt College of TAFE.

Award restructuring. In 1990 a high priority for BEVFET was its role in industry-based restructuring and award restructuring processes. The Queensland Government was committed to these processes, which it hoped would develop higher value-added industries and services and greater productivity, and which would reward workers who had acquired broader and higher skills.

BEVFET believed that it could best further these changes by providing programs and services which emphasised multi-skilling, competency-based training and skill utilisation.¹¹

College administration

In 1988 a program of self-evaluation for four colleges was developed, and guidelines prepared for the conduct of self-evaluation and external review of the evaluation procedures.¹²

Following the establishment of DEVET, college community councils were formed. The functions of these councils were to advise the community on the progress of the college and to advise the QEVET Board on priorities, initiatives and budget requirements for the college. Membership was drawn from industry, employers, community and student bodies and others interested in vocational education and training.¹³

A major change to college administration was planned in the period 1989-1990. Once in operation, this scheme was designed to introduce regionalised management for TAFE colleges throughout the State, with regional networks set up to coordinate programs and resources to respond more effectively to local training, vocational education, industry and community needs.¹⁴

Courses

Institutional and Community Links

As well as the integration of some secondary and TAFE courses, DEVET made arrangements with both Griffith University and Queensland University of Technology (formerly Queensland Institute of Technology) whereby credit for success in some examinations would be transferable and qualifications could be linked. DEVET also reached a general agreement on a similar policy with the Darling Downs Institute of Advanced Education.¹⁵

In 1990 pre-vocational and apprenticeship students and Bureau staff from various colleges of TAFE visited Charleville on week-long shifts to help clean up and rebuild the town after a disastrous flood. They used their skills to do such tasks as mending warped doors, swollen windows and broken floorboards, reconditioning washing machines, refrigerators and other household appliances, and fixing clogged pipes.¹⁶ In the same year, the North Stradbroke Island Learning Centre, a campus of Redland Community College, was built by the campus students. This is believed to be the

first college campus in Australia to be built by its students.¹⁷

Diverse range of programs

As a result of cooperation between the Ithaca College of TAFE in Brisbane and the Preston College of TAFE in Melbourne, DEVET launched, in 1988, the Energy Technology Unit and the Advanced Certificate of Energy Technology, both of which were unique in Australia at that time. The course trained technicians in the field of renewable energy systems. In the same year, Toowoomba College of TAFE developed a highly regarded program designed to meet the needs of the racing/horse breeding industry.¹⁸ In 1990 special programs run for the visually-impaired had transformed the Annerley Campus of Yeronga TAFE into a major supplier of coastal shark nets and hospital pillows.¹⁹ Also in 1990, a vineyard was planted at the Bundamba Campus of Ipswich TAFE as a preliminary step to establishing Ipswich College of TAFE as a learning centre for winemaking.²⁰

By June 1990, the Bureau was responsible for thirty-one TAFE and senior colleges, which offered more than 1000 courses to more than 200 000 students annually.²¹



Ipswich TAFE College became Queensland's first centre of learning or winemaking