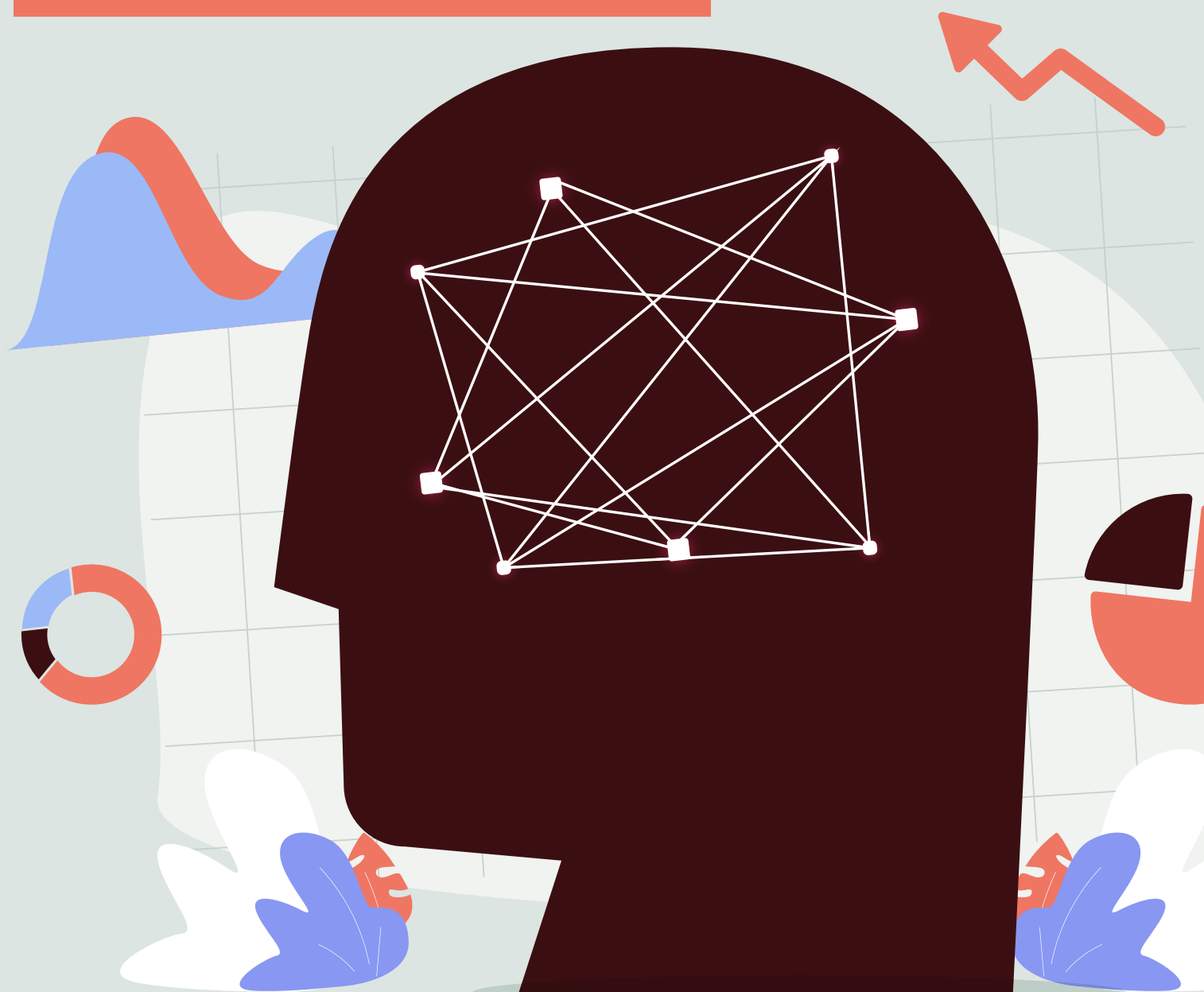
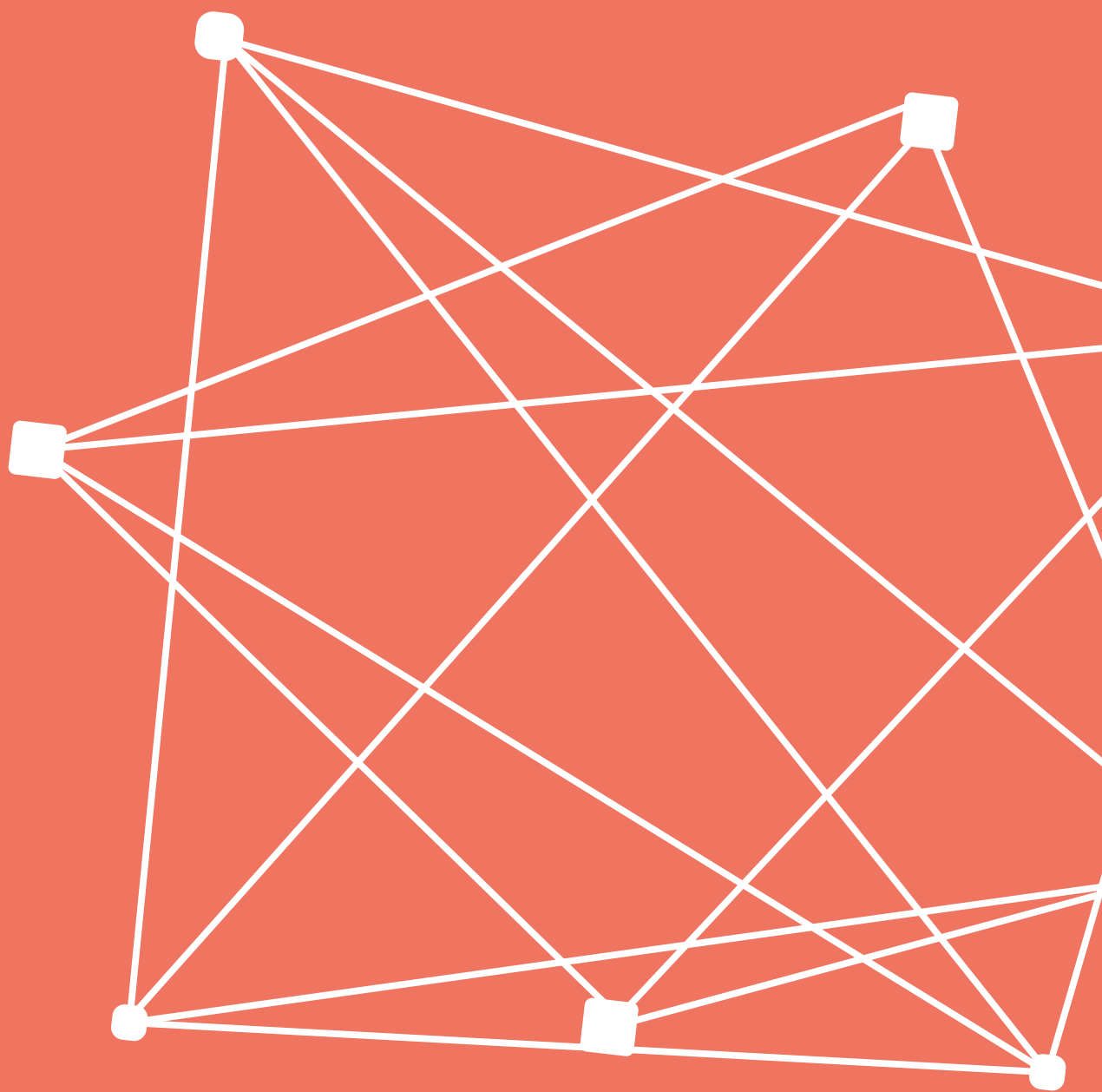


Holmesglen Centre for Applied Research and Innovation

Holmesglen Research 2025

An Institute Committed to Applied
Research and Innovation.





Holmesglen Research 2025

Contents

04	Holmesglen and Applied Research, the First Steps.
04	Holmesglen's Approach to Applied Research
05	Holmesglen Centre for Applied Research and Innovation
06	Research Collaborations: B4.0CRCF, Care Economy CRC, and the Care Economy Applied Research and Innovation Project
06	B4.0 CRC
11	New Opportunities: the Care Economy CRC
12	VET, Applied Research for The Care Economy
13	Faculty based Research
13	Health, Community Studies and Social Studies
19	Research and Innovation Initiatives in Construction
21	The Tunnelling Centre and Applied Research
22	The Learner as Researcher
24	Holmesglen Research Initiatives: Selected Highlights.
27	Research in Progress
30	Establishing a Research Profile: Published Research
31	Establishing a Research Profile: Conference Presentations
32	OctoberVET: 2019-2025
33	AVETRA 2025 Conference
34	Holmesglen Human Research Ethics Review Panel
34	Supervising Research
35	From the Archives

Holmesglen and Applied Research, the First Steps



Dr Henry Pook, Head, Centre for Applied Research and Innovation

In 2015 Holmesglen took a bold step towards establishing applied research-based institutions to support its teaching and learning programmes and to further consolidate its collaborations with industry. Integral to this was the endorsement of a Centre for Applied Research and Innovation (the Centre), a Centre that would assume ‘...responsibility for the design and implementation of an institutional structure to facilitate the development of applied research and innovation at Holmesglen Institute’ (and provide).... a foundation for applied research and innovation across Holmesglen’s vocational and higher education portfolios, embracing the full range of research activity from strategy, partnerships and stakeholder relationships to ethics and research funding applications.’

(Strategic Directions for Applied Research and Innovation at Holmesglen Institute: Recommendations for Implementation, 2015)

Fashioned to focus on the applied nature of research projects, and firmly embedded in an industry context, these early steps in research yielded considerable achievements and provided the context for future development. Consequently, over the following decade, a rich and diverse applied research profile developed covering health, through its unique research-based programme supported by its collaboration with Healthscope, building construction, business, sports media, hospitality management, fashion, the environment, information systems, early childhood education, English language programs, mindfulness, and emotional intelligence.

Holmesglen’s Approach to Applied Research and Innovation.

Holmesglen prides itself upon its approach to research. It has sought to develop a research focus that is industry orientated, outcomes focused, and has the potential to contribute to the improvement of education and training to equip a workforce for an increasingly digitalised world.

This means the investigation of real-life problems, an exploration of the possibilities and dimensions for future applied research that incorporate ways in which research and innovation may be channelled into knowledge sharing and technology transfer and, in the design, and delivery of future focused education and training programs to meet future skills needs.

Dr Sam Duncan (Higher Education and Applied Research), explains Holmesglen’s approach to applied research:

It is the using, doing and testing of research that makes it applied. The outcome must be tangible. It is a very practical way of doing research, as it is not just developing a solution, but also applying it.



Dr Sam Duncan

The Holmesglen Centre for Applied Research and Innovation

The Centre's core function has been to raise the profile of research across faculties and training units and to assist in the development of applied research and innovation projects, often on a faculty basis and involving Holmesglen researchers.

To achieve this, the Centre has worked towards building the capability of researchers in the Institute; to focus on an inquiry-based approach in our training and education programs and to ready our learners and trainees for an increasingly digitalised world.

It is also cognisant of the need to embrace industry, form partnerships and develop collaborations: in particular, to support engagement with the range of industries linked to Holmesglen through applied research that not only investigates actionable real-life problems, but also helps to resolve them.

This is of benefit to both industry and TAFE: it improves courses, has the potential to acquaint teachers and lecturers of new developments, and enhances the technical know-how and industry currency of teachers/trainers.

The Centre and Research in 2025

During 2025, the Centre was committed to several projects currently being conducted through our B4.0 CRC partnership; it also supported and helped promote faculty led research projects, assisted in planning a research framework to identify and formulate applied research opportunities for the soon to be developed 'Care Economy initiative', provided advice to Holmesglen researchers on their project proposals and, in conjunction with the HRERP, supported a review of a number of external requests by recognised human research ethic committees to conduct research with Holmesglen participants on projects related to building, as well as some internal ethics related applications.

The Centre for Applied Research and Innovation also actively supported the participation of students in applied research and innovation activities, seeing it as a vital component of the learning experience for both vocational and higher education students.

It is in the light of these research initiatives that we welcome you to read our latest report, Holmesglen Research 2025. This report, prepared by the Centre for Applied Research and Innovation, recognises the individual and combined achievements of Holmesglen research during 2025.

Research Collaborations

Since 2015 Holmesglen has positioned itself as part of the research 'ecosystem', yet an 'ecosystem' with a difference. Focussing on outcomes-based research and innovation it has supported or welcomed the establishment of partnerships and collaborations with other research organisations, industry, government, and community.

Three initiatives have helped cement Holmesglen as a partner and testbed for research: Building 4.0 Care Economy Cooperative Research Centre (CRC); the newly established Care Economy Cooperative Research Centre (CRC); and the Care Economy Applied Research and Innovation Project: a Victorian Government supported short-term collaborative project that aims to strengthen the research profile of TAFE.



Building 4.0 CRC (Co-Operative Research Centre) and Holmesglen: a research partnership helping to modernise construction.

Building 4.0 CRC, established in early 2020, involves a partnership between Holmesglen and an industry-university based consortium to create, through research, an innovation 'ecosystem' in building construction. Holmesglen has been working with its partner

organisations to develop research proposals that will support the development of training programs in the use of new technologies (including digital technologies); innovations to work processes; and policy and regulations improvement.

What it means for VET.

Participation in this research partnership enables the TAFE Institute, along with industry, government, and university research partners, to work co-operatively on the development of new technologies and training programmes to modernise the building construction sector.

Projects involving Holmesglen as a research partner during 2025: B4.0 CRC.

Project #49

Implications of Industry 4.0 technologies on Work Practices

B4.0CRC Industry Partners: Holmesglen Institute, Lendlease Digital, AG Coombs, Master Builders Association Victoria (MBAV), Victorian Building Authority (now The Building and Plumbing Commission).

This project researches an industry need to better understand the implications of emerging technologies on work practices and working conditions in the building and construction sectors. Its aim is to inform the design of work practices and appropriate technologies to create a desirable work environment. The project also examined the challenges

related to acquiring and retaining skilled workers arising from introduction of new technologies.

Its benefit to Holmesglen may be realised through an understanding of the impact of new technologies on skills and training as well as informing interventions to upskill the workforce, improve skills-based training and qualifications structures, manage the risks of deskilling and acquiring and retaining skilled workers.

Project #55

Towards Smart Contracts and Smart Finance in Construction

B4.0CRC Industry Partners: Holmesglen Institute PT Blink Technology PTY LTD Queensland University of Technology, The Master Builders Association of Victoria, Victorian Building Authority (now The Building and Plumbing Commission).

The project explores case studies of the construction industry in order to determine the future of smart contracts and blockchain technology in that industry.

Project #58

B4.0CRC Shared Interest Project Programme: The Retrofit Housing Atlas: Adaptive Reuse of Housing in Australia

B4.0CRC Industry Partners: Victoria Sumitomo Forestry Victorian Building Authority (now The Building and Plumbing Commission), A.G. Coombs, Donovan/Utecture, Fleetwood, Holmesglen, Hyne Timber/XLAM, Master Builders Association.

The Retrofit Housing Atlas project documents the typology, frequency and concentration of common Australian housing stock (1940s-2010s) and demonstrates systematic and scalar retrofit strategies for their densification, diversification and adaptation to 21st century social and environmental priorities. It includes: 1) Description of common Australian house types in 8 Australian cities - Adelaide, Brisbane, Canberra, Darwin, Hobart, Melbourne, Perth and Sydney - with potential for retrofitting and adaptation for measured densification and better social and environmental performance.

These will be illustrated through representative case studies of each common housing type. Urban mapping of the identified house types to illustrate their concentration and frequency - Illustrated through maps at precinct, suburb and metropolitan scale. 2) Strategies for adaptations and retrofitting of the identified house types. These will be illustrated through design concepts.

A Shared Interest Project (SIP) is a Building 4.0 CRC (the CRC) Research Project that focuses on an issue of collective concern to which no single industry or research partner can or should tackle single-handedly and allows the CRC to diversify its research profile with projects that fill in the gaps other research does not cover.

SIPs can be taken from inception to active project status quickly; and importantly, these projects complement traditional CRC projects by focusing upon social, cultural, regulatory, or systemic matters and complex problems that are best addressed through the collective agency of the CRC consortium.

SIPs align directly with the CRC's four meta-themes 1) People, Practices and Culture 2) Sustainability 3) Digitalisation, and 4) Industrialisation.

Project #80

Insolvency in Construction

B4.0CRC Industry Partners: Victorian Building Authority (now The Building and Plumbing Commission), Master Builders Association Victoria, Holmesglen, QUT.

This research is the first step to identifying and analysing the variety of factors that are drivers for failure and contribute to record high insolvencies in the residential construction sector.

The research explores the causes of high insolvency rates in the residential construction sector (see graph below), addressing concerns about financial risk management as well as policy and regulation impacts. The focus is on reducing the broader economic and other impacts of residential building company failures, by triangulating insolvency data, sector systems and the educational environment to identify key focal points for reform.

The final report's insights and recommendations (when complete end September 2025) will provide regulators, industry and educators evidence-based guidance in designing reforms, preventative measures and educational supports to enhance the robustness of the sector and bolster its role in housing affordability.



Submission by QUT and B4.0CRC to The Queensland Productivity Commission, 2 June 2025, p.5.



Project #90

Evaluation of the Effectiveness of Roofing Work Inspection using Remotely Piloted Aircraft Systems (RPAS)

Partners: The University of Melbourne, Monash University, Building and Plumbing Commission, Sumitomo Forestry, Holmesglen Institute, Master Builders Association Victoria

The Problem:

Water ingress and moisture damage dominate building complaints. Prior studies have shown that over 30% of building disputes in Victoria are water-related, while non-compliant roofing and/or roof plumbing are among the most notable issues. Roofing work is difficult to inspect using conventional 'in-person' physical inspection approaches due to timing of site visits for regulatory inspections and safety considerations.

The use of Remotely Piloted Aircraft Systems (RPAS) to support inspections of roofing offers the potential to strengthen on-site quality assurance of roofing work, regulatory oversight of roofing work, increase the rate at which non-compliant work is detected and rectified prior to occupancy, and inform the development of guidelines and training materials for practitioners for use of remotely piloted aircraft systems.

Project Aim:

To evaluate the thoroughness, accuracy, and effectiveness of using RPAS and 3D visualisation techniques for inspection of roofing work, analyse the costs and benefits, and map the regulatory landscape for wider implementation of RPAS assisted inspections.

The project sought to answer the following questions:

- What elements of roofing work can and cannot be accurately inspected using RPAS?
- How and when could inspection of roofing work by RPAS be performed?
- Is a technology-assisted inspection of roofing work more thorough, accurate and effective than a conventional 'in-person' inspection?
- To what degree could these emerging technologies enhance a conventional 'in person' inspection of roofing work?
- What are the costs, benefits and risks of RPAS-based inspection compared to conventional 'in person' inspections?

Work completed to date:

Phase 1 Information Synthesis: assessment of advanced imaging methods and interviews with experts.

Phase 2 RPAS for roofing work inspection is now underway: case studies and stakeholder surveys.

The first case study was undertaken at a site in Berwick (newly completed 2 storey townhouse) on 1 April: this comprised an experiment to assess 3 inspections of the same roof.

The second case study was undertaken at Clyde North Wednesday 28 May 2025

- Single-storey, metal roof, eaves gutter
- Three stages
- Conventional inspection
- Eye-in-the-sky inspection

- Data collection for 3D modelling
- Single-storey, metal roof, eaves gutter
- Three stages
- Conventional inspection
- Eye-in-the-sky inspection
- Data collection for 3D modelling

Three-stage inspection procedure:

- Inspector A conducts roof inspection in the conventional way
- Using a camera drone as 'eye-in-the-sky', Inspector B conducts an independent roof inspection of the same site
- Using a camera drone, imagery data will be collected and post processed to generate a 3D model of the roof for a third inspection.
- Findings will be evaluated, reviewing questions such as:
- Is a technology-assisted inspection of roofing work more thorough, accurate and effective than a conventional 'in-person' inspection?
- To what degree could these emerging technologies enhance a conventional 'in-person' inspection of roofing work?



RPAS inspecting roof at Berwick housing development
Photo Henry Pook



Holmesglen 28 August 2025: test bed for an experiment.

The project team, including Holmesglen, planned to evaluate thermal imaging to detect moisture-related anomalies on building roofs. Before the researchers conducted the experiment on a real building roof, they wanted to test the capabilities of thermal camera in a controlled environment.

Holmesglen offered its facilities as a test bed for the creation of mock up roof structures using common types of timber frames and roof sheets on which we can induce different levels of moisture were tested. These were being prepared by Holmesglen Carpentry Staff (Matthew Berriman and Craig Gambetta) and tested on August 28. Thanks also to Phil Ronan and Robert Woolley who provided applied knowledge of roof plumbing insights and the use of drone technology.

Project representatives at the experiment were from the University of Melbourne, Monash University, Building and Plumbing Commission, Holmesglen Institute, Sumitomo Forestry, Master Builders Association Victoria.

The structure design:

1. The structure was constructed in three layers, with the timber frame in the middle and the roof covering on top. **A bottom layer/sheet was needed so that water can be held in the middle and wet timber simulated.**

2. The main idea was to test whether the timber frame and different roof covering materials show thermal signs to the infrared camera.

It is necessary to test different roof coverings on this structure made with **common materials used for residential houses**. e.g., metal sheets and tiles.

A section without any cover was also specified so that the thermal camera could be used directly on the timber.

Constructing the mock up roof structure:



Ready for the experiment: the completed structure:

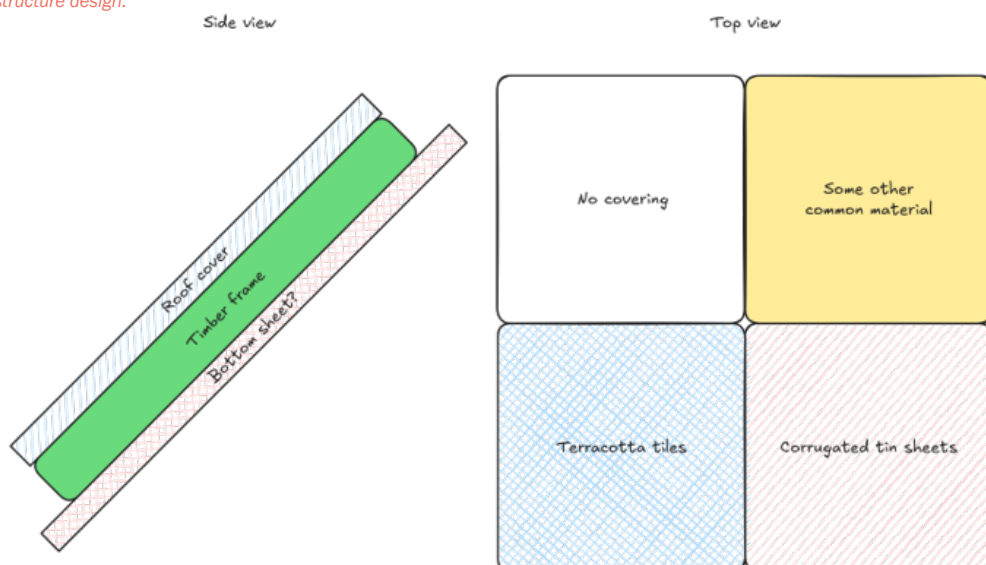


Thermal signs on the infrared camera:



Photos: Henry Pook

The structure design:



Project #111

B4.0CRC VET Qualifications System and Training Framework for the Modern Methods of Construction

This project was initiated by Holmesglen to meet the training challenges of the digital era.

B4.0CRC Industry/Research Partners: Holmesglen, Master Builders Association Victoria

Recognising the need for a more comprehensive and integrated VET approach to support the adoption of diverse MMC practices, as revealed by the limited scope of current qualifications, this project aims to develop a purpose-driven VET qualifications system/training framework for the construction industry and supply chain, including a wide range of MMC approaches (e.g., offsite/prefab/modular construction/advanced building materials). It also researches the practicality of a 'simulation-based training centre that would provide an interactive means of training, applying, and practising stages in the planning, design, and construction skills of MMC.

There are five phases in the project structure: Phase 1 MMC international and national background; Phase 2 MMC Industry skills and training needs; Phase 3 MMC Competency framework development; Phase 4 MMC-related VET qualification structure; and Phase 5 practical application and live testing of MMC VET Resources.

Aim:

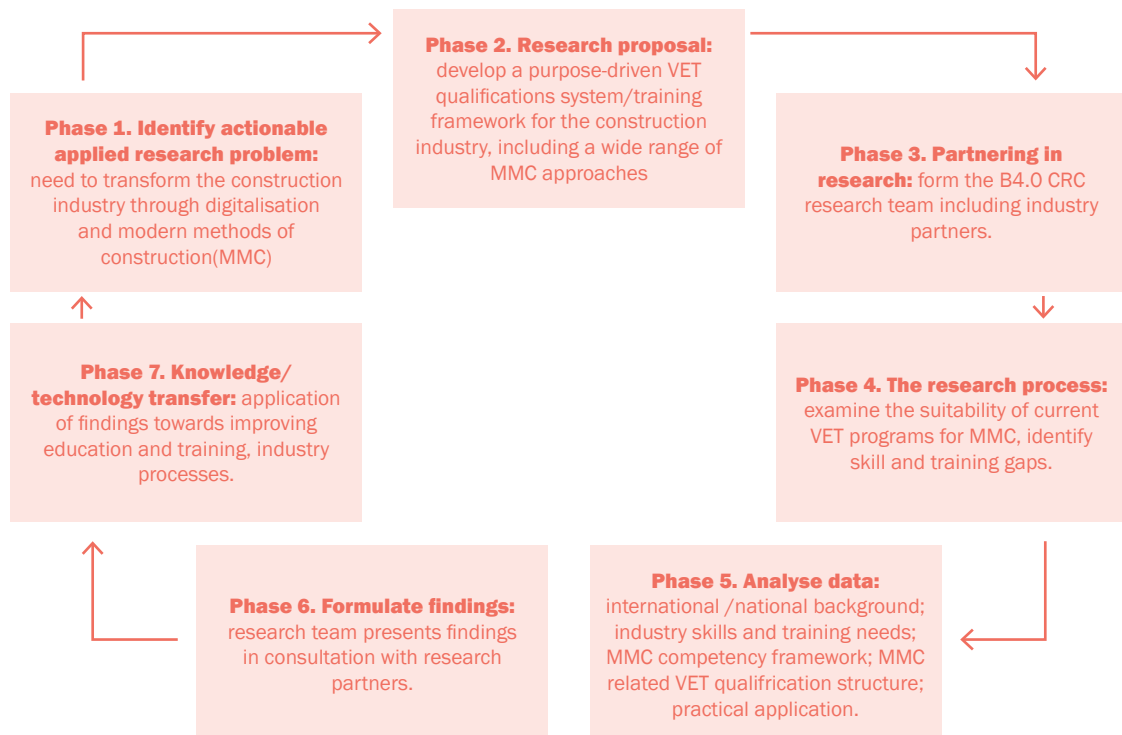
Develop a purpose-driven VET qualifications system/training framework for a construction industry utilising MMC (offsite/prefab/modular construction/advanced building materials).

Research the practicality of a 'simulation-based training centre that would provide an interactive means of training, applying, and practising stages in the planning, design, and construction skills of MMC.

Objectives:

- Examine the current structure of the construction industry and its generic training regime, the expansion of new technologies in building construction, and the development of 'modernised' construction methods. Does a training 'gap' exist?
- Research current training provision and projected future training requirements for MMC. Identify skills, knowledge, competencies, training, and qualification requirements for the offsite/industrialised construction sector;
- Develop a 'competency framework' for offsite construction and MMC, focusing on skills, knowledge, and 'softer skills' (including behaviours and attitudes) that are specifically relevant for offsite e.g., the need to work in a highly inclusive culture with on-going communications between all roles. The formulation of core competencies combined with capacity/agility to adapt to yet unforeseen changes in the future will assist in producing work-ready graduates who are practice-ready and future-focused.
- Examine how a purpose driven VET qualification structure might be integrated with other changes. e.g., modified regulations for licensed trades, greater flexibility in Training Packages to allow for new technologies, and short training programs for the existing workforce (micro-credentials)?
- Identify the utility of 'traditional' construction trades training in a construction industry using MMC practices. What revisions might be needed?

The 'research cycle' (below) captures this process, amplifying the importance of project design, industry partnerships, a team-based approach, knowledge or 'technical' transfer, and application of findings to the improvement of education and training.



Graduate Certificate in Sustainable Building

Addressing the sustainability challenges within the building and construction industry necessitates a fundamental transformation in how buildings are conceived, designed, and constructed, spanning every step from initial planning to completion. This project directly responds to the need for a workforce equipped with essential knowledge, skills, and capabilities to navigate and build resilience in a climate-affected world through targeted education and training.

Project Aim:

The aim is to develop a Graduate Certificate in Sustainable Building. This post-graduate qualification will provide a high-level, targeted course of study, offering advanced knowledge and practical application skills crucial for accelerating Australia's transition towards low-carbon, circular, and more sustainable building practices.

The Program:

The proposed program will draw on research from the B4.0CRC, including projects like CRC#48: Building the Future-

the Circular Economy and CRC#58: The Retrofit Housing Atlas. It will also be informed by the content areas related to subjects developed as part of CRC#66: Future of Construction Education

Skills, Training & Education:

A graduate certificate focused on sustainable design and construction practices would not only provide a further education and training outcome aligned with the research outputs identified in Project Building4.0 CRC#66, it would also fill a gap in education and training for building and construction industry professionals. Such a program, by focusing on the use of digital solutions, new products, and innovative processes, aims to transform Australia's building industry towards a technologically enabled and sustainable future.

Crucially, addressing these challenges also requires the development of essential knowledge, skills, and capabilities within the workforce to adapt and build resilience in a world increasingly affected by climate change, a goal achievable through targeted education and training.

New Opportunities: the Care Economy CRC



Care Economy
CRC

The Care Economy CRC has three key areas to focus on: Technology Solutions, Data Innovation, and Workforce Innovation.

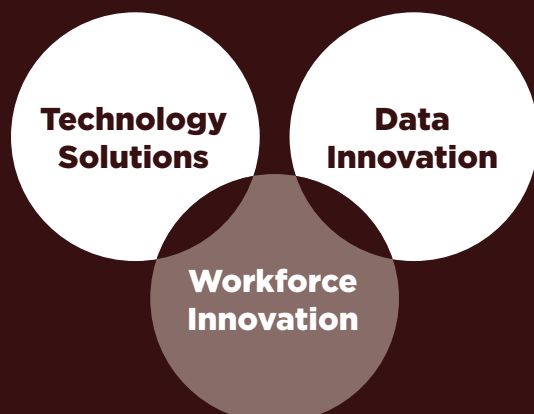
Holmesglen's involvement in the Care Economy CRC positions the institute at the forefront of reshaping Australia's future care workforce. By partnering with leading universities, industry, and community organisations, Holmesglen gains direct access to cutting-edge research, evidence-based innovations, and nationally coordinated investment in care excellence. This collaboration strengthens our ability to design future-ready training, elevate workforce capabilities across health, aged care, disability, and community services, and co-create solutions with industry that improve client outcomes.

Most importantly, participation ensures Holmesglen influences national priorities in the care economy—driving policy, innovation, and workforce transformation—while opening new pathways for applied research, staff development, and student opportunities. It's a strategic

platform that amplifies our impact, deepens our partnerships, and solidifies our standing as a leader in Australia's care education ecosystem

(Information provided by the Faculty of Health Sciences, Community Studies and Social Studies: a key partner in this initiative.)

Holmesglen is one of the Core Partners in the newly formed Care Economy Cooperative Research Centre (CRC).



VET, Applied Research and the Care Economy

In 2025, Holmesglen's Centre for Applied Research and Innovation was able to offer the Victorian TAFE Network and potential industry partners, the opportunity to collaborate in funded research projects that focus on problems affecting the care economy: a multi-stakeholder approach to applied research for the care economy involving TAFE, government, industry, and community

What is the Care Economy?

The 'care economy' represents all those services that provide care and support services to people of all abilities and ages. Its sectors include: aged care; allied health; community services; disability support; early childhood education and care; health care; and social housing: it is one of the fastest growing parts of the Australian economy and is a significant driver of employment demand across Australia.

How were these research projects to be funded?

The project, supported by the Victorian Government, provided funding for short-term collaborative projects: its aim was to strengthen the research profile of TAFE, develop further industry-community partnerships, and enhance education and training across the sector.

Research programs

Researchers across the TAFE Network have been invited to submit suitable applied research projects that partner with SMEs wherever possible, and be outcomes focussed.

Research would focus on the care economy sector; for example, aged care; allied health; community services; disability support; early childhood education and care; health care; and social housing.

Care Economy Applied Research and Innovation Project



Deniz Akin, Project Manager, reflects upon the project and its objectives.

The Applied Research and Innovation (ARI) project is poised to elevate applied research within TAFE institutions, especially within the growing care economy, by effectively bridging the theory-practice gap.

By leveraging TAFE's strong vocational focus and industry connections, the ARI project seeks to empower the sector to move beyond just delivering training to actively solving real-world industry problems, thereby enriching the curriculum, and ensuring its relevance. It also provides a vital framework and support for Victorian TAFE teachers and staff to transform their practical expertise into formal research, fostering professional development and cultivating a culture of continuous inquiry, problem-solving, and evidence-based practice across the institutions across the sector.

Meet the project team



Deniz Akin,
Project Manager for ARI

Deniz is an experienced public health researcher dedicated to leading community-responsive research with a translational impact on policy and practice. Possessing a strong background in mental health, clinical research, and disability policy, she brings valuable experience coordinating clinical research trials and multi-site health research projects.



Theresa Kim,
Project Assistant for ARI

Theresa, an agile project coordinator has a strong background in research and social sciences, holding a master's degree in Sociology: her expertise in co-design and industry knowledge gained through her experience as a disability support worker, makes her adept at fostering collaboration between industry and the education sector.

Faculty based research

Under the Holmesglen approach to applied research and innovation, faculties are encouraged to undertake outcomes-based research.

Health, Community Studies and Social Studies: a Centre of Innovative Research

Holmesglen's partnership with Healthscope provided Holmesglen's **Faculty of Health Sciences, Community Studies and Social Studies (HSCS)** with the opportunity to enhance its program of applied research across the faculty leading to the continuing improvement of its teaching programs in health and allied sciences and to patient outcomes.

The faculty, through its many partnerships, has achieved considerable success over much of the past decade in paving the way for innovative research across the 'care economy' and, ultimately a key partner in the soon to be established Care Economy CRC.

These include:

- a public-private partnership to prevent falls in Australian hospitals,
- JasperTM: A Virtual Reality Simulation Program for Vocational & Higher Education in TAFE
- a project to 'establish an interprofessional ward round protocol and education program for the diagnosis, risk factor assessment, and collaborative management of delirium in post cardiac surgery patients',

- an expansion of the integrated practical placement program for young people with a disability in conjunction with the Royal Children's Hospital,
- building employer confidence and expanding horizons (disability/education/employment)
- the 'motivations of first year nursing student enrolment during a global pandemic'
- intraprofessional learning
- the Future Ready project (Health/nursing): collaboration with the Victorian Skills Authority for the Care Economy skills lab, and
- the formulation of a Collaborative Online International Learning (COIL) project between Holmesglen Institute in Victoria and Grande Prairie Regional College in Alberta, Canada.



Photo: Henry Pook

Health and Care Research 2025

Research Report prepared by Dr Harrison Burgin

PROJECTS

Using educational escape rooms to develop transferable skills

Researchers: Kim Kenwell, Harrison Burgin

Background: This project shows that the use of escape rooms in education can engage students and provide highly memorable and interactive learning experiences. The series of puzzles can be designed concurrently, or sequentially to maximise student engagement, depending on the goals of the escape room. The findings from this research project are currently being written up, with the aim of publishing soon.

Result: Escape rooms are highly valuable ways of engaging learners and can lead to the development of transferable skills such as communication, time management and problem solving. Escape rooms were found to be distinctly more memorable than other learning styles, even up to 12 months after the event.

Dissemination: Findings were presented at the AVETRA Conference 2025, and the Australasian Simulation Congress 2025 in Adelaide.

Evaluation of Forum Theatres in healthcare education – exploring best practice of how to use them

Researchers: Kim Kenwell, Ian Balducci and Harrison Burgin

Background: A forum theatre is an acting based teaching method in which 'worst case' scenarios are played out by actors, allowing students re-write the script for the scenario, line-by-line, until a perfect scenario is reached. These forum theatres have been shown to improve empathy and communication in healthcare settings internationally.

Result: This project shows that this learning method is highly valued by students, improving their empathy and understanding of all the complex factors that contribute to patient interactions.

An Independent Evaluation of the Building Employer Confidence Funded 'Expanding Horizons' Program

Researchers: Harrison Burgin, Gabrielle Koutoukidis and Alyssa Forbes-Nicholson

Background: Funded by the Commonwealth's Information Linkages and Capacity Building (ILC) Building Employer Confidence grant (2022–2025), Expanding Horizons was developed by Holmesglen Institute (HSCSS Faculty and Education and Foundation Studies Faculty) with Monash City Council to address persistent underemployment among people with disability—particularly those with non-visible disability—and to strengthen employer capability to create inclusive roles.

The program responded to evidence that many jobseekers face barriers related to confidence, work readiness, limited experience, and employer misconceptions, especially within small to medium enterprises (SMEs).

Aim: The project's aim was to deliver a scalable transition-to-employment model that combined supports typically delivered by separate providers.

These included:

- (1) individualised case management for participants and employers,
- (2) REACH short courses to build job readiness (e.g., self-advocacy, resumes, interviews) alongside work placement opportunities, and
- (3) disability awareness training to build employer confidence and inclusive practice.

A mixed methods approach: Mixed-methods evaluation (interviews, focus groups, and reporting data) found strong stakeholder engagement and consistently high value placed on the personalised support model. Across 131 participants, 27 secured employment (20.6%), comparable with traditional transition-to-work programs.

Outcomes: Outcomes were constrained by economic conditions, variable job readiness, and geographic access, and uptake of formal employer training was low because many participating businesses already had prior inclusion experience.

Overall, the program demonstrated a promising, transferable support approach, with recommendations focused on engaging less-experienced employers and strengthening structured employer training and pathways from placement to paid work.

Are Educators Prepared to Manage Incivility in Nursing Classrooms?

Researcher: Anila Asokan

Background: This Education Needs Assessment report examines whether nurse educators are adequately prepared to manage incivility in Diploma of Nursing classrooms. Incivility, ranging from disengagement and defiance to verbal aggression and emotional outbursts, is identified as a frequent and disruptive issue that undermines psychological safety, teaching effectiveness, and professional socialisation.

Recommendations: The report concludes that the core gap lies not in the absence of policy, but in unclear implementation, limited training, and weak operational support. Recommendations include mandatory professional development in de escalation, trauma informed teaching, mental health first aid, and classroom management, delivered through blended formats. Strengthening support systems, clarifying escalation processes, and embedding preventive classroom practices are proposed to improve educator confidence, reduce disruption, and foster a respectful learning environment.

Building resilient students through mindfulness workshops

Researchers: Harrison Burgin, Tammy Casselson and Gabrielle Koutoukidis

Student resilience is essential, especially in the healthcare professions. This project seeks to improve the resilience of students as they prepare to enter the workforce, by delivering a series of mindfulness workshops. This compares a traditional delivery of a mindfulness workshop to an innovative approach – embedding mindfulness within the curriculum.



Simulated nursing ward at Holmesglen. Photo: Holmesglen.



Sustainable practices in healthcare: reuse, repurpose and recycling in healthcare

Researchers: Michelle McAllister, Janet Connor, Rachael Allen, Mika Musgrave-Takeda and Harrison Burgin

Background: The sustainability forum is an introduction for student nurses from the Bachelor of Nursing (Third Year) and Diploma of Nursing (Stage 4) programs to explore and implement sustainable practices within clinical healthcare environments.

Aim: This one-day forum aimed to educate student nurses on sustainability practices, including how they can integrate sustainable principles into their professional environments. The aim of this initiative is to equip future nursing professionals with the knowledge, skills, and commitment to integrate sustainability into healthcare settings. This research seeks to understand if a sustainability forum improves student nurses' awareness of sustainability principles and practices in healthcare.

Results: This sustainability forum was delivered in August and was very well attended by final year Nursing students. While there was strong interest in the concepts presented and discussed, there was little change in perceptions from the event. Students attributed this to already high perceptions of the value of sustainability, and concerns about their ability to make changes to policy upon entering the work force as junior workers.

Conclusion: Educating students on the importance of sustainability and ways in which they can incorporate sustainability into clinical practices is recognised as important, however empowering and motivating students to lead change in this area remains difficult.

Investigating the effects of intraprofessional learning in nursing education: a longitudinal study

Researchers: Harrison Burgin, Kamaree Houllis-Berry, Lindsay Bava and Gabrielle Koutoukidis

Nursing is a collaborative field in which different qualifications (diploma and bachelor's degree) yield different roles, responsibilities and scopes of practice. This study seeks to explore intraprofessional learning (IaPL) - the learning that occurs when individuals within the same discipline learn from and with each other, for example between Diploma and Bachelor of Nursing students. Not to be confused to interprofessional learning (IPL), which is the learning that occurs when members of two or more different professions learn from and with each other, for example when nursing and allied health students learn together.

There is limited previous research about the importance of intraprofessional learning (IaPL), with no previous exploration of this within the nursing environment, or within the regulatory context of Australian healthcare. This study seeks to explore how IaPL develops teamwork, knowledge and motivation to collaborate, and an understanding of each other's roles, responsibilities and scope of practice.

This is a longitudinal study to explore how attitudes and perceptions change over time, and to explore if and how different IaPL activities promote an understanding of the importance of IaPL. This study will also incorporate the perceptions of stakeholders, such as teachers and clinical facilitators, to explore if the behaviours of students change as a result of IaPL.

Expanding from learner surveys – use of focus groups within classes to gather actionable feedback for change

Researchers: Harrison Burgin, Lindsay Bava

Feedback from VET and Higher Education learner surveys and subject evaluations are essential points of student feedback and present a chance to improve educational offerings in future iterations. Unfortunately for many courses, by the time this feedback is analysed and understood, there is limited or no opportunity to improve the educational offering for those who have provided feedback – leading to a sub-optimal student experience.

This project will seek to explore how we can conduct in person focus groups with classes of students at key points throughout their course to ensure we are meeting their needs and can action feedback and suggestions from the students to improve later stages of their courses. It is intended that the pilot for this model of feedback is the Diploma of Nursing, which has recently shifted from a 24-month course to an 18-month course, which presents an opportunity to gather insights from the students in each stage, to ensure improvements occur in later stages, as well as in future iterations.



Nursing Education Facility at Holmesglen. Photo: Holmesglen.

Publication success

Congratulations to Dr Harrison Burgin, Ian Hooper, Alyssa Forbes Nicholson and Dr Gabrielle Koutoukidis on the publication success of their paper 'Evaluating the Impact of Integrated Practical Placement Programmes on Students with Intellectual Disabilities'.

Background

Integrated Practical Placement (IPP) programmes provide students with intellectual disability an opportunity to undertake extended work placement while concurrently studying a course. These programmes showed improved (2–3 fold) employment outcomes compared to non-integrated programmes, which highlighted the need to expand these offerings.

Method

This study evaluates a range of IPP programmes, exploring variations, their impact and understanding experiences of the participants and exploring the impact of workplace training as a non-traditional educational experience.

Results

Findings show 70%–100% of students enrolled in an IPP programme that delivered a sustained and integrated model of work placement either gained employment or entered further study, and that 100% of businesses and employees who participated in hosting a student for placement returned

to the programme again and are open to employing people with disability.

Conclusion

This highlighted how new education models can improve learning for people with intellectual disability and should be utilised broadly.

Summary

- Integrated Practical Placement (IPP) programmes significantly improve outcomes for young adults with intellectual disabilities, with up to 100% of participants gaining employment or entering further study in some programmes.
- Students benefit beyond employment, reporting increased confidence, social skills and a sense of belonging.
- Employers and educators also benefit, with workplaces becoming more inclusive and educators witnessing meaningful student growth.
- This study provides strong evidence that sustained, integrated work placements are more effective than short-term or episodic models, challenging previous assumptions about necessary conditions.

<https://onlinelibrary.wiley.com/doi/10.1111/jar.70184>

JARID
Journal of Applied Research in Intellectual Disabilities

bild
Published for the British Institute of
Learning Disabilities

ORIGINAL ARTICLE

Evaluating the Impact of Integrated Practical Placement Programmes on Students With Intellectual Disabilities

[Harrison Burgin](#) ✉ [Jan Hooper](#), [Alyssa Forbes-Nicholson](#), [Gabrielle Koutoukidis](#)

First published: 29 January 2026 | <https://doi.org/10.1111/jar.70184> | [VIEW METRICS](#)

Grant funding success

Applied Research and Innovation Scheme - \$250,000

Holmesglen's Faculty of Health Science, Community and Social Studies received a \$250,000 grant towards the end of 2025.

This will fund, entitled **"From Underutilised to Indispensable: Expanding the Role of the Enrolled Nurse to Meet Modern Workforce Demands"** will explore how we can better use enrolled nurses within the workplace to contribute to the growing demands of healthcare.

Currently, enrolled nurses make up approximately 20% of the nursing workforce and often do not practice to the full extent of tasks that they were trained and educated to perform. This may contribute to enrolled nurses leaving the workforce to pursue higher qualifications or alternative employment.

This project will combine literature reviews, policy reviews, education and modelling, as well as a pilot model of enrolled nurses practicing to their full scope of practice at clinical wards with our industry partner, St Vincents Private Hospital.

Holmesglen Fellowships – 3 successful applications

- **Lindsay Bava and Harrison Burgin** – Lindsay and Harrison drew inspiration from the ASPIRE conference and hosted a faculty showcase event at Moorabbin campus. The showcase aimed to improve collaboration, strengthen staff capability and inspire collective growth with keynotes, presentations and workshops on emerging research and innovation being undertaken across the faculty.
- **Kim Kenwell and Ian Balducci** – Kim and Ian attended the Australasian Simulation Congress (ASC) 2025 to deepen their expertise in simulation-based education and digital learning innovations. The team developed and integrated new simulation experiences and digital tools into their programs and showcase these through various internal events and communications.
- **Penelope Tresise and Lisa Huston** – Penelope and Lisa will be reinvigorating our strategic partnership with ITE Singapore, while also supporting a faculty exchange with the School of Health Sciences at ITE. They will also use the visit to explore sustainability in a global context by participating in Singapore's Water Story and Sustainability Eco-Tour.

Conference presentations

- **TAFE Talks** – Outcomes from an innovative medication safety curriculum redesign in a Diploma of Nursing course – Harrison Burgin and Kim Kenwell
- **Australasian Simulation Congress** – Serious Escape Rooms prepare students with transferable skills for diverse work – Harrison Burgin
- **Australasian Council of Adult Literacy** – Changing education for people with disability: Programs that improve employment outcomes – Harrison Burgin
- **National Nursing Forum, Sydney University of Technology Health Symposium and ANMF Health & Environmental Sustainability Conference** – Incorporating sustainable practices into nursing laboratories and education for students – Janet Connor and Michelle McAlister
- **Council of Deans of Nursing and Midwifery Symposium** – Intra-professional education: Utilising simulation-based education to explore scope of practice for Diploma and Bachelor of Nursing students – Kamaree Houllis-Berry

Health and Care researchers



Dr Chris Kilby

Dr Chris Kilby is a leading behavioural medicine researcher internationally recognised for his pioneering work on stress beliefs, stress appraisal, and the subjective stress response. He has been the President of the Australasian Society of Behavioural Health and Medicine and currently is the Chair of the Education and Training Committee for the International Society of Stress. He has substantially advanced theoretical, measurement, and applied understanding of stress, including the importance of individual differences in the stress response, predictors of those individual differences, the role of cognition and beliefs in stress, and the development and validation of the Subjective Thoughts Regarding Stress Scale (STRESS), which has recently been translated and validated in Turkish.

Alongside his core program of stress research, Dr Kilby is an accomplished statistician and qualitative researcher, contributing to a broad publication portfolio across psychology, oncology, education, medicine, and health decision-making. His expertise spans a wide range of research design from theoretical cross-sectional observational research through to applied intervention research using complex clustered multi-levelled randomised controlled trials, as well as mixed methods research, systematic reviews, and meta-analyses. This has positioned him as a sought after collaborator, with much of his work outside stress arising from his methodological and analytic leadership.

His current research projects include investigations into the stress, wellbeing, and health service use of those with perimenopause, the lived experience of adults who grew up in youth residential care, workplace stress and trauma in youth residential workers, and health service accessibility for postpartum women.



Dr Harrison Burgin

Harrison completed his PhD in mitochondrial biology and disease – combining a deep understanding of biochemical metabolism with a passion for drug development research that can lead to real world impact. After completing his PhD, Harrison moved into a discovery research role, and realised that research with application was more appealing.

Joining Holmesglen in 2024, Harrison aimed to bring strong research and ethics processes to a new challenge and embark on educational research projects – projects that innovate, drive change, but have tangible outcomes and real impact on our educational systems.

Since joining Holmesglen, Harrison has presented at national conferences, showing innovating research projects within HSCSS. Harrison has received a Holmesglen Foundation Fellowship (with Lindsay Bava) to deliver the HSCSS Faculty Showcase, an event that brings staff across the faculty together to celebrate our success and learn together, as well as receiving a \$250,000 grant from the Applied Research and Innovation Scheme to lead an industry collaboration project looking at Enrolled Nurses in the workforce.

Research and Innovation Initiatives in Construction

Innovation encompasses the widespread application of new knowledge and new work processes and is often accomplished incrementally to industry and to training programs.

These innovations may include changes to work processes, the testing and application of improvements to products for industry, improved marketing, and revised training to help introduce these improvements.



Photo: Holmesglen

Work within building construction during 2025 has focussed on the development of several innovation projects that include: The Allyship in Action Project: applies best-practice cultural change approaches to address systemic barriers to the participation, retention and advancement of women in construction; Retrofit Insulation Installers programme that will develop a co-design process to understand the training required for non-electricians and non-engineers to support qualified electricians in the renewable energy sector; an upskilling plumbers training programme that will build women's foundational knowledge in plumbing and energy-efficient technologies, strengthen professional networks and community connections and identify potential career pathways and mentoring opportunities.



This adds to the many initiatives undertaken during 2022, 2023 and 2024: supporting women to work in the construction industry; 'future prefabricated modules for all plumbing training and hydraulic shoring'; loading glass safely onto the A frame, sustainability, automation of industry sectors such as stonemasonry, timber recycling, measures to improve the attractiveness of the trades for new entrants to the workforce, sexual harassment prevention, sprinkler systems, stonemasonry, and document control for Victoria's Big Build.

Allyship in Action: Transforming Culture to Attract and Retain Women

Elizabeth Jansz

Partners: Cathryn Greville, CEO National Association of Women in Construction (NAWIC)

The Allyship in Action Project applies best-practice cultural change approaches to address systemic barriers to the participation, retention and advancement of women in construction.

This multi-pronged allyship program will:

1. Engage specifically with men (96.6% of the onsite workforce and 87.6% overall) to tackle poor attitudes and behaviours;
2. Empower men to sponsor women into leadership; and
3. Utilise the power of cultural ambassadors to embed positive change on the ground.

Engaging men as partners in change at all career stages and workplace sizes, types and market segments, we draw from research findings that men in allyship programs are three times more likely to address gender bias, driving inclusive culture and women's advancement.

Site-Based Male Allies

The Site-Based Male Allies program is the second of four initiatives being delivered under Allyship in Action Project. Site-Based Male Allies is an on-site allyship program specifically designed for construction site-based roles. The program recognises that there is a critical need to understand and address the behaviour of site-based workers to ensure that worksites across the construction sector enable women to thrive. Reaching 360 male participants across four construction sites, we will engage site managers, trade supervisors and workers to transform daily workplace interactions through practical, hands-on workshops and ongoing mentoring support. Site Specific Training Modules The program involves developing site-specific training modules that address real-world scenarios, creating practical tools for recognising and addressing gender-biased behaviours, and building skills for active intervention in real workplace situations. Site-Based Male Allies will be piloted at selected sites before a national rollout, with wrap-around ongoing support, including peer support networks.

Pilot Program

This program will be piloted with cohorts including VET teachers, construction workers, trades people, union delegates and construction professionals drawn from our industry partners before national application and establishing a community of practice. We will run a pilot and two rounds of this program, collecting data and measuring impact along the way, building a program that can drive structural and behavioural change beyond the life of the project.

Retrofit Insulation Installers Training Grant

Elizabeth Jansz

Partners: Industry and Solar Victoria

Holmesglen will work with the TAFE Network to undergo a co-design process to understand the training required for non-electricians and non-engineers to support qualified electricians in the renewable energy sector. The Victorian Government has committed to a net zero target by 2045 and to have 90% per cent of energy generation via renewables by 2035. Renewable energy is one of the key pillars of a clean economy alongside climate mitigation and adaptation and circular economy. Skills in the workforce are a key contributor to meeting Victorian Government net zero and clean economy ambitions. The Victorian government has allocated \$7 million to develop 'new VET certificates and other qualifications focused on renewable energy'.

The following are objectives for the New Certificates in Renewable Energy project TAFE funding:

- Rapid development of short-courses
- Development of new qualifications in new forms
- Transform mainstream courses by embedding renewable energy technology knowledge and skills
- Enhance qualification expertise across the VET sector

New educational products that require curriculum and pedagogical design will need to be constructed by, or with the advice of, people with advanced educational skill. Co-design is an essential attribute of the qualification development process. It involves end-users in the problem diagnosis and solution specification. It is a collaborative process that seeks a diverse range of perspectives on a topic, affirms initial hypotheses about potential solutions, and then builds ideas and prototypes of the solution that can be tested. Holmesglen will work with the TAFE Network to undergo a co-design process to understand the training required for non-electricians and non-engineers to support qualified electricians in the renewable energy sector.

Holmesglen will:

- Develop an evidence pack to understand the problem that needs to be solved
- Define a problem statement with stakeholders including industry, government and learners
- Interview learners to understand their needs
- Run a co-design process to refine the problem statement, design and develop training

Upskilling Plumbers Training Program

Elizabeth Jansz

Partners: Master Plumbers, The Plumbing and Pipe Trades Employees Union, The Plumbing Industry Climate Action Centre, Tradeswomen Australia, The National Association of Women in Construction, The Women in Plumbing network, (PMA, Vic), Apprenticeships Victoria

The Upskilling Plumbers initiative provides grant funding to training providers to equip registered and licensed plumbers, fourth-year plumbing apprentices and women in Victoria with the knowledge and skills needed to understand energy efficiency requirements and to design and install energy efficient heat pump hot water systems. This initiative will build women's foundational knowledge in plumbing and energy-efficient technologies, strengthen professional networks and community connections and identify potential career pathways and mentoring opportunities.



The Tunnelling Centre and Applied Research

The Victorian Tunnelling Centre (VTC) has evolved its purpose from purely training workers, to a tunnelling industry education city. The VTC has now focused its activities on the areas of technology; education and training; applied research; and career education. These were identified as the hubs around which activities would be conducted to create a tunnelling industry education city. The VTC provides Australia's tunnelling industry with an education facility that not only provides labour training, but enables the industry to come together to meet, participate in product launches, undertake research, work with new technologies and promote tunnelling careers. Here we explore the contributions of three researchers: Dr Ross Digby, Dr Seun Oyekola, and Glen Fredricks.

Dr Ross Digby

Dr Ross Digby's most recent publication has been Why an education city for the tunnelling sector in **T&UC Magazine on Line**, April 30 2025, (official publication of UCA-Underground Construction Association-USA), and an article co-authored by Dr Digby in the Australian Geomatics Journal that demonstrates a strong potential of advanced information modelling and automated workflows to streamline processes for design, construction and operation stages of tunnelling projects.

Australian Geomechanics Journal, Volume 60, Number 2 – June 2025

An interactive digitalisation platform for modelling TBM tunnel construction and long-term performance

Authors: Feng Xiao, Amanda Huang, Xilin Chen, Ross Digby and Qian-Bing Zhang



Dr Seun Oyekola: Contributing to the Transition Towards a Circular Economy and a More Sustainable, Low- Carbon Future

Dr Seun Oyekola is an education leader with more than 20 years' experience across vocational and higher education. As Education Manager at Holmesglen's Centre for Energy and Infrastructure, he leads circular-economy and clean-energy initiatives, major-project training programs, and industry-embedded workforce development. He brings a strong multidisciplinary background, supported by a Project Management Certification, a Postgraduate Diploma in Education, a Doctorate in Engineering, an MBA in Strategic Leadership and a Certificate IV in Training and Assessment. He has published over 50 peer-reviewed papers while supervising more than 30 postgraduate researchers. His research covers renewable energy, waste valorisation, resource recovery, bioremediation and social justice in education. Seun is also a multi-award-winning educator committed to impactful, industry-aligned learning innovation.

Dr Oyekola's recent publication in **Sustainable Futures, Integrating life cycle sustainability thinking in the waste-to-energy sector: Existing trends, challenges and a sustainable transition framework**, reviewed global waste-to-energy practices and developed a practical framework to help governments, industry, and project developers make better long-term decisions.

The study found that thermochemical technologies are used much more widely than biochemical alternatives, highlighting opportunities to further explore bioeconomy solutions.

The research also showed that combining waste-to-energy plants with carbon capture technologies can reduce greenhouse gas emissions by up to 12% while improving financial viability by up to 44% in the Australian case study.

The proposed six-stage framework provides a practical roadmap for selecting the right waste mix, technology, and plant location to maximise environmental, economic, and social benefits. The findings support more informed planning of future waste-to-energy projects and contribute to the transition towards a circular economy and a more sustainable, low-carbon future.



Glen Fredricks: supporting the practical application of robotic dogs in a tunnelling environment.

Glen Fredricks is a civil construction trainer at Drummond St. As part of a research project with industry at the Drummond Street site, Glen played a key role in the setting up of obstacle fields for a robotic dog (Quadruped) named Luna. The research project involved the testing of robotic dogs in a tunnelling environment, particularly for its capacity to negotiate obstacles and deliver appropriate safety related support (gas monitoring, first-aid for rescue).

Glen is currently engaged in researching and applying improved ways to deliver induction training at Drummond Street through the utilisation of card games or gamification. Glen's industry knowledge in the design and application of applied research projects further underlines the strength and diversity of applied research at Holmesglen.



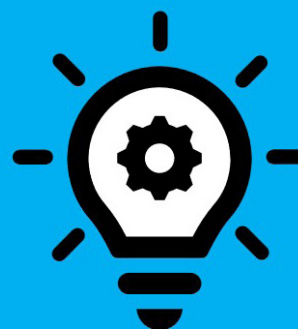
Demonstration of Luna, the robotic dog, at the Drummond Street Campus

The Learner as Researcher



Learning through applied research...

Developing a framework for future learning.



Committed to Learner-based Research.

An integral part of Holmesglen's approach to applied research has been its commitment to learner participation in research, whether it be student/trainee experiences derived from a research-based consultancy, e.g. a 'live-work' project; staff-initiated projects that allow students to frame the parameters of research and present the outcomes at a conference or industry showcase; or research outcomes derived from work within an industry environment to learn about applied problems and ways to overcome them.

Strategic Directions for Applied Research and Innovation at Holmesglen Institute: Recommendations for Implementation, 2015

'...the role of students as researchers and innovators is an essential component of the learning process...'

Learner-based Research: The Policy Nexus Between 'Strategic Directions, 2015' and 'Strategy 2026'.

It was a decade ago that Holmesglen commissioned its strategy paper on applied research (Strategic Directions for Applied Research and Innovation at Holmesglen Institute: Recommendations for Implementation, 2015.). This paper contained an explicit reference to the need for student-based research, a theme that has been taken further by the Institute's strategy plan: 'STRATEGY 2026' (see below).

'STRATEGY 2026', Goal 3 'Future Ready'

'Jobs and skills will continue to transform and evolve, as the pace of change in the world of work accelerates. This goal builds on our core strengths in applied, hands on learning and applied research, so our learners and industry partners are primed for success and can adapt to a continually changing and increasingly complex world.'

Learner-based applied research... What can it add?

'Future proofing the workforce'

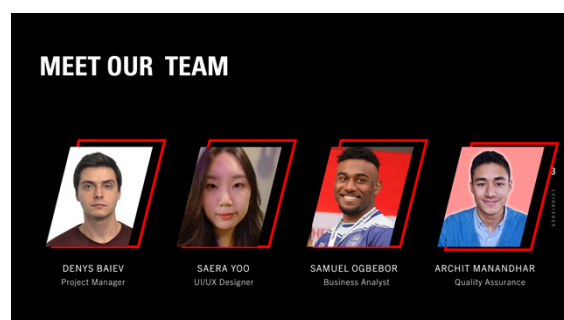
- Enhances technical knowledge
- Develops understanding of innovations to work processes and product development that may be applied 'on the job'
- Supports problem solving in the workplace-development and application of innovative solutions to industry problems
- Develops ability to work autonomously, as well as in a team, and
- Improves communication and planning skills.

Learner Research: 2025

The examples we are able to share with you in Holmesglen Research 2025 demonstrates the capabilities of our learners, their willingness to embrace applied research as an integral component of their education and training programs, and the possibilities this presents in adding a further dimension to our applied research landscape.

The Project: 'Website Redesign and E-commerce Integration: Bachelor of Information Systems student's applied research'.

This student-based group research project aimed to enhance a client's online presence by aligning research-backed design principles and e-commerce strategies with the company's goals of promoting emotional education and cushion products.



What was the project opportunity?

What problem did it need to fix?

The project opportunity focused on developing a modern, user-friendly website for 'Coretrainers', a fitness centre located in Ashwood. The existing website was outdated and did not effectively represent the gym's services and did not facilitate user engagement.

Aim of the capstone project.

To combine and utilise the existing knowledge from 6 semesters to produce a solution for the customer. Furthermore, demonstrate the skills we acquired and reflect on the learning processes. Finally, to bridge academic learning with industry expectations. As a major outcome - is a well-developed website.

Consulting with the industry partner

The team used agile project management methodology, consulted client meetings every fortnight.

Testing of the product.

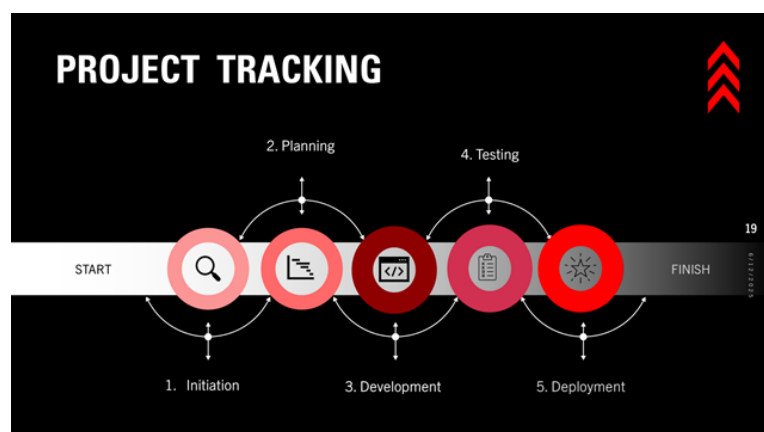
The testing phase was crucial to ensuring the website met the client's requirements and provided a seamless user experience. The testing process included functionality, usability, responsiveness, performance and security testing. By the end of the project, User Acceptance test (UAT) has been conducted and client has filled the UAT form we provided. All the templates have been provided in study material.

Application of the product with Ashwood Core Trainers and the response of the client.

The Coretrainers website is deployed online and actively used by the owner to engage more clients and increase its online visibility. The client has expressed great satisfaction with the results achieved through the website.

Student thoughts on the process.

Through this project, we gained valuable experience in working collaboratively within a team that had a real client. We learnt how to navigate the challenges of platform migration from Weebly to Wix and how to adapt to technical constraints while maintaining a focus on user needs. The use of Agile methodology taught us the importance of iterative development and frequent feedback. We also deepened understanding of stakeholder management, especially the value of active client involvement throughout the development process. Additionally, we gained knowledge about the website development platforms and general benefits, including enhanced design flexibility, improved security, and user-friendly tools.



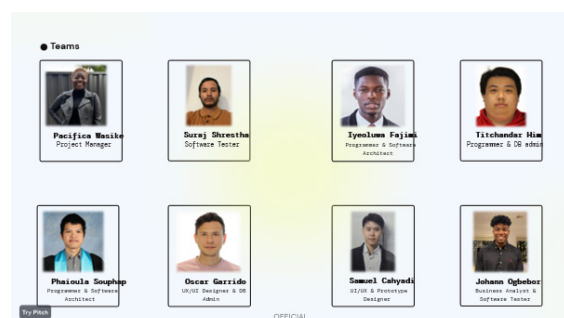
Undertaking the applied research project: the phases identified.

The Project: Develop a secure responsive web application for Café La Kiss.

Rashikala Weerawarna

Partners: Lee Lakkis, Ivan Reid

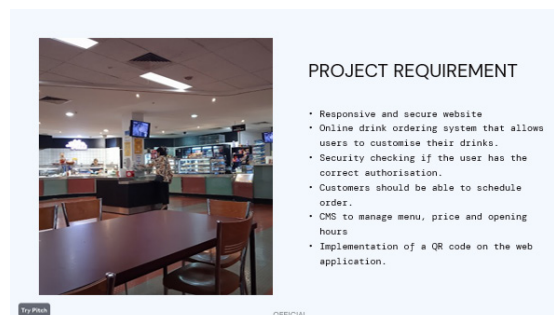
This group project delivered a secure, responsive, cross-platform web application for Café La Kiss, centred on streamlined drink ordering and straightforward content updates. Its key objectives were a customisable ordering flow (size, type, milk, sweetness, modifiers and pick-up time), real-time staff order acceptance/rejection, and an intuitive CMS to update menus, selected webpage content and branding. The solution was designed to be reusable for additional outlets, supported broad device and browser access (not limited to iOS), incorporated a QR code for instant ordering, and was hosted on a compatible web platform.



Scope

The scope covered:

- end-to-end website development (responsive, secure and scalable),
- the drink-ordering system, payment gateway integration,
- QR code implementation,
- a CMS for content updates, an admin dashboard for product management, website hosting setup, and
- integration of an Instagram carousel.



Deliverables

Deliverables included a secure, responsive web app, a user-friendly CMS, mobile and desktop compatibility, and training plus documentation for Café La Kiss staff. The project emphasised scalability, maintainability and ease of configuration to support current operations and future enhancements across outlets.

Holmesglen research initiatives: selected highlights.

Selected highlights from our range of initiatives demonstrate the strength and diversity of applied research at Holmesglen.

These research outputs reflect the talent and capacity for innovation that help strengthen Holmesglen as a leader in applied research in the TAFE sector.

Research Projects: Education and Training

Jules Alfaro

Adversarial AI Attacks on Critical Infrastructure and Operational Technology Systems

The project report is part of a capstone unit to complete a Master of Cyber Security with Charles Sturt University.

Fahri Benli

A Unified Artificial Intelligence and Digital Proficiency Training Model for Australian Educators

Existing literature highlights a shortage of Australian research examining teacher digital competency, with existing studies spanning early childhood, primary, higher education, and preservice teacher contexts. Across studies, Australian educators continue to report uneven digital skills, particularly regarding AI related capabilities.

AI and Digital competence

Recent research increasingly positions AI and digital competence as interconnected domains essential for modern teaching practice. Studies show that digital proficiency predicts AI TPACK skills and emphasise the need to update existing frameworks to incorporate AI specific competencies. Evidence also suggests digital tools can strengthen collaborative skills, communication and problem-solving skills, which are vital in AI supported learning environments. International findings note gender and age differences in perceived competence, although Australian preservice teacher data show minimal influence of age and gender. However, most studies rely on self-perception measures, which may overestimate actual capability and lack empirical validation.

Need for an Integrated Training Model for Holmesglen

Collectively, these insights support the development of an integrated training model that unifies AI and digital competencies. Understanding the influence of factors such as gender, discipline, and teaching experience can inform targeted professional learning and guide the design of Holmesglen's Digital & AI Skills Workshops for Educators program.

Chandi Dabare

Taught but not caught: Factors affecting student engagement in law subjects in non-law programs (Working title). Master of Education (Leadership and Learning) - Research Project (WIP)

How students in non-law programs engage in law subjects.

Student engagement has been widely researched in education. Given the significant importance of student success in tertiary education, there is a corresponding need to understand the factors that affect student engagement. However, there are limited empirical studies on how students in non-law programs engage in law subjects. A rapid, semi-systematic review of empirical literature published between 2015 and 2025 were undertaken to explore the factors influencing student engagement in law subjects within non-law programs. A structured search strategy and PRISMA-aligned screening process identified relevant studies for inclusion.

Methods and Theme Development

Using Reflexive Thematic Analysis, three interconnected themes were developed: The Student, Structural Realities, and Pedagogy That Connects. The review adopts the metaphor of the Threshold Interface to capture the complex, multidimensional space where student-related, institutional and pedagogical factors interact to shape engagement.

Findings

Findings affirm that the engagement of non-law students in law subjects is a dynamic negotiated process, rather than a static trait. The interconnected nature of the influencing factors at the Threshold Interface highlights the need for targeted interventions to foster engagement and transform disengagement into effective, meaningful engagement. The review concludes with evidence-based recommendations to facilitate and strengthen non-law students' engagement with legal learning.

Kirsten Fagan

Advancing Neurodiversity Awareness and Support in Vocational Education and Training Sector: A content analysis of Victorian TAFE

Vocational Education and Training: a Content Analysis of Victorian TAFE, offers a critical examination of the imperative

to enhance neurodiversity awareness and support within the Victorian Technical and Further Education (TAFE) sector. Through systematic multimodal thematic analysis of seven TAFE institutions' websites and digital platforms, the research investigates how these institutions communicate support services to neurodivergent learners.

The findings reveal significant variation in communication effectiveness across institutions, from comprehensive integration of Universal Design for Learning principles to more limited implementations.

The analysis identifies several effective practices, including direct navigation pathways, integration of support information within primary institutional communications, and comprehensive policy communication through accessible formats. The research contributes to both theoretical understanding and practical improvement in how TAFEs communicate with neurodivergent learners.

Meredith Galati

Master of Nursing (James Cook University)

Michelle Interlandi

Emotional Intelligence and Relational Capabilities: A Critical Interpretive Review of Educator Practice and Student Success in the AVET Sector (Deakin University, Independent Research Project)

Problem to be Investigated

This paper explores the intersection of Emotional Intelligence (EI) and Relational Capabilities (RC) in Australia's Adult and Vocational Education and Training (AVET) sector, examining how these constructs shape educator practice, learner engagement, and institutional culture.

Methods Used and Findings

Using a scoping review methodology, the study synthesises peer-reviewed literature, theoretical texts, and sector reports across adult education, vocational training, and teacher development. Guided by a critical constructivist and feminist framework, the analysis highlights how EI, through competencies such as emotional regulation, empathy, and self-awareness, forms a foundational platform for emotionally responsive and inclusive pedagogy. While Relational Capabilities foreground systemic and ethical dimensions of care, trust, and power, the findings suggest that without the intrapersonal grounding offered by EI, such capabilities risk becoming unsustainable or inconsistently enacted.

Recommendations

The study calls for the formal integration of EI training into educator preparation and institutional frameworks to enhance retention, reduce burnout, and support equity-driven educational outcomes. Embedding EI as a central component of relational pedagogy offers a critical pathway toward building emotionally literate, resilient, and inclusive AVET learning environments.

Kodanda Kottampally

An exploration of pedagogical practices for the application specific numeracy skills in vocational education context.

This research study is about the teaching practices for the application of specific numeracy skills in the vocational education. This study covers both teacher and learner aspects. Practical research will be carried out for the application of specific numeracy skills such as mixed mathematical operations in the vocational course certificate IV in accounting and bookkeeping. I chose this course,

because as a learning skills support teacher, I have observed that every year 10%-15% of students in this course struggle to apply specific numeracy skills. Outcomes of my research will help across other vocational courses in the institute.

Suria Naidoo

A case- based exploration of the Cultural Competence of vocational education teachers in Australia (PhD, Monash)

This research explores the cultural capabilities of 16 VET teachers from a variety of backgrounds and disciplines in a single vocational setting to determine how they understand, experience and practice cultural competence within their pedagogy. The research also examines the existence of power relationships within the VET sector and how this impacts the enhancement of teachers' cultural understanding in a rapidly increasing culturally diverse teaching environment.

Titus Peter

A study of the influence of VET policies in the career fulfilment of South Asian migrants: How do Australian VET sector policies and practices impact the career fulfilment of SA skilled migrants? (Master of Education, The University of Melbourne)

Problem to be Investigated

This study investigates how Australian Vocational Education and Training (VET) sector policies affect career fulfilment for South Asian (SA) skilled migrants. Driven by my personal experience, I explore the gap between policy intentions and the lived realities of SA migrants. While VET policies aim to boost economic outcomes through skill development and employment access, SA migrants often face significant socioeconomic, cultural, and institutional barriers that hinder their career progression.

Methodology and Methods

Using Thematic Content Analysis (TCA) on secondary data, I examine how VET policies and practices can create inequalities in educational access and secure work. Informed by Critical Race Theory (CRT) and Fraser's social justice dimensions (distribution, recognition, and participation), my research highlights the tension between economic migration objectives and social justice. It reveals institutionalised racism within VET policies, showing how they often neglect SA migrants' diverse motivations, portray them as deficient learners, and limit their involvement in program design.

Findings

Research findings emphasised the need to tackle cultural imperialism and epistemic violence in the VET sector. Practical recommendations include flexible support, culturally sensitive assessment, integrating migrant perspectives into program design, better pre-migration information, and improved cultural competency for educators and employers.

Leeanne O'Meara

Impacts of Workplace Harassment on Australian Schoolteachers (M.Ed., Deakin)

Problem to be Investigated

This thesis explores the complex and deeply personal issue of workplace harassment experienced by schoolteachers in Australian primary and secondary schools. At the heart of this research is a commitment to understanding the reality behind the statistics and the voices of teachers. The research examines not only the prevalence and characteristics of teacher-directed harassment but also the emotional and professional impacts on teachers, as well as the responses of institutions.

Findings

The findings reveal that emotional harassment is widespread, with over a quarter of respondents reporting sexual harassment in the workplace. Perpetrators include colleagues, students, parents, and school leaders, with a notable gendered pattern, such as the targeting of female teachers by male students and the prevalence of peer-to-peer harassment. Although most teachers tend to report workplace harassment, they expressed low confidence in their school's ability to address it effectively. Adopting a critical feminist lens, this research highlights the entrenchment of gendered power dynamics and institutional cultures that perpetuate harassment and undermine teacher wellbeing. The findings point to systemic challenges, including the normalisation of hostile behaviours, inadequate policy implementation, and limited support for victims.

Luke Pham

"Rapid Review: How Gamification Impacts Learning in Vocational Educational Classrooms"
Graduate Certificate of Adult, Vocational Education and Training, 2025 (Research Essay)

Project Context

This rapid review investigates the impact of gamification in vocational education, aiming to identify effective elements and approaches for enhancing engagement. The study responds to the need for empirical investigations, echoing recommendations for tailored gamification strategies in Technical and Vocational Education and Training (TVET) settings.

Conclusion

The findings underscore the potential impact of gamification on engagement, learning outcomes, and attitudes in vocational education classrooms. However, challenges in implementation, technical considerations, and the need for pragmatism highlight the importance of careful planning and educator upskilling. The synthesis of key findings offers actionable recommendations, emphasising subject-specific adaptations and technology mediated learning.

Christine Standley

The lived experience and perspectives of AI use in nursing education and its impact on clinical reasoning and critical thinking in clinical practice.

Professional Doctorate, Latrobe University

Simone Wearne

An exploration into the value and impact of gender representation among volunteers in community sport organisations. PhD candidature proposal

Liz Yenson, Heni Vosoghi, Jessica Fullerton, Kamini Pillai, Meredith Galati, Christine Standley and Michelle McAlister

Harmonisation Project: Collaboration between the Diploma and Bachelor of Nursing staff to standardize clinical practice and documentation

Partners: Holmesglen Diploma of Nursing, Holmesglen Bachelor of Nursing, potential external hospital partners
Ongoing collaboration between Diploma of Nursing and Bachelor of Nursing Staff to align and standardize the teaching of clinical skills/documentation in preparation for Clinical Placement/ future practise as Enrolled and Registered Nurses.

Research in Progress

International Specialised Skills Institute: VSA International VET Practitioner Fellowship

Candace Van Der Krogt, Developing and Improving Sustainable Upholstery Training in Victoria:

Candace's fellowship focuses on teaching sustainable methods in the upholstery industry, training the next generation of Upholsterers with environmentally conscious materials, and reviving the expert craftsmanship and skills involved in traditional upholstery.

Upholstery in Australia

Australia's upholstery sector is facing a critical juncture. An ageing workforce, shrinking training provision, and limited access to traditional craft knowledge place the future of the trade at risk. Simultaneously, the environmental impacts of polyurethane foam—now the dominant filling material in modern furniture—are increasingly incompatible with national sustainability goals.

The research

This 2025 International Specialised Skills Institute (ISSI) Fellowship investigated how traditional upholstery methods, sustainable materials, and leading international pedagogical models can inform a renewed, future focused direction for Australian vocational education and industry practice.

The fellowship involved immersive training with four influential UK master upholsterers each offering distinct expertise in heritage craftsmanship, educational excellence, and sustainable material innovation. This training demonstrated that traditional hand skills are not relics of the past but essential competencies for enabling upholsterers to work confidently with natural fibres. These skills form the technical foundation required for Australia's transition away from petrochemical foams toward circular, biodegradable, and repairable upholstery systems.

Key findings

Key findings highlight the need to strengthen traditional craft training within the Certificate III in Upholstery, embed sustainability across all units through practical material literacy, and re-establish local supply chains for natural fibres—particularly Australian wool and rubberised coir. With targeted investment, renewed craft pedagogy, and collaboration between educators, employers, and suppliers, Australia can preserve its upholstery heritage while positioning itself as a leader in sustainable, circular furniture practice.



Student Well-being and TAFE

Sakshi Kaushal
(student wellbeing counsellor)



Sakshi's research aimed to identify the prevalence of mental health issues among TAFE students, their need for use of counselling services and the barriers to access of these services. The first phase of the project is to conduct a scoping review of existing literature on the mental health of TAFE students. The scoping review is currently underway. 'Understanding the barriers to accessing student support services to enhance the wellbeing of TAFE Students'.

The Australia and New Zealand Student Services Association's (ANZSSA) Conference (Auckland)

Sakshi Kaushal also presented to the Australia and New Zealand Student Services Association's (ANZSSA) conference in Auckland, New Zealand on the topic "More than just counselling: Evolving mental health support in higher education" and shared the work being done by the teams within student wellbeing to support diverse students at Holmesglen.

Sakshi discussed a current initiative being undertaken by the student wellbeing team to support neurodiverse students at Holmesglen, as part of the Disability Inclusion Working group. The group is currently working on a student survey that will help ground the initiative in student experience and ensure it is neuro-affirming.

The presentation also focussed on the need for counselling teams in higher education to work from a 'whole of institution approach' to support diverse student cohorts and emphasised the importance of mental health and student wellbeing for higher completion rates and positive learning outcomes.

An article about the presentation will soon be available to read through the Journal of Australia and New Zealand Student Services Association (JANZSSA).



Research for Publication: Olympic Politics and Power

This new book, to be co-authored by Dr Sam Duncan, will explore the sociopolitical dimensions of the Brisbane Olympics, 2032.

Dr Sam Duncan has recently signed a book contract with Palgrave Macmillan for a new monograph exploring the sociopolitical dimensions of the Brisbane 2032 Olympic Games.

The book will examine how the event serves as a critical case study for the International Olympic Committee's evolving vision and the broader cultural, economic, and political forces shaping contemporary sport. Brisbane 2032 is being positioned as a new model for hosting cost-effective, mid-sized Games, raising important questions about sustainability, inclusion, and the role of mega-events in global governance. By situating Brisbane within the historical trajectory of the Olympic movement, this work will offer a timely and critical analysis of how the Games continue to influence, and be influenced by, the societies in which they are embedded.

More than just a sporting spectacle, the Olympic Games have long reflected the power structures and tensions of their time.

Sam has also been recently published in two academic journals. In *Equality, Diversity and Inclusion: An International Journal*, he co-authored "Challenging the status quo of sports media: how fans use independent media to cover women's sports and advocate for change". This study explores how independent digital content creators are reshaping women's sports coverage, building inclusive communities, and resisting the mainstream media's marginalisation of women's sport - often at significant personal and professional cost.

In *Sport, Ethics and Philosophy*, Sam's second recent publication, "Big Bash as mass deception: understanding the dumbing down of cricket", provides a critical analysis of the Big Bash League (BBL) through the lens of Adorno, Horkheimer, and Huizinga. The paper argues that the rise of T20 cricket represents a cultural shift toward entertainment-driven spectacle, reducing sport to a commodified product that prioritises passive consumption over tradition, complexity, and communal engagement.



Bridging the Digital Divide: Co-Creating Australia's Future Construction Workforce

**Cedomir Gladovic
Lecturer, Building Degree Programs**

Cedomir Gladovic's research article 'Bridging the Digital Divide: Co-Creating Australia's Future Construction Workforce' has been accepted for publication in **Industry and Higher Education**. This article analyses the critical gap between Australian construction education and industry digital requirements, proposing evidence-based collaborative frameworks to develop workforce capabilities.



Research into the Development of Educator Digital Skills, Dr Fahri Benli

Summary of research based Professional Development Program (PDP)

The PDP was funded by the Peter Lewinsky Teaching Fellowship in 2025 with the objective to develop and implement a hands-on workshop guided by design thinking techniques. The workshop aims to enhance educator digital and AI skills competency to foster immersive, interactive, and collaborative learning environments. The pilot workshop was delivered face to faculty of higher education staff in computer labs. The post workshop feedback provided by higher education staff reports an average of 42% increase in digital and AI skills improvement. The Digital and AI Skills Workshop is proposed to be rolled out all teaching staff.



Akrati Jain (Course Leader and Lecturer in Bachelor of Information Systems)

Akrati Jain's paper was included in the ASEFINnoLab6 Conference in Shanghai, China from 13-18 October 2025. The work has focused on inclusive AI guidelines for disabled learners. The invitation from the Asia-Europe Foundation (ASEF) reads:

Given your team's outstanding initial output and your level of engagement and dedication throughout the virtual programme, it is my pleasure to invite you to join us in the ASEFINnoLab6 Conference to be held on 14-17 October 2025 at Fudan University in Shanghai, China with the theme "Universities' Role in Developing Skills for an AI-Powered Future".

Knowledge and Technology Transfer

Tammy Casselson and Rashikala Weerawarna.

Knowledge and technology transfer deals with the transfer of knowledge and technology gained from the researcher's activities to the public at large, allowing industry, students and society to benefit from the work completed.

Tammy Casselson

After having completed her ISSI Fellowship, Tammy has now embarked upon a process to transfer the knowledge she has gained from her applied research program into mindfulness in a podcast conducted by the ISSI.

Hear Tammy Casselson, Holmesglen researcher, on the ISSI podcast (The Skills Exchange, episode 7), discuss her International VET Practitioner Fellowship mindfulness in TAFE. Tammy's fellowship focused on developing mindfulness-based wellbeing programs in the vocational education and training (VET) sector. Tammy's work equips staff, educators, and students in VET and DUAL sectors with resilience skills that enhance performance and wellbeing. (Source: ISS)

See ISSI website for further details:
<https://www.issiinstitute.org.au/>



Rashikala Weerawarna

At a HERA Conference in Hong Kong, Rashikala presented her paper under the category 'Research and Innovation': Adaptive Learning Ecosystems: Empowering Neurodivergent Learners Through AI and Blockchain.

Abstract

This study explores the transformative potential of generative artificial intelligence (AI) and blockchain technologies in creating adaptive learning ecosystems tailored for neurodivergent learners. By integrating advanced machine learning algorithms with decentralised infrastructures, the research addresses key challenges in educational personalisation, data privacy, and individualised learning support. Grounded in constructivist learning theory, self-determination theory, universal design for learning, and situated learning theory, the study proposes a comprehensive framework that prioritises learner autonomy, flexibility, and contextual relevance. Employing a mixed-methods approach, the research involves the development of a blockchain-enabled generative AI platform, alongside quantitative cognitive assessments and comparative analyses of learning outcomes. Preliminary findings indicate promising avenues for recognising individual learning patterns and enhancing educational engagement through technology-driven personalisation. While acknowledging limitations such as sample size, implementation complexity, and ethical concerns, the study offers valuable insights into inclusive education practices. Its originality lies in the interdisciplinary integration of AI, blockchain, and neurodiversity research to inform the design of equitable and adaptive learning environments.

HERA

Higher Education Research Association

HERA

11th HERA 2025 Conference

The Future of Higher Education

Facing New and Old Challenges



Establishing a Research Profile

Holmesglen researchers seek to report their work through a range of publications to inform discussion, contribute to the improvement of teaching and learning, and provide the groundwork for further research and innovation.

Published Research 2025

- Benli, F., & Su, N. D. (2025). Curriculum development in hospitality: Adopting design thinking and artificial intelligence tools to enhance educator digital competencies. *CAUTHE 2025 Conference Proceedings: Transforming Tomorrow: Leveraging Opportunities to Create Change in Tourism, Hospitality and Events*, 468-470.
- Chung, J., & Chik, A. (2025) "Beyond English: Australian literature in other languages: A Trove lists project." *46(1)*, 18-19. <https://alia.org.au/Web/Web/Research-andPublications/INCITE/INCITE-Magazine.aspx>
- Duncan, S., & Heenan, T. (2025). Big bash as mass deception: understanding the dumbing down of cricket. *Sport, Ethics and Philosophy*, 1–16. <https://doi.org/10.1080/17511321.2025.2518111>
- Duncan, S., Heenan, T., & Santos, L. (2025). Cancelled: How the cancellation of the 2026 Victoria Commonwealth Games signalled a shift in Australian sport. *Sporting Traditions*, 42(2), 249–267. <https://search.informit.org/doi/10.3316/informit.T2026012700009291102100299>
- Duncan, S., & Santos, L. (2025). Game changers? The Matildas and 2023 Women's World Cup. *Soccer & Society*, 1–20. <https://doi.org/10.1080/14660970.2025.2603768>
- Duncan, S., The new Olympics: How Tokyo helped reshape the games. In Duignan, M. (2025). *Events and Politics: Bridging Theory and Practice*. Routledge. Chapter 29 from <https://www.routledge.com/Events-and-Politics-Bridging-Theory-and-Practice/Duignan/p/book/9781032786254>
- Eyrenci, A., Kaytaz Yilmaz, B. N., & Kilby, C. J. (2025). Turkish validity and reliability study of the Stress (Subjective Thoughts Regarding Stress Scale). *Journal of Health Psychology*, <https://journals.sagepub.com/doi/10.1177/13591053251392679>
- Guest, W. (2025). Apprenticeship curriculum in the workplace: examining expansive vocational education and training (VET) in the Australian food trades apprenticeships. *International Journal of Training Research*, 1–13. <https://doi.org/10.1080/14480220.2025.2483196>
- Jalbani, A., Weerawarna, R. & Al-Zubaidi, K. (2025) "Enhancing data provenance in AI with blockchain technology: a comprehensive quality model." *CSIT* 13, 213–224. <https://doi.org/10.1007/s40012-025-00419-7>
- Nguyen-Phuoc, D. Q., Truong, T. M., Nguyen, N. N. A., Luu, T. T., & Su, D. N. (2025). "Intention to adopt electric motorcycles in developing markets: Examining the role of image, motivators and barriers through the behavioral reasoning theory framework." *Transportation Research Part F: Traffic Psychology and Behaviour*, Volume 109, 2025, Pages 840-859, ISSN 1369-8478. <https://doi.org/10.1016/j.trf.2025.01.005>.
- Nguyen-Phuoc, D. Q., Su, D. N., Truong, A., Li, Z. C., & Oviedo-Trespalacios, O. (2025). How do perceptions of risk influence the adoption of electric motorcycles? A theory-based investigation considering the multidimensional nature of risk. *Transportation Research Part F: Traffic Psychology and Behaviour*, Volume 109, Pages 689-710, ISSN 1369-8478. <https://doi.org/10.1016/j.trf.2025.12.034>
- Nguyen-Phuoc, D. Q., Pham, S. T., Nguyen, T. P. T., Su, D. N., Luu, T. T., & Oviedo-Trespalacios, O. (2025). Exploring the switch to urban train services: The impact of perceived accessibility and its moderating effects. *Transportation Research Part A: Policy and Practice* Volume 191, 104320, ISSN 0965-8564. <https://doi.org/10.1016/j.tra.2025.104320>
- Pagnoccolo, J. (2025). Exploring the role of social and emotional learning (SEL) in the apprentice experience. *International Journal of Training Research*, 1–20. <https://doi.org/10.1080/14480220.2025.2488289>
- Saeed, A., Arif Khan, M., and Imran, M., (2025) "GTFD Protocol for Fault-detection and Self-stabilization in Wireless Sensor Networks," *2025 International Wireless Communications and Mobile Computing (IWCMC)*, Abu Dhabi, United Arab Emirates, pp. 1416-1421. <https://doi.org/10.1109/IWCMC65282.2025.11059674>
- Singh, C., Wibowo, S., & Grandhi, S. (2025). A Hybrid Deep Learning Approach for Cotton Plant Disease Detection Using BERT-ResNet-PSO. *Applied Sciences*, 15(13), 7075. <https://doi.org/10.3390/app15137075>
- Singh, C., Warraich, J., Thakkar, R. et al. (2025). SABER: a multimodal sentiment aware regression framework using ROBERTa BiLSTM and deep batch active learning for stock market prediction. *Int. j. inf. tecnol.* 17, 5497–5502 <https://doi.org/10.1007/s41870-025-02802-8>
- Symons, K., Duncan, S., Storr, R. (2025) "Challenging the status quo of sports media: how fans use independent media to cover women's sports and advocate for change". *Equality, Diversity and Inclusion: An International Journal*. <https://doi.org/10.1108/EDI-04-2025-0190>
- Tokede, O., Oyekola, O., Ameh, A., Mahlan, S. and Costin, G., (2025). Integrating life cycle sustainability thinking in the waste-to-energy sector: Existing trends, challenges and a sustainable transition framework. *Sustainable Futures*, 10, p.101200. <https://doi.org/10.1016/j.sftr.2025.101200>
- Yeomans, C., Karg, A., & Duncan, S. (2025). "18: Digital sport consumption cultures". In *Handbook on Sport and Culture*. Cheltenham, UK: Edward Elgar Publishing from <https://doi.org/10.4337/9781035339983.00032>

The Centre has worked closely with faculties and teaching departments to promote and co-ordinate the involvement of staff researchers in conferences showcasing applied research across the vocational and professional education and training sector.

Holmesglen researchers gave presentations (keynote speaker, plenary session, round table discussion, parallel paper presentation, poster, workshop) at a range of virtual and in-person conferences during 2025. This included the AVETRA (Australian Vocational Education and Training Research Association) Conference; the Australasian Simulation Congress, the Australasian Tourism and Hospitality Education (CAUTHE) Conference, NCVER (National Centre for Vocational Education Research) Conferences; OctoberVET at Holmesglen; and other conferences, both national and international.

Holmesglen Presentations at Conferences, 2025

- Burgin, H. 'Serious Escape Rooms prepare students with transferable skills for diverse work' from the *Australasian Simulation Congress 2025* on 11 August 2025.
- Burgin, H. 'Careers after PhD' from the *Deakin LES HDR Conference (Deakin University)* on 14 August 2025.
- Burgin, H. 'Serious Escape Rooms prepare students with transferable skills for diverse work' from the *Australasian Simulation Congress 2025 in Adelaide, Australia* on 12 August 2025.
- Burgin, H. 'Changing education for people with disability: programs that improve employment outcomes' from the *ACAL 2025 in Melbourne, Australia* on 4 September 2025.
- Carruthers, A. 'Revisiting professionalism in hospitality: contemporary perspectives from stakeholders in hospitality higher education.' from the *35th Annual Council for Australasian Tourism and Hospitality Education (CAUTHE) Conference in Brisbane, Australia* on 12 February 2025.
- Carruthers, A. 'Stakeholder Experiences in Hospitality Work Integrated Learning' from the *35th Annual Council for Australasian Tourism and Hospitality Education (CAUTHE) Conference in Brisbane, Australia* on 12 February 2025.
- Casselson, T. 'Interactive Breathe to Lead; Regulate your nervous system to lead with clarity, calm and purpose' from *Womens Leadership Summit in Melbourne, Australia* on 26 November 2025.
- Casselson, T. 'Mindfulness in Action: Implementation in VET Education' from the *2025 Illuminate Forum in Melbourne, Australia* on 7 November 2025.
- Casselson, T. 'Mindful Performance: Enhancing VET Resilience and Results Implementing mindfulness-based wellbeing to improve education outcomes' from the *AVETRA October VET Forum* on 21 October 2025.
- Chung, J. 'Storytelling Without Borders: The power of translated Australian literature' from the *RAILS 2025: Library and Information Research: Reflecting on the Past, Shaping the Future* in Sydney, Australia on 3 November 2025.
- Chung, J. 'How Your Library Data Makes a Difference to the CALD community' from *COSA 2025 in Melbourne, Australia* on 14 October 2025.
- Duncan, S. 'Downsizing the Games: Brisbane's cut-price Olympics' from the *Centre for Sociocultural Sport and Olympic Research Conference in Los Angeles, USA* on 13 March 2025.
- Duncan, S. 'At Sport's Coalface: Black Money, the Brisbane's Olympics & Environmental Vandalism' from the *Centre for Sociocultural Sport and Olympic Research Conference in Los Angeles, USA* on 13 March 2025.
- Duncan, S. 'Whitewashing the Olympics & Australia's Past: Truth-telling & Brisbane's problematic Olympic Games' from the *Centre for Sociocultural Sport and Olympic Research Conference in Los Angeles, USA* on 13 March 2025.
- Duncan, S. 'The IOC's fossil-fuelled Olympics' from the *North American Society for the Sociology of Sport in Seattle, United States* on 6 November 2025.
- Ferguson, N. 'Accessibility is virtually inescapable: Designing and creating an online escape room for all students' from the *ALIA VET Libraries Australia Conference 2025 (online)* on 23 October 2025.
- Ferguson, N. 'A pride of place: LGBTIQ+ resources guide and beyond' from the *Victorian Association of TAFE Libraries (VATL) webinar: Amplifying voices, building visibility: Inclusion through collaborative projects (online)* on 18 August 2025.
- Gladovic, C. 'Rethinking traditional assessments: Fostering critical thinking' from the *HERDSA Conference in Perth, Australia* on 7 July 2025.
- Jain, A. 'Developing Inclusive AI Guidelines to Support Diverse Learners with Disabilities in Higher Education, from the 'Institutions in Asia and Europe' from *ASEFInnolab6 in Shanghai, China* on 16 October 2025.
- Kenwell, K., 'Unlocking Potential: How Escape Rooms Equip Students for the Contemporary Workforce' from the *AVETRA 2025 Conference: Current challenges/Future Focused in Melbourne, Australia* on 3 April 2025.
- Pook, H. 'Applied Research Collaborations and Workforce Development: Construction and the Care Economy' from the *AVETRA 2025 Conference: Current challenges/Future Focused in Melbourne, Australia* on 3 April 2025.
- Pook, H. 'A Revolution in Construction Technologies will require the reshaping of industry training and education to meet the challenges of industry modernisation in the 'digital age'' from *KNOWLEDGE SHARE Conducted at Holmesglen* on 25 March 2025.
- Pook, H. 'Learning Through Applied Research: Developing a Framework for Future Learning' from the *Aspire '25 Conference* on 22 August 2025.
- Stern, N. 'A risk-based framework for AI implementation in major events: Implications for partner organisation to the 2032 Brisbane Olympic Games' from the *35th Annual Council for Australasian Tourism and Hospitality Education (CAUTHE) Conference in Brisbane, Australia* on 12 February 2025.
- Su, L. 'Revisiting professionalism in hospitality: contemporary perspectives from stakeholders in hospitality higher education' from the *35th Annual Council for Australasian Tourism and Hospitality Education (CAUTHE) Conference in Brisbane, Australia* on 10 February 2025.
- Su, L. 'Curriculum Development in Hospitality: Adopting Design Thinking and Artificial Intelligence Tools to Enhance Educator Digital Competencies' from the *35th Annual Council for Australasian Tourism and Hospitality Education (CAUTHE) Conference in Brisbane, Australia* on 10 February 2025.

OctoberVET at Holmesglen: part of the Holmesglen research landscape.

OctoberVET is an important opportunity for Holmesglen researchers, industry, research-based organisations and other TAFE's to share research, contribute to the improvement of teaching and learning and provide the groundwork for further research and innovation.

Holmesglen and OctoberVET: 2019-2023

OctoberVET 2019 at Holmesglen: 'Showcasing Applied Research in TAFE'.

The conference showcased a range of research projects and applied research partnerships between TAFE and organisations such as the Royal Children's Hospital; research snapshots from leading applied researchers, demonstrations of new technologies such as virtual reality and their application to education and training demonstrated the TAFE's potential contribution to the development of industry and 'cutting edge' training programs.

OctoberVET 2020 at Holmesglen: 'Applied Research in TAFE during a time of pandemic: the importance of industry partnerships.'

This virtual conference drew upon the theme of applied research in TAFE during a time of pandemic and reinforced the importance of industry partnerships. Speakers emphasised the view that TAFE has the capacity to play a significant role in the development of industry supported innovation and meeting future skills needs: rather than seeing the pandemic as an impediment to change, TAFEs could embrace these new challenges and opportunities by capitalising upon the possibilities presented by new technologies and increased digitalisation across many industry sectors.

The 2021 OctoberVET conference: 'Applied Research in TAFE: Current practice and future opportunity.'

This conference was based on investigations of real-life problems that are of benefit to both industry and TAFE and explored the possibilities and dimensions for future applied research: in particular, the ways in which research and innovation may be channelled into knowledge sharing and technology transfer in collaboration with industry and community, and in the design and delivery of education and training programs to meet future skills needs.

October 2023: 'the path ahead':

- 'The 'path ahead': reflections on the past decade (Dr Henry Pook)
- Applied Research: new frontiers for research (Dr Sam Duncan)
- Applied Research: the wellness challenge (Tammy Casselson)
- Industry Collaboration: beyond education and training. (Dr Ross Digby)
- Learners as researchers: Design and develop websites. Implement the e-commerce system to Mooshuns: (Rashikala Weerawarna and student researcher, Chuwong Thanawat)
- Apprenticeships: new directions: (Dr Warren Guest)
- Well-being; a new frontier for research: the apprentice experience (Dr Joe Pagnocco)
- Learners as researchers: a case study of environmental research (Dr Joab Wilson and student researchers: Cajsja Knutson Lording, Jennifer Currey, Joshua Markham, Sarah O'Dowd).
- Forward challenges: Applied Research and the Victorian TAFE Network (Andrew Williamson).



OctoberVET'24: Interactive Workshops in Applied Research.

OCTOBERVET 2024

In 2024 Holmesglen Institute's Centre for Applied Research and Innovation offered a novel approach to OctoberVET. Scheduled over four weeks, the Centre conducted a range of workshops on practical issues related to applied research: developing research proposals; surveying the literature; choosing a methodology and methods; and communicating your research.

- **Developing research proposals: Introduction to research - designing a research question (Dr Harrison Burgin)**
- **Surveying the literature: The Literature Review (Dr Henry Pook)**
- **Choosing a methodology and methods: Quantitative vs qualitative - how to choose your methodology (Dr Harrison Burgin)**
- **Communicating your research: Writing for Publication and Presenting at a Conference (Dr Sam Duncan)**
- **Presenting at a conference (Dr Sam Duncan)**



OCTOBERVET 2025



In October 2025, Holmesglen's Applied Research Centre hosted the annual International Specialist Skills Institute (ISSI) fellowship presentations. This fellowship offers VET teachers a unique opportunity to gain specialized knowledge, enhance their skills, and network with global experts in their vocational field. This experience fosters innovation, broadens perspectives, and significantly contributes to leading VET educator practices in the classroom.

Holmesglen had many past fellowship recipients who showcased their projects on the day, including Dr. Gabrielle Koutoukidis, Dr. Ross Digby, and Tammy Casselson.

The conference is the Applied Research Centre's latest contribution to AVETRA's annual OctoberVET research forums, which provide an invaluable opportunity for our practitioners to share their research projects and disseminate findings. On this occasion, the conference was run by students from our Le Cordon Bleu Higher Education programs, providing them with an opportunity

Conference summary submitted by Dr Warren Guest



Holmesglen contributions:

Panel: The rise of applied research Presented by Katrina Jokity, Melanie Williams, Sam Duncan and Teresa Schmidt

Unlocking Potential: How Escape Rooms Equip Students for the Contemporary Workforce
(Presented by Kim Kenwell)

Interactive Session: Embedding Mindfulness & Wellbeing For Future Proofed Students & Employees
(Presented by Tammy Casselson)



Applied Research Collaborations and Workforce Development:
Construction and the Care Economy
(Presented by Dr Henry Pook)



Presenters at AVETRA 2025



Holmesglen researchers at the recent AVETRA conference (L to R: Dr Warren Guest, Dr Henry Pook, Dr Sam Duncan, Ms Tammy Casselson, Ms Kim Kenwell, Mr Ian Balducci.)

The Holmesglen Human Research Ethics Review Panel (HRERP)

Human Research Ethics Review Panel

Holmesglen has established the Human Research Ethics Review Panel (HRERP) to review, approve and monitor human research in accordance with the requirements of the National Statement on Ethical Conduct in Human Research (2023) and the Australian Code for the Responsible Conduct of Research (2018).

The Panel meets five to six times a year to review internal and external applications for research undertaken at Holmesglen. This important role ensures the well-being of all stakeholders involved and safeguards the standards and reputation of the Institute in matters of academic and professional practice related to research. The Panel also provides guidance in relation to the conduct of research and works with prospective researchers on the development of their ethics applications.

Applications reviewed in 2025 included: upskilling the VET workforce; evaluation of Forum Theatres in healthcare education; developing professional identity and belonging in the hospitality workforce; emotional intelligence in the apprentice experience; uncertainty ready competencies in the hospitality workforce; unified AI and digital competence training model for Australian educators; sustainable practices in healthcare; evaluating the effectiveness of roofing work inspection using RPAS (drones).

Membership

- Dr Henry Pook Director – Centre for Applied Research (Chair), ex-officio: (Director, Centre for Applied Research and Innovation, ex-officio member.
- Manager, Student Wellbeing, ex-officio member.
- Dr. Ross O'Shea: External academic and / or researcher.
- Dr Cristina George: Executive Officer, Office of Teaching and Learning representative.
- Dr Sam Duncan, Dean, Faculty of Higher Education and Applied Research, Employee with research experience
- Janet Cohen, Lecturer, Sports degrees, Faculty of Higher Education, Employee with research experience.
- Dr Chris Cheers, Employee with research experience.
- Dr Paula Bray, Faculty of Higher Education and Applied Research, Employee with research experience
- Sharon Ciech, Minute Secretary, Administrative Coordinator, Office of Teaching and Learning

Supervision

During 2025 Holmesglen research staff provided academic supervision and support.

Harrison Burgin: Holmesglen supervision of Masters project by Anila Asokan, (Master of Education, Monash.)

Chris Kilby:

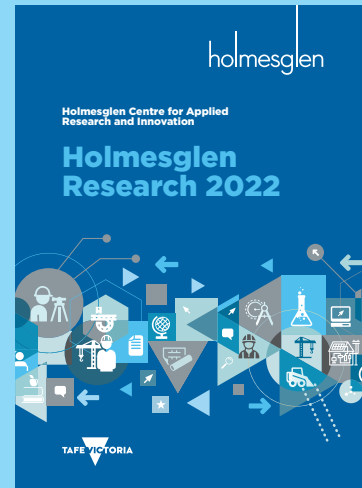
- Co-supervisor to one PhD (psychology) student at the Cairnmillar Institute (ongoing into 2026)
- Supervisor to three Master's (clinical psychology) students at the Cairnmillar Institute (one ongoing into 2026, 3 completed)
- Supervisor to four Honours (psychology) students at the Cairnmillar Institute (all completed)

Sam Duncan: Supervisor of Simone Wearne, Course Leader of the Holmesglen Sports Degrees, who is currently undertaking a Master of Philosophy (soon to transition to PhD) at Charles Sturt University.

From the Archives

Our research reports from the archives provide a glimpse of research-based work that has been undertaken as Holmesglen sought to establish itself as a leader in the applied research landscape.

These extracts are from Holmesglen Research 2020-2021 and Holmesglen Research 2022.



Holmesglen Research Initiatives. Selected highlights

Leading the way

Holmesglen Institute is increasingly recognised as a leader in applied research and innovation across the TAFE sector. This growing profile has been enhanced through the Institute's active involvement in sector wide research in vocational institutions. This has included membership of the Victorian TAFE Association's 'Research and Advocacy Committee', close co-operation with industry and VCET based research organisations. In both years the Centre developed and hosted TAFE-wide conferences: Applied Research in TAFE during a time of pandemic; the importance of industry partnerships (November 2020); and Applied Research in TAFE: current practice and future opportunity (October 2021).

Holmesglen has led the way in developing research opportunities through some exciting partnerships with industry: health industry related research, research collaborations with the building construction industry, and VR (virtual reality) related research and innovation.

The Holmesglen Centre for Applied Research and Innovation.

An important pillar supporting these new directions and innovations in applied research has been the Holmesglen Centre for Applied Research and Innovation.

Established in 2016, it is a significant driver of industry focused research and the development of an applied research culture at Holmesglen. Its core function has been to raise the profile of applied research and innovation in all faculties and to assist in the development of applied research and innovation projects involving Holmesglen participation.

To achieve this, the Centre has worked towards building the capability of researchers in the Institute; to focus on an inquiry-based approach in our training and

education programmes and to ready our learners and trainees for an increasingly digitalised world. It is also cognisant of the need to embrace industry and form partnerships and develop collaborations: in particular, to support engagement with the range of industries linked to Holmesglen through applied research that not only investigates real-life problems, but also helps resolve them. This is of benefit to both industry and TAFE: it improves courses, has the potential to acquaint teachers and lecturers with new developments, and enhances the technical know-how and industry currency of teachers/trainers.

Selected highlights from our range of initiatives demonstrate the strength and diversity of applied research at Holmesglen.

Building Industry Research: new partnerships and technologies



Holmesglen, along with other organisations across the commercial, university, industry and government sectors are collaborating in research projects to achieve Building Industry Research Centre's (CRC) goal of changing technologies. For Holmesglen, research outcomes will focus on the development of training programmes in the use of new technologies (including digital technologies and robotics); innovations to work processes; and policy and regulations improvement. The CRC intends to utilise Holmesglen's extensive workshop facilities and trained technical staff to support trials of improvements to the key building phases.

Commercial Industry:



Peak Industry Bodies:



Research and Education:



Government:



Holmesglen Centre for Applied Research 5

Holmesglen Research 2020-2021, Page 5

International Specialised Skills Institute (ISSI) Fellowships

Fellowships, in a range of categories, are offered each year by the ISSI and support recipients to undertake research and skills enhancement with the aim of creating '... a more responsive, innovative, industry driven approach to up-skilling of the Australian workforce for the global marketplace.'

The ISSI Italian Australian Foundation Fellowship.

One of such fellowship category is the Italian Australian Foundation Fellowship. This provides an opportunity for Australian residents of Italian descent to acquire higher-level skills and drive leading practice and innovation in Australia. In 2020-2021, two Holmesglan researchers were awarded a Fellowship: Dr Joe Pagnocolo and Dr Mary Hughes.



J. Pagnocolo

Social and Emotional learning in VET

Although Joe's Fellowship was awarded in 2021, his research has been delayed by the pandemic and has consequently carried over into 2021.

Dr Joe Pagnocolo is a senior electrical teacher at Holmesglan Institute. The aim of this Fellowship is to undertake applied research in social and emotional learning (SEL) in VET for the Australian context. It will provide greater understanding of how social and emotional learning can provide the skills needed to assist industry with the requirements of an economy requiring people to be working more collaboratively with each other.



Dr Mary Hughes

2021 Recipient of the ISS Italian Australian Foundation Fellowship

Dr Hughes' fellowship will focus on methods and approaches to teaching and learning in early childhood settings. These approaches include the Montessori and Reggio Emilia models, both being child-centred and both based on a constructivist model.

There is evidence that children's early literacy and maths skills are supported by these approaches and that there are benefits for their cognitive and social development. Currently, implementation of teaching and learning methods in Victorian pre-schools varies widely from setting to setting, depending on the type of provider and expertise of staff. Through this fellowship, Dr Hughes will examine best-practice models of curriculum course content for VET and Higher Education students studying early childhood education courses.

It is anticipated that on return, Dr Hughes will design and provide professional learning opportunities for teachers and educators in Victorian early childhood settings.

Holmesglan Centre for Applied Research

Holmesglan Research 2020-2021, Page 11

Developing an applied research culture

A key function of the Centre is to support the development of an applied research culture at Holmesglan through a capability building training programme designed to assist applied researchers in their work with industry. Such capability building takes the form of conferences, workshops, presentations, mentoring, and individualised support in the preparation of grant applications and formulating proposals for research projects.

Workshops for researchers: Enhancing researcher capability

As part of its programme to enhance research capability the Centre designed and implemented a series of workshops throughout 2020-21. These workshops explored ways in which researchers can design and undertake applied research with industry partners, understand the importance of ethics and research integrity, undertake a scoping review, and develop strategies to communicate their research findings at conferences, in journals, or through professional publications. Workshops were prepared and delivered to Holmesglan researchers by Holmesglan experts in research ethics and integrity and research methods and methodology: Dr Estelle Irving, Ms Karen King, and Dr Louise Shaw. Holmesglan Library staff provided specialist guidance, EndNote, and Google Scholar.

The Centre also conducted a full day programme in December 2021.

Holmesglan researchers gave presentations (virtually) at a range of national and international conferences during 2020-2021. This included AVETRA (Australian Vocational Education and Training Research Association) conferences; NCVER (National Centre for Vocational Education Research) Conferences; and other conferences, both national and international.

OctoberVET at Holmesglan



2020

Holmesglan's Centre for Applied Research and Innovation prepared its 2020 conference in the light of the pandemic engulfing the world with the theme of 'Re-designing teaching and learning in a time of pandemic: working with industry'.

COVID-19 has created many unforeseen problems for teaching and learning in our vocational programmes, more so than in hospitality, early childhood education, health, and tourism. Utilising a research-based approach, and working alongside industry, Holmesglan researchers identified areas of concern related to the delivery of their teaching programmes. In response, these researchers fashioned research programmes in such a way as to identify problems, find working solutions, and test these to improve VET practices in the future.

Research presentations were:

- Andrew Caruthers - Hospitality: Re-imagining hospitality industry engagement during Covid-19 Education
- Lisa Clements, Connie Castellan-Early Childhood Education
- Dr Anjali Chhetri - Health
- Projects aimed at improving vocational training through industry-based research
- Rajesh Iyer - Linking VET to industry in developing meaningful industry-based assessments
- Dr Joe Pagnocolo - International best practice in social and emotional learning for VET in Australia
- Andrew Williamson - Summary of the conference programme.

In addition to the research presentations, the conference heard from Dr Henry Pook on research partnerships with industry and key-note speakers, Professor Matthew Aitchison on Building 4.0 CRC and the opportunities for research in TAFE, and Dr Sean Gallagher on the workforce of the future: COVID and beyond.



Establishing a research profile: Holmesglan participation in conferences, 2020-2021

The Centre has worked closely with faculties and teaching departments to promote and co-ordinate the involvement of staff researchers in conferences showcasing applied research across the vocational and professional education and training sector.

12 Holmesglan Centre for Applied Research and Innovation

Holmesglan Research 2020-2021, Page 12

OctoberVET at Holmesglen: part of the research landscape.

OctoberVET is an important opportunity for Holmesglen researchers, industry, research-based organisations and other TAFE's to share research, contribute to the improvement of teaching and learning and provide the groundwork for further research and innovation.

Recent OctoberVETs:

OctoberVET 2019 at Holmesglen: 'Showcasing Applied Research in TAFE'.
The conference showcased a range of research projects and applied research partnerships between TAFE and organisations such as EastLink and the Royal Children's Hospital; research snapshots from leading applied researchers; demonstrations of new technologies such as virtual reality and their application to education and training demonstrated the TAFE's potential contribution to the development of industry and 'cutting edge' training programmes.

OctoberVET 2020 at Holmesglen: 'Applied Research in TAFE during a time of pandemic: the importance of industry partnerships.'
This virtual conference drew upon the theme of applied research in TAFE during a time of pandemic and reinforced the importance of industry partnerships. Speakers emphasised the view that TAFE has the capacity to play a significant role in the development of industry supported innovation and meeting future skills needs: rather than seeing the pandemic as an impediment to change, TAFEs could embrace these new challenges and opportunities by capitalising upon the possibilities presented by new technologies and increased digitalisation across many industry sectors.

The 2021 OctoberVET conference: 'Applied Research in TAFE: Current practice and future opportunity.'
This conference was based on investigations of real-life problems that are of benefit to both industry and TAFE and explored the possibilities and dimensions for future applied research: in particular, the ways in which research and innovation may be channelled into knowledge sharing and technology transfer in collaboration with industry and community, and in the design and delivery of education and training programmes to meet future skills needs.

The 2022 OctoberVET conference: Conducting applied research: an invitation to researchers in TAFE

The 2022 OctoberVET provided a programme of presentations and workshops focussing on issues related to the conduct of applied research.

Designed for researchers currently engaged in applied research or who are thinking about doing research for the first time, the conference focused on practical issues related to applied research.

Presentations included:

- What is applied research? (Dr Henry Pook, Andrew Williamson)
- Developing a research proposal? (Professor Debra Kiegalde and Dr Louise Shaw)
- What is the purpose of a literature review/scoping exercise, and what tools and resources are available to help me? (Dr Louise Shaw, Dr Yvonne Hamney)
- Working with industry and research-based organisations on research projects? What projects are underway in health and building construction? Professor Debra Kiegalde and Dr Ross Digby

- Presenting at a conference and/or having my work published: what do I need to know? (Dr Sam Duncan)
- The research journey: experiences of an early-career researcher. (Warren Quest)



Holmesglen presenters at OctoberVET

Holmesglen Centre for Applied Research and Innovation

Research supervision

During 2022 Holmesglen research staff provided academic supervision to a number of students (undergraduate, graduate or post-doctoral) at universities, including: the University of Melbourne, the University of Newcastle, Swinburne University, La Trobe University, Universiti Sains Malaysia, and the University of Peradeniya.

The following identifies the supervisor's Holmesglen department, the name of the supervisor, the course/degree, and the candidate's university.

CAIT (Computing and Information Technology) Kusay Al-Zubaidi PhD Universiti Sains Malaysia	HSYCS Weerasekara, I. M.Phil University of Peradeniya
CAIT (Computing and Information Technology) Kusay Al-Zubaidi PhD Universiti Sains Malaysia	HSYCS Weerasekara, I. Honours the University of Newcastle
HSYCS (Health Sciences, Youth and Community Studies) - Healthscope Clinical Chair Kiegalde, D. PhD LaTrobe University	HSYCS Weerasekara, I. Honours the University of Newcastle
HSYCS-Healthscope Clinical Chair Kiegalde, D. PhD Swinburne University	HSYCS Weerasekara, I, Honours University of Peradeniya
HSYCS Weerasekara, I. PhD University of Newcastle	HSYCS Weerasekara, I, Honours University of Peradeniya
HSYCS Weerasekara, I. M.Phil University of Peradeniya	HSYCS Shaw, L. M.Clinical Education the University of Melbourne

Contact us

For business and the community sector we are on hand to examine the potential benefits of partnering with Holmesglen and to evaluate how this would assist in improving the competitiveness, productivity, efficiencies, and/or commercial outcomes of your company or organisation.

If you are keen to know more about Holmesglen research and how it can help your business, education provider or community organisation please contact:

Dr Henry Pook, Director
E: henry.pook@holmesglen.edu.au

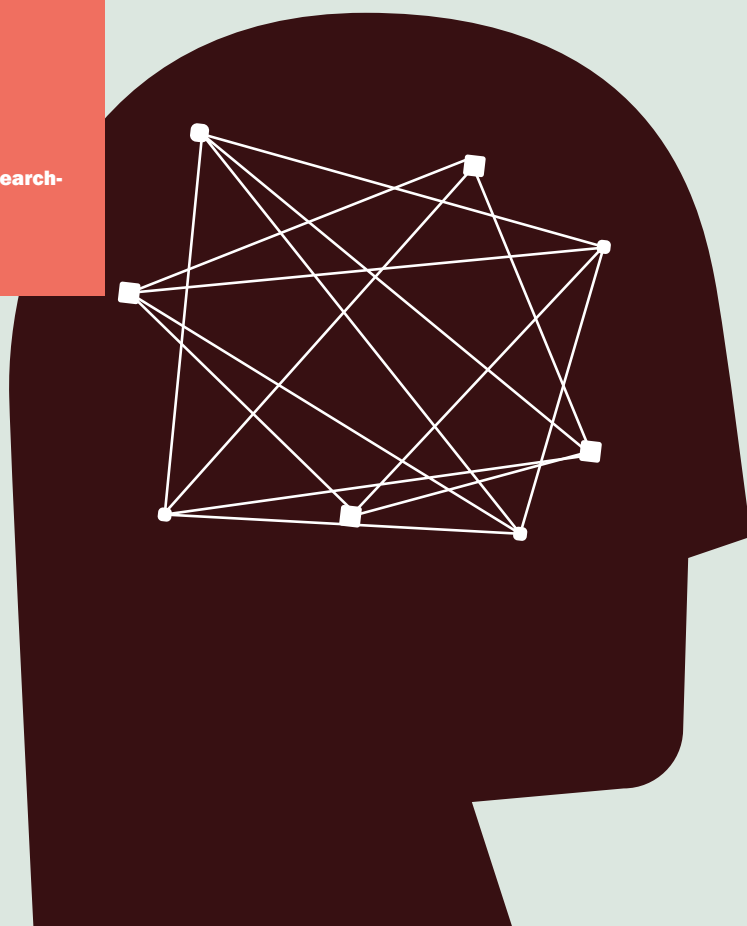
The Holmesglen Centre for Applied Research and Innovation
Building 7, Room 2.05,
Chadstone Campus, Holmesglen Institute

E: appliedresearch@holmesglen.edu.au
T: 61 3 9564 1886
W: holmesglen.edu.au/About-Us/Applied-Research-and-Innovation

© Holmesglen Institute 2026

We have moved!

The Centre for Applied Research and Innovation is now located in Building 7, Room 2.05.



In the spirit of reconciliation, Holmesglen recognises and celebrates the Traditional Owners of the lands throughout Victoria and beyond on which we educate and train. We pay our respects to Elders past and present and acknowledge our emerging leaders.