

Holmesglen Centre for  
Applied Research and Innovation

# June - July Report

**The path ahead: 2025-2026**





## **Centre for Applied Research and Innovation Research News: June-July.**

This report from the Centre for Applied Research and Innovation provides news of research projects undertaken with Building 4.0 CRC, the launch of a bold research initiative in the 'Care Economy', a continuation of research initiatives from the Faculty of Health Science, Community and Social Studies, a focus on individual and learner researchers from across the Institute, guidelines for the submission of ethics applications, and news of forthcoming conferences.

Education Methodology  
Training Technology Theory  
**Applied** New **Researchers**  
Practice **Research** Academic  
Community  
Knowledge Problems Basic  
Projects **Methods** Solutions  
Organisations

## The Centre for Applied Research and Innovation: its role and function.

The Holmesglen Centre for Applied Research and Innovation acts as an important driver of Institute applied research and works in conjunction with researchers across the Institute. It focuses on outcomes-based research and innovation in partnerships and collaborations with other research organisations, industry, government, and community. Moreover, it provides a supportive environment for Holmesglen researchers across faculties and is an important complement to our teaching and learning programme.

In 2025 the Centre seeks to strengthen the institute's research profile and to consolidate Holmesglen's position as a leader in applied research. To do this we need to challenge further what research is and what it can be, to frame and promote a clear alternative to commonly accepted understandings, and to position ourselves as part of the research 'ecosystem'; an 'ecosystem' that focuses on outcomes-based research and innovation in partnerships and collaborations with other research organisations, industry, government, and community.



**Dr Henry Pook**  
Director, Centre for Applied Research and Innovation

**We have moved!  
The Centre for  
Applied Research  
and Innovation is  
now located in  
Building 7: 2.05**

# Making impact

Holmesglen prides itself upon its approach to research. It seeks to develop a research focus that is industry orientated, is outcomes focused, and has the potential to contribute to education and training to equip a workforce for an increasingly digitalised world. In this section of the report, you will find information about our research projects and our research engagement with industry and community.

## VET, Applied Research and The Care Economy

In our last edition we heralded the arrival of Holmesglen's latest research initiative, the Applied Research and Innovation Care Economy project: 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' incorporates 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.

**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.**  
(Deniz Akin, Project Manager)



## Meet our 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 is an agile project coordinator with a strong background in research and social sciences, holding a Masters's 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.

## **The team has wasted no time in conducting its first 'lunch and learn session' for TAFEs across Victoria, introducing the project, its aims, objectives, and development of a research proposal.**



This introductory workshop focused on developing impactful research projects to address key challenges and opportunities in the care economy. Key questions and approaches were examined during the course of the session:

- What applied research means in the context of the care economy
- What is a research question and why are they important
- How to structure an applied research project using the cycle of research
- The first steps in developing an applied research proposal
- How applied research translates knowledge into new materials, products, services, devices, policies, and systems

# Research Updates

## Project #49

### Implications of Industry 4.0 technologies on Work Practices

Work on this project continues apace. Its aim is to understand the implications of emerging technologies on work practices, workforce training and working conditions in the building and construction industry. The project seeks to identify the benefits and challenges of emerging technologies, the impacts of these technologies on workplace practices and working conditions, the requirements for the choice and design of appropriate workplace technologies **and the requirements for future workforce training**. The project outcomes will provide insights and guidelines to inform the choice, design and integration of technology that maximizes desirable work practices and improve productivity and working conditions in the building and construction sectors.

### B4.0CRC Shared Interest Project Programme: Project # 58: The Retrofit Housing Atlas: Adaptive Reuse of Housing in Australia

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 #58 Details:

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 capital 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 will illustrate their concentration and frequency 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.

**There is great potential for this SIP to align with work done previously on SIP#48: the Circular Economy.**



### A new dimension to industry-VET applied research.

#### 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.

## Project #80

### Insolvency in Construction

The research explores the causes of high insolvency rates in the residential construction sector (see graph), 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

#### Research progress: submission to the Queensland Productivity Commission's Construction Productivity Inquiry

QUT researchers, supported by B4.0 CRC research partners, the Victorian Building Authority, Master Builders Victoria, and Holmesglen Institute, have prepared a submission to the

Queensland Productivity Commission based on preliminary findings from a current research project into the drivers of insolvency in the Australian residential construction sector, funded by the Building 4.0 CRC through the Commonwealth Government Cooperative Research Centres Program.

#### The incidence of insolvencies-a national problem



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).

**Aim:** evaluation of the effectiveness of remotely piloted aircraft systems and 3D mapping techniques for the inspection of roofing work to support or enhance conventional in-person inspections.

**The Problem:** non-compliant roofing work is a key contributor to water ingress in residential homes. This project, focussing on newly completed homes, aims to research the effectiveness of using emerging technologies (in this case 'drones') to strengthen on-site inspections of roofing work.

#### 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. Features of the case study experiment were:

- 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 then 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?

#### Research Project Outcomes

Once the research is complete, some of the outcomes will be:

- training workshops for industry partners, practitioners, and trainers/educators to facilitate the implementation of project outcomes in practical settings.
- recommendations and guidelines for the development of training courses for education and training of inspectors and other relevant stakeholders including trades personnel and construction managers (diploma level or degree level programmes).



RPAS inspecting roof at Berwick

## Project #111

### **Modern methods of construction (MMC) and VET: a Holmesglen initiated project to meet the training challenges of the digital era.**

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 will also 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.

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.

#### **Phase 1 has been completed (see below)**

**Phase 1: MMC International and national background.** Phase 1 includes a targeted review of Australian built environment VET qualifications. This will be complemented by a comparative analysis of international MMC-related programs and qualifications to identify best practices and inform the project's strategic direction.

## **Research Initiatives: Faculty of Health Science, Community and Social Studies.**

**The Faculty of Health Science, Community and Social Studies is continuing with its range of research initiatives mentioned in the previous edition of Research News.**

### **Using educational escape rooms to develop transferrable skills**

**Kim Kenwell, Harrison Burgin**

This project explores how newly designed escape rooms can be used in an education setting. These rooms consist of a series of puzzles that must be solved sequentially, or non-sequentially, before participants can 'escape'.

### **Building resilient students through mindfulness workshops**

**Harrison Burgin, Tammy Casselson, Gabby Koutoukidis**

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.

### **Using forum theatres to foster empathy and improve communication**

**Kim Kenwell, Ian Balducci, Gabby Koutoukidis, Harrison Burgin**

A forum theatre is an acting based teaching method in which 'worst case' scenarios are played out by actors, and lets 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.

## Focus on the researcher

In a previous research report I emphasised the need to broaden participation in research to include students, teachers, and ‘early researchers’, as an important step in strengthening research and embedding it into the very fabric of education and training at Holmesglen. This section of the report focuses on a sample of the research being planned or undertaken, either internally or externally, by institute researchers.

### Developing and Improving Sustainable Upholstery Training in Victoria

Candace Van Der Krogt, a recipient of an International Specialised Skills Institute Fellowship (2025) aims to undertake applied research in an international context.

By learning from international institutions, frameworks and experts, VET practitioners can generate actionable knowledge and develop innovative practices in the VET sector.

Candace’s fellowship will focus on teaching sustainable methods in the upholstery industry, to train the next generation of Upholsterers with environmentally conscious materials and

to revive the expert craftsmanship and skills involved in traditional upholstery. During her fellowship, Candace will attend training in England to learn these traditional methods from master craftsmen and to explore the sustainable materials for upholstery that are currently being used in Europe. Candace will then bring this research back to Australia and through the upholstery teaching program at Holmesglen and working closely with industry leaders in Victoria, these methods and materials will be explored, used and implemented, creating a more sustainable and beautiful future for the furniture industry.



**Candace Van Der Krogt**

### Emotional Intelligence and Relational Capabilities: A Critical Interpretive Review of Educator Practice and Student Success in the AVET Sector

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. 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.

Despite growing recognition of the value of emotional and relational teaching practices, these constructs remain underrepresented in AVET policy and professional development. 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.

Michelle intends to draw upon this research further, applying it to a Holmesglen context.



**Michelle Interlandi  
(Deakin University,  
Independent Research  
Project)**



## Published Research



**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.**

### **Olympic Politics and Power: A New Book on Brisbane 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. More than just a sporting spectacle, the Olympic Games have long reflected the power structures and tensions of their time.

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.

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.

### **Dr Ross Digby's recent publications have included:**



**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

### **Research in Progress: Sakshi Kaushal**

**(Holmesglen Institute working in co-operation with the Melbourne School of Population and Global Health, The University of Melbourne).**

This research aims 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.





# Knowledge transfer



## Rashikala Weerawarna

**At the recent 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.

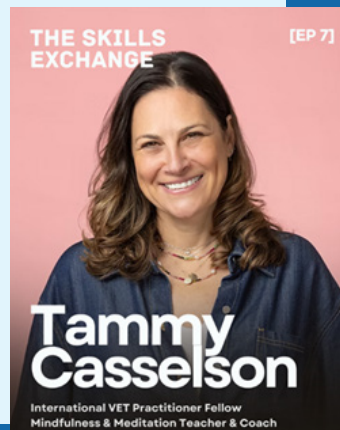


## Tammy Casselson

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

Tammy Casselson, after having completed her ISSI Fellowship, 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/>

## 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



Dr Fahri Benli.

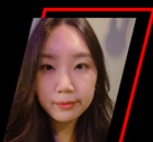
## Learners as researchers:

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.

### MEET OUR TEAM



DENYS BAIEV  
Project Manager



SAERA YOO  
UI/UX Designer



SAMUEL OGBEBOR  
Business Analyst



ARCHIT MANANDHAR  
Quality Assurance

#### 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 having 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.

### The Project:

#### Website redesign and maintenance-friendly feature integration: Bachelor of Information Systems students' applied research project.

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.

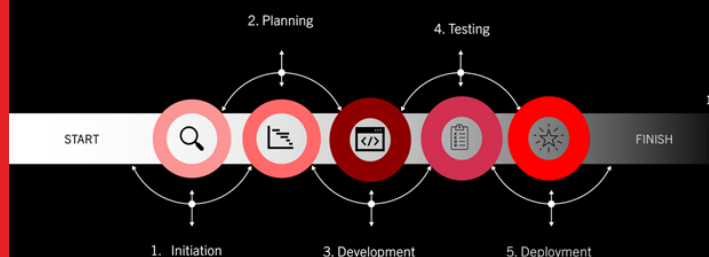
#### What was the project opportunity? What problem did it need to fix?

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.

### PROJECT TRACKING



Undertaking the applied research project: the phases identified.

# Diary Dates 2025

## Conferences

**NOTE: Staff should consult with their department head/co-ordinator prior to registering for conferences. Please note that the Centre for Applied Research and Innovation does not fund registrations.**

### NCVER

**Website: [www.ncver.edu.au](http://www.ncver.edu.au)**

34th National Vocational Education and Training (VET) Research Conference 'No Frills' will be co-hosted with TAFE Queensland at the Robina Events Centre on the Gold Coast from Wednesday 9 to Friday 11 July 2025.

#### Theme:

The conference theme, Diverse Voices in VET, highlights the importance of involving and amplifying the perspectives of a broad range of stakeholders within the vocational education and training sector. The theme seeks to foster dialogue around the unique challenges and opportunities faced by these diverse voices, including RTOs, industry, students, policy makers, Indigenous, disability and more, to showcase how their contributions and experiences shape the future of the VET sector.

### HERDSA 2025 Annual Conference

**7 - 10 July 2025**

**Perth Convention and Exhibition Centre  
Boorloo, Perth, Western Australia**

**Website: [www.conference.herdsa.org.au/2025/](http://www.conference.herdsa.org.au/2025/)**

The theme, Shaping Education: Past, Present, Future reflects our dedication to advancing education by: building on past research, engaging with contemporary pedagogies, practices, and trends fostering innovative future research initiatives, collaborations, and connections.

The HERDSA CONFERENCE offers a valuable opportunity for colleagues to connect, share ideas, and engage with HERDSA communities of practice.

### Illuminate Forum: Creating Impact in Vocation Education and Training

**Friday 11 July 2025**

**9.15am - 12.30pm**

**In person at the VDC or online**

This collaborative event hosted by the International Specialised Skills (ISS) Institute and the VET Development Centre showcases how VSA International VET Practitioner Fellowships are ensuring Victorian vocational education reflects international best practice.

At this year's Illuminate Forum, you will hear directly from Fellows who will share:

- Their journey from identifying critical gaps to forming powerful research questions
- The before-and-after impact of their international research on their practice and the VET sector

- How their findings have been successfully implemented in Victorian organisations
- The evolution of their professional identity as educators, innovators, and applied researchers
- Their strategies for disseminating their applied research

**VDC contact:** [www.vdc.edu.au/professional-learning/?eventtemplate=981-illuminate-forum-creating-impact-in-vocational-education-training](http://www.vdc.edu.au/professional-learning/?eventtemplate=981-illuminate-forum-creating-impact-in-vocational-education-training)

### Victorian TAFE Association: TAFECreates25 Conference

**7 August 2025**

**Website: [www.vta.vic.edu.au/events/](http://www.vta.vic.edu.au/events/)**

Melbourne Polytechnic Conference Centre, Melbourne.

### VET National Teaching & Learning Conference 14 - 15 August 2025

**Website: [www.dc.edu.au/vdc-2025-teaching-learning-conference/](http://www.dc.edu.au/vdc-2025-teaching-learning-conference/)**

Melbourne Convention and Exhibition Centre.

### VELG

**Website: [www.velgtraining.com](http://www.velgtraining.com)**

The 2025 National VET Conference will be delivered over two days on the 30th and 31st October 2025 at the Gold Coast Convention and Exhibition Centre.

It will include an exciting range of presentations, providing attendees with the opportunity to engage in a wide variety of plenary and elective sessions.

### ASCILITE 2025

**30 November - 3 December 2025, Adelaide**

**Conference theme: 'Future-Focused: Educating in an Era of Continuous Change'**

**Website: [www.ascilite.org/about-ascilite/](http://www.ascilite.org/about-ascilite/)**

This year's theme explores the dynamic landscape of education, emphasising adaptability, innovation, sustainability, and forward-thinking approaches to prepare learners and educators for an ever-evolving digital world. Sub-themes: Collaborative Futures; Adaptable Learners; Inclusive Futures AI and Human Synergy; Your Journey.

### TDA Convention 2026 - Power of TAFE

**5 - 7 May 2026**

**Brisbane Convention & Exhibition Centre**

The TDA Convention 2026 – Power of TAFE, is a significant national conference celebrating the strength, innovation and impact of TAFE in Australia's education and training landscape.

**Note that the call for proposals opens 1 July 2025 and close 30 September 2025.**

## International Specialised Skills Institute

**International VET Practitioner Fellowships Applications to round 2 of the International VET Practitioner Fellowship have opened and will close on Thursday 17 July at 11.59pm.**

Sponsored by the Victorian Skills Authority (VSA), each International VET Practitioner Fellowship is valued at \$13,000.

**ISSI June Newsletter: [www.issinstitute.org.au](http://www.issinstitute.org.au)**

## Research Support

**APPLIED RESEARCH and INNOVATION: a call to researchers, both old and new**

What is applied research? Where do I start with a research project? How do I define a research project: topic, question, problem? What sources are needed? Where do I find them?

**The Holmesglen Centre for Applied Research and Innovation is on hand to provide some preliminary advice with your research and assist with an exploration of the issues surrounding questions such as these.**

**If you are keen to know more, please contact:  
The Centre for Applied Research and Innovation  
E: [appliedresearch@holmesglen.edu.au](mailto:appliedresearch@holmesglen.edu.au)**

## Research ethics and compliance: Information for researchers

- When is ethics approval needed?
- Is ethics approval always needed?
- How do I obtain ethics approval?
- Where do I obtain human ethics application forms?
- Preparing a human research ethics application: general pointers

**See webpage for answers to these questions: Information for researchers**

## PANEL DATES for 2025

Researchers are encouraged to submit applications two weeks prior to the meeting dates scheduled below:

- 1. Thursday, 27 February 2025, 2 - 3:30pm**
- 2. Thursday, 17 April 2025, 2 - 3:30pm**
- 3. Thursday, 12 June 2025, 2 - 3:30pm**
- 4. Thursday, 14 August 2025, 2 - 3:30pm**
- 5. Thursday, 9 October 2025, 2 - 3:30pm**
- 6. Thursday, 4 December 2025, 2 - 3:30pm**



## 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**  
**The Holmesglen Centre for**  
**Applied Research and Innovation**  
**E: [henry.pook@holmesglen.edu.au](mailto:henry.pook@holmesglen.edu.au)**  
**T: + 61 3 9564 1886**



**The Holmesglen Centre for Applied Research and Innovation**

Building 7, Level 2, Room C7.2.05.

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**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.**