



**BOX HILL  
INSTITUTE**

Global Educators™  
Melbourne Australia

# **BHI International Capability Statement**

**April 2010**



# BHI International

## Overview

Box Hill Institute (BHI) International has been delivering training solutions to industry and governments internationally since 1982.

BHI International is a unit of BHI which is a leading Australian vocational and higher education provider known for its collaborative and creative approach to education in Australia and overseas. It has a long established track record of achievement in providing innovative and high quality education and training both in Australia and internationally across many regions of the world. A key platform for its success is the value and importance it places on working closely with industry and its clients to manage the development and delivery of training.

In 2009 revenue from international activity was A\$27.9 million being 22% of the institute's total revenue, which makes it a significant and strategic part of institute operations. BHI International comprises:

- **Extended Campus Operations** – Delivery of education services offshore through affiliation arrangements (extended campus arrangements) with educational institutes and other providers in Chile, China, Fiji, Indonesia, Kuwait, Malaysia, Papua New Guinea, Samoa, Saudi Arabia, Singapore, United Arab Emirates, Vanuatu and Vietnam.
- **International Training Delivery and Consultancy Services** – Contracted delivery of education and training services and advisory services in offshore markets as part of major consulting projects.

In addition, BHI has a unit dedicated to International Student Services which provides education services and support to international students in Australia, including English language training, vocational and higher education programs. Programs are delivered to students from over 50 countries.

Our international services reflect our global strategy of engaging with overseas partners and clients. Underpinning this strategy is a continuing investment in expanding and developing the institute's human resource capability through the provision of training and consultancy services.

## Our Global Approach

1. **Partnering** – We build strong relationships with our students, affiliated education institutions, corporations and governments in all targeted markets.
2. **Developing strategic relationships** – The key to successful business is the development of strategic relationships with key clients. We visit our partners and clients regularly and maintain effective communications to ensure all obligations are met. The Institute's senior executive team invest in 'high level relationship' marketing by regularly meeting with senior executives from the private sector and government bodies.
3. **Project management systems** – Within its Melbourne office, BHI International has a comprehensive project management infrastructure including international project management personnel with extensive experience, proven quality assurance mechanisms, complete communications systems, computerised financial management and material production facilities, and well developed training management systems. This is supported by documented Project Management Guidelines to ensure consistency across all projects delivered by BHI International, as well as ensuring a process for documenting and acting upon lessons learnt.

4. **Reputation for quality delivery** – In addition to a dedicated unit focused on Quality, BHI International utilises various monitoring and evaluation tools to ensure quality standards are established and met throughout contract delivery. Using effective performance measures, we have capitalised on positive ‘word of mouth’ references from partners and clients.
5. **Regional presence** – Our strategic use of in-country representatives and regional offices offshore, promote accurate up-to-date market information and ensure we are close to our operational activities. BHI will use these offices to build the institute brand and quality of the services delivered to current and future clients.
6. **On line services** – This is an important communication tool which will improve access and increase the intensity of the institute’s relationship with students, clients and partners.
7. **Strategic marketing** – This includes attendance and promotion at major trade shows and conferences which target key industry sectors where the institute has a clear competitive advantage.
8. **Global Education Network (GEN)** – This is an Institute initiative which brings BHI into formal alliances with leading Vocational Educational and Training (VET) institutes, such as Southern Alberta Institute of Technology, Canada; Kirkwood Community College, USA; and Institute of Technical Education, Singapore. These institutes come together in a unique collegiate of like-minded educators focused in their approach and philosophy towards educating students and teachers for a future global economy. After seven years GEN is flourishing and growing with all teaching senior managers participating with regular student and teacher exchanges.

## Project Management Capability

Key to the Institute’s success is the effective project management of international projects and the management and delivery of accredited programs through our extended campuses. These critical support functions are essential in maintaining our competitive edge.

Over the past 28 years, BHI has developed an international reputation for designing and delivering complex projects for a range of international clients. BHI’s capability to manage international projects has also expanded and become more sophisticated with new quality management systems, project management policies and procedures and robust financial and accounting systems. These, combined with increased staff project management capability, have ensured that project milestones are met.

Effective delivery of training services is therefore supported by a fully coordinated and consolidated project management approach using highly experienced personnel to manage the activities under each market segment. BHI International has dedicated personnel who manage project outputs, milestones, finance and accounting and general project administration.

BHI International employs five Executive Managers, who market and direct projects globally, and numerous experienced project managers and coordinators who develop and manage international projects and external campuses.

The International Student Service Centre (ISSC) has three managers and nine administration staff plus 27 full-time teachers to provide support and training for English language training programs and a wide range of specialised services to support approximately 1800 in bound international students studying in Australia.

All International activities are supported by mainstream financial systems and risk management processes which service the institute as a whole. Processes such as the presentation of a business case for key activities ensure that risk and financial viability are well defined and assessed prior to any contractual arrangements being signed.

Significant resources have been invested to achieve a high level of staff competency including training and development in project management skills. In addition, project staff are involved in regular review of policies and systems to ensure timelines and key deliverables are being met to the client's satisfaction.

Improvements to our competitive edge are achieved by:

- Regular student/client satisfaction surveys;
- Expanding market research and international networks;
- Marketing the brand in key markets; and
- Continuous improvement processes to meet quality standards.

The overall effect is that the institute has developed extensive resources and networks to give it the capacity to respond quickly and effectively to clients worldwide. Regular surveys on client and customer satisfaction has provided continued feedback and enabled the Institute to continually improve to become a recognised leader in the provision of high quality, cost effective education and training services internationally.



## Company Profile – Box Hill Institute

### Overview

Whitehorse (Girls) Technical School and Box Hill (Boys) Technical School were separate entities before the establishment of the TAFE Board in 1981. Box Hill Technical School was officially renamed as a College of TAFE. Soon after, Whitehorse Technical College was also declared a TAFE entity and the two College's amalgamated in 1984.

Orders changing the name of Box Hill College of TAFE to Box Hill Institute of TAFE were approved by the Governor in Council on 12 September 1995.

BHI currently employs 904 teaching staff and industry consultants who deliver more than 200 full and part-time qualifications, plus over 300 short courses to over 40,000 students representing 8.6 million student contact hours. In addition, BHI employs 544 non-teaching staff involved in the management and administration of the Institute. The Institute is spread over five major campuses in Melbourne and delivers vocational programs in 63 extended campuses in collaboration with secondary schools and colleges throughout the state of Victoria, Australia.

Internationally, there are currently 25 extended campuses located in Chile, China, Fiji, Indonesia, Kuwait, Malaysia, Papua New Guinea, Samoa, Saudi Arabia, Singapore, United Arab Emirates, Vanuatu and Vietnam with enrolments exceeding 5,000 per annum.

As part of its commercial services BHI designs, develops and manages both formal and informal training products and services to a wide variety of industry and community-based clients in Australia and overseas.

Financially, BHI has a strong track record in meeting performance indicators for government funded programs and overall commercial operations. For the year ended 2009, BHI had a total revenue of A\$126.5 million with assets for the period valued at A\$198.6 million.

### Scope

The Box Hill Board of Directors and Senior Executive Team are committed to internationalisation and a core part of its vision is to be *Australia's number one global vocational education and training provider*. Its mission is to *provide training and education:*

- to meet the workforce development needs of the communities we serve by developing skills which enable students to participate and optimise opportunities in the employment market; and
- to enable enterprises to be competitive, sustainable and successful in the market place.

### Government Compliance

Box Hill Institute is a government owned Registered Training Organisation (RTO) No. 4687 in Australia that is fully compliant within the Australian Quality Training Framework (AQTF). The AQTF is the national set of standards which assures consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system. BHI is audited regularly by government authorities to ensure compliance with AQTF to maintain our RTO registration. It is also registered under the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS No. 02411J) to enable delivery of programs to international students.

## Key Centres and Departments

<b>Teaching Centres:</b>	
<ul style="list-style-type: none"> <li>• Automotive, Transport and Engineering</li> <li>• Biotechnology and Animal Sciences</li> <li>• Building and Furniture Studies</li> <li>• Business Programs</li> <li>• Creative Industries</li> <li>• Electrical and Refrigeration Trades</li> </ul>	<ul style="list-style-type: none"> <li>• Hair, Beauty and Floristry</li> <li>• Health and Community Services</li> <li>• Hospitality and Tourism Studies</li> <li>• Information and Communication Technology</li> <li>• Management and Small Business</li> <li>• Vocational Access and Education</li> </ul>
<b>Commercial Operational Areas:</b>	
<ul style="list-style-type: none"> <li>• Business Development Enterprise Services</li> <li>• Commercial Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Industry Sales</li> <li>• International Business Development</li> <li>• International Student Marketing</li> </ul>
<b>Service Operational Areas:</b>	
<ul style="list-style-type: none"> <li>• Academic Planning and Research</li> <li>• Bookshop</li> <li>• Curriculum Maintenance Management</li> <li>• Compliance and Audit</li> <li>• Education and Quality</li> <li>• Facilities</li> <li>• Finance</li> <li>• Human Resource Services</li> <li>• International Extended Campus Operations</li> <li>• International Project Services</li> <li>• International Student Services</li> <li>• Information Technology and Infrastructure Projects</li> <li>• Information Technology Services</li> <li>• Jobs Plus - Australian Apprenticeship Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Resource Development</li> <li>• Library</li> <li>• Marketing and Customer Service</li> <li>• Occupational Health and Safety (OHS)</li> <li>• Print/Risk Management</li> <li>• Quality Unit</li> <li>• Registrar</li> <li>• Registry and Mailroom</li> <li>• Short Courses</li> <li>• Student Administration</li> <li>• Student Support Services</li> <li>• Whitehorse Fitness</li> <li>• Workforce Development</li> <li>• Workplace Relations</li> </ul>

## Extended Campus Operations

Relationships have been established all over the world with educational institutes/organisations to offer BHI courses and consultancy services through extended campus arrangements. BHI is currently working with over 25 educational institutes/organisations and enrolling more than 5000 students each year.

BHI currently has extended campus operations in:

- Chile
- China
- Fiji
- Indonesia
- Kuwait
- Malaysia
- Papua New Guinea
- Samoa
- Saudi Arabia
- Singapore
- United Arab Emirates
- Vanuatu
- Vietnam

BHI extended campus operations involve the development of a partnership with an established reputable educational provider for the delivery of Australian nationally accredited training packages certified by BHI. The institute is extremely selective in the choice of partner Institutes. Students of the partner Institute will generally receive both a local qualification as well as one from Box Hill Institute.

The extended campus model is designed to suit each particular partner and the local education market. In some cases BHI may train all local staff at the partner institute to deliver courses based on local requirements, whilst in others BHI staff will deliver some subjects and local staff will deliver others. All trainers, local and BHI staff must be qualified in Certificate IV in TAA (Training and Assessment) as a requirement under the Australian Quality Training Framework (AQTF). In support of partner institutes, BHI delivers training programs to ensure local staff have the opportunity to obtain the above Certificate IV in TAA including a Master Trainer Program in Australia.

All extended campuses are required to adhere to the same legislative and regulatory requirements as placed on BHI to ensure quality of delivery and integrity of the programs. To this end, the Institute

works with our partners through a moderation process to ensure compliance.

Under specific performance agreements extensive support is given to our partners to provide their students with the option of completing an Australian qualification in country without leaving home. Delivery of subjects under these qualifications complies with the AQTF to ensure standards are maintained. In addition, the Institute Board of Studies will accredit the institute/organisations to ensure compliance and capacity to meet AQTF standards. Programs can also be customised to meet local industry or local government requirements.

Extended campuses cover the following key areas:

1. Determination of the most appropriate Australian Curriculum which will meet the requirements of students, local industry, training institutes and government in the shortest possible time.
2. Design of training which allows the flexibility for organisations to deliver the programs within their own resources or with the assistance of the Institute.
3. Agreed marketing approaches which allow organisations to advertise using the logo and name of BHI.
4. Establishment of a system of quality evaluation that is acceptable to both parties and in line with the AQTF to ensure quality learning outcomes are promoted and the reputation of the program is maintained.
5. Institutional strengthening to ensure that the institute/organisation staff have the appropriate qualifications and skills to deliver the programs using competency based delivery and assessment techniques.
6. Financial responsibility in seeking to minimise the cost to both parties.
7. Development of sustainability within the host organisation by training their staff to deliver the program rather than using only expatriate teachers.

Examples of current extended campus operations include:

**Shanghai Dian Ji University (SDJU)**

SDJU was BHI International's first Chinese extended campus partner, commencing in 2001.

SDJU is an institution for the development of technological skills at a high level of proficiency. It has two campuses and has more than 800 staff, including approximately 400 teachers. SDJU has attached great importance to its cooperative projects with Australia, Canada and Germany since 2000. The percentage of graduates signing first-time employment contracts has remained above 95% for more than ten years, securing its place among the top universities in Shanghai.

SDJU currently delivers Box Hill Institute Advanced Diplomas in Management / International Business and Engineering Technology. More than 600 students have graduated with Box Hill Institute qualifications to date.

**Hong Lam International Vocational College**

In 2007, Box Hill Institute established an extended campus partnership with Hong Lam International Vocational College (HLIVC) in southern Vietnam.

HLIVC aims to improve the technical skills of Vietnamese workers and increase the productivity of local industries such as manufacturing, steel production, ship building and the oil and natural gas sector. Baria Vung Tau Province is one of the major industrial and electricity producing areas in Vietnam. In line with the current policy of the

Vietnamese Government, HLIVC is training many workers for international work assignments.

The employment and earning capacity of these workers, many of whom will be HLIVC graduates, will be significantly enhanced if they have an internationally recognised trade qualification from BHI.

HLIVC offers Box Hill Institute qualifications in Engineering – Fabrication Trade (Welding); Electrical/Electronics; Refrigeration and Air-conditioning; and Automotive.

**Box Hill College Kuwait (BHCK)**

Box Hill College Kuwait is an ultra-modern educational institution. The college was built just south of Kuwait city in 2007 after extensive consultation between Box Hill Institute and its Kuwaiti partners. The college boasts up-to-date technology, state-of-the-art equipment and facilities and support services for staff and students.

A noted feature of BHI International's support to BHCK has been the specially designed and contextualised teaching and learning materials which recognise the cultural needs of women in the Middle East. Courses are developed in conjunction with industry and with a strong emphasis on developing relevant and practical skills with a work experience component where possible.

Qualifications in Design, Business, Information Communication and Technology, and Finance are currently offered at BHCK.

Extended campus arrangements are currently being implemented with the following organisations:

Organisation	Country	Discipline
Raffles EMAAR Education International Campus (Singapore, UAE, Vietnam)	Asia and Middle East	Business; Hospitality
DUOC	Chile	Teacher Training
Guangdong Food & Drug Vocational College	China	Business; Laboratory Operations
Hubei Communications Technical College	China	Logistics
Hunan Foreign Economic Relations & Trade College	China	Business; Hospitality
Jiangsu Provincial Xuzhou Pharmaceutical Vocational College	China	Business
Shanghai Dian Ji University	China	Business; Engineering
Shanghai Pharmaceutical School	China	Transport & Distribution; Pharmaceutical Manufacturing
Suzhou International Foreign Language School	China	VCE
Wuxi City College of Vocational Technology	China	International Business; English
Xiangfan University	China	Engineering
XinXiang University (Scientific Research & Foreign Affairs Division)	China	Information Technology
Zhejiang Institute of Mechanical & Electrical Engineering	China	Business: Engineering
New Zealand & Pacific Training Centre	Fiji	Information Technology; Accounting; Banking; Hospitality Management
Australia-Pacific Technical College	Fiji, Samoa, Vanuatu	Hospitality and Tourism; Health and Community Services
Box Hill College Kuwait (BHCK)	Kuwait	Business; Graphic Design, Interior Design; Information Technology
Selangor Human Resource Development Centre (SHRDC)	Malaysia	Manufacturing/Mechatronics
ST Management	Malaysia	Business
Ok Tedi Mining Limited	Papua New Guinea	Mechanical and Electrical
Art & Skills Institute	Saudi Arabia	Fashion and Visual Arts
Box Hill Institute Singapore	Singapore	Community Welfare
Dubai Aluminium Company (DUBAL)	U.A.E.	Mechanical and Electrical
Hanoi Open University	Vietnam	Accounting and Computer Systems
Hong Lam International Vocational College	Vietnam	Engineering and Automotive
KOTO (Know One Teach One)	Vietnam	Hospitality

\* as at April 2010

## International Training Delivery & Consultancy Services

The following list provides an example of the range of our consultancy services:

- National training framework development.
- Development and management of training for enterprises.
- Feasibility studies for the design and establishment of training institutions and centres.
- Development and management of training institutes for government.
- Competency mapping.
- International benchmarking.
- Development of curriculum standards and assessment guides.
- Vocational education and training policy and procedures for government and industry.
- Training needs analysis & skills audits.
- Development of career paths and training plans.
- Design and development of training materials.
- Customisation of accredited training programs.
- Design and development of training programs for delivery, both on and off-the-job.
- Design of training assessment tools.
- Capacity building and skills transfer.

BHI International has recently provided the following services to clients overseas:

**Pre-opening and soft-opening support for the hotel industry:** Over the past four years extensive experience has been developed in supporting small to large hotels in pre-opening training and soft-opening support.

**Educational consultancy:** Our consultants and teaching staff possess a wide range of subject expertise that can be made available to any part of the world to deliver consultancy services.

**Course development:** We have been involved in the development of a large number of projects such as the development of Australian national training packages, customising these for specific

clients, or designing new courses to meet individual client needs.

**Curriculum supply:** Australian nationally accredited courses are available for most applications. In addition, competency-based curriculum can be developed to address enterprise specific training needs and arrangements can be made for translation of material into other languages.

**Flexible delivery of training:** The delivery of courses can be made in a range of modes. Over a number of years our staff have gained extensive experience in workplace delivery, distance education and developing self-paced instructional materials. Specialist staff will customise training to assist training organisations and industries to develop courses and materials to meet their delivery needs.

The institute produces high quality modules within the Learning Resources Development Unit for on-site students, industry training programs and external clients.

**Recognition of Prior Learning (RPL):** Involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes or competency standards, therefore reducing the requirement to study a complete qualification.

**Recognition of Current Competency (RCC):** Applies if a client has previously successfully completed the requirements for a unit of competence or module and is now required (eg by a licensing authority) to be reassessed to ensure that the competence is being maintained.

**Training delivery:** Experienced staff can deliver competency based training anywhere in the world with considerable flexibility in relation to time, venue and other enterprise requirements.

**Training needs analysis:** Analysis of job functions and occupations are undertaken on request to identify training needs. These can be linked to skills audits that establish the current skills of employees and point to gaps between actual and required skills. Training can be effectively designed to meet these requirements.

**Workplace assessment:** Subject experts trained in workplace assessment are able to assist industry HR personnel in assessing employees against industry competencies. The institute can also provide training for organisations in workplace assessment.

### Our International consultants

- are experienced in assessing the design and development of training requirements for industries
- are expert in delivering training programs for national and international industries, with a reputation for excellence that is evidenced by a successful track record
- have a private sector approach to decision making. The institute's representatives involved in negotiations can make all necessary key decisions promptly
- experience in managing and delivering Australian government approved and accredited competency based training programs
- bring strong existing relationships, partnerships and networks in the education and training industry in Australia and overseas
- are able to provide reserve capacity on and offshore to meet unexpected contingencies, thereby further minimising project risks
- have a commitment to quality and best practice.

We manage a wide range of projects within Australia and overseas. Many of these involve strategic alliances with other educational institutions as well as with international businesses and government departments. These alliances have extended our overall capability to provide high level quality training and consultancy

across a broad range of industry sectors and through all levels of management.

**BHI has also established the following off shore offices.**

**BHI Macau:** In 2007 BHI registered a branch office of its wholly owned subsidiary, Box Hill Enterprises in Macau. The establishment of a permanent, ongoing presence in Macau assists BHI to provide greater levels of services and better meet the needs of our Clients.

**BHI Singapore:** Box Hill Institute Singapore is a wholly owned and operating branch office and subsidiary of Box Hill Institute of TAFE in Australia and as such is a legal business registered in Singapore. It is fully supported by and through existing institute facilities and executive team in Australia in terms of Finance, Human Resources, Student Administration and Information Technology (IT) systems. We have appointed additional accounting and legal firms in Singapore to augment our existing financial and audit capacity and to ensure all our Singaporean legal, taxation, statutory and contractual obligations are met. BHIS has two Singaporean Directors as required under Singapore law who were appointed on 13 May 2009.



## Australia Based Study Tours and Fellowships

BHI International also conducts Australia based study tours, short courses and professional development training programs for international clients. As mentioned previously, BHI International provides teacher training in a short course delivery mode to its international extended campuses which includes professional development activities such as shadowing Box Hill Institute staff and observing teaching methodology as well as completing the Certificate IV in Training & Assessment (TAA40104).

Specialist fellowship programs, involving longer term placement, have been conducted for international organisations such as:

- Department of Skills Development, Ministry of Education, Thailand – Fellowship program for 25 fellows.
- Indonesia Australia Partnership for Skills Development – Metals Capacity Building Project funded by AusAID – A four-week fellowship program focused on applied learning concepts in the application of competency based human resource development for 23 Indonesian fellowship holders.

A wide range of Study Tours are also offered in the areas of ELICOS (English Language), Management Development, Hospitality and

Tourism, Information Technology, Teacher Training and Mentoring. Study Tours can be designed to relate to any areas of interest. For example:

- Hanoi Post and Telecommunications, Vietnam – Study tour for middle to senior management in the field of governance.
- Thailand Office of Vocational Education Office of the Vocational Education Commission, Ministry of Education Thailand – Study tour for hospitality teachers from across Thailand.

The study experience is also enriched with social activities and visits to many of Victoria's tourist sites such as the Great Ocean Road; Penguin Parade at Phillip Island and Sovereign Hill, the historical gold town located in Ballarat, Central Victoria.

Features of a study tour program may include some or all of the following:

- Airport welcome
- Accommodation and meals
- Tuition
- Activities and tours
- Visits to other education institutions and work places
- Local transport.

## Experience working with Government / Aid Agencies

### AusAID – Australia-Pacific Technical College (APTC)

The APTC was announced by the Hon John Howard former Prime Minister of Australia at the Pacific Islands Forum in 2005 with the Australian Government committing AUD\$149.5 million over 4 years. Australian Agency for International Development (AusAID) is the implementing agency. Following an open tender process BHI was appointed to implement the following projects:

- *Design of the Coordination Office and Country Offices* – The new college was designed to operate across four different countries (Fiji, PNG, Samoa and Vanuatu) and five different schools Tourism and Hospitality, Health and Community Services; Automotive, Manufacturing and Construction and Electrical. A Concept Paper was submitted by BHI on 31 August 2006. Following the Pacific Islands Forum on 24/25 October 2006, AusAID commissioned this final report to define the formal structure of the College Coordination Office and Country Offices and the administrative framework under which they both will operate. This was completed and submitted to AusAID in December 2006.

- *Design and implementation of the School of Tourism and Hospitality* – The Tourism and Hospitality Schools are located in Fiji, Samoa and Vanuatu and involved consultation with key stakeholders in both industry and government in all three countries. In country partners were sourced and initial memorandum of understanding established with a view to recruiting students to the targeted programs by mid 2007. The design was completed by December 2006. BHI was then contracted by AusAID for the implementation of the project for a period of four years (2007 – 2011) delivering over 1360 graduates in Hospitality, Tourism and Personal Services. Project activities include construction and procurement of facilities in Fiji, Samoa and Vanuatu; student marketing, recruitment & management; industry liaison and course development and delivery. The initial intake of students commenced in July 2007 in Vanuatu. Programs delivered include Certificate III or IV programs are being delivered in Commercial Cookery, Patisserie, Hospitality Supervision/Operations, Tourism Operations, Hairdressing and Baking. In the first two years of implementation the School of Tourism and Hospitality has enrolled 980 students of which 550 have graduated with an Australian qualification.
- *Design and implementation of the Health and Community Services School* – The Health and Community Services Schools are located in Fiji, Samoa and Vanuatu. Two major study tours were undertaken to ensure detailed consultations occurred with key stakeholders in both industry and government in all three countries. In country partners were sourced and initial memorandum of understanding established with a view to recruiting students to the targeted programs by mid 2008. The design was completed by in February 2008. Following the completion of the design BHI was contracted by AusAID for the implementation of the School of Health and Community Services for a period of four years (2007–2011). The School will deliver Certificate III and diploma level qualifications in Children’s Services and Community Welfare at campuses in Fiji and Vanuatu. The School will graduate approximately 217 Pacific Islanders over 3 years to June 2011. By the end of 2009 the school has enrolled 188 students of which 50 have already graduated.
- *Delivery of Teacher Training* – Under APTC, BHI also delivers extensive teacher training through the delivery of the Australian Certificate IV in Training and Assessment in Fiji, Samoa and Vanuatu. In addition, BHI was contracted to deliver teacher training to the Government of Tonga and most recently, the Kiribati Institute of Technology along with other vocational providers in country.

#### **National Ministry of Education, Colombia**

Through engagement with the Corporativo Andino Fundacion (CAF) funded Technical and Technological Reform Project in Colombia, over the past three years, BHI has established a deep and comprehensive relationship with the National Ministry of Education (MEN) and a number of Colombian technical education providers. This reform project is seeking to enhance Colombian VET sector capability, through the establishment of approximately 30 Alliances, covering a wide range of industry sectors. Each Alliance comprises of technical and technological education providers, a university, senior secondary schools, the SENA (a large organisation funded through industry levies which delivers ‘education for work’- ie lower level vocational courses to over four million students annually), and industry peak bodies. With CAF funding, each Alliance is required to: a) develop a broad competency framework for its industry sector, which evidences good international practice b) develop new CBT curricula in a consistent national format which articulates from senior secondary to university levels, and c) to design and deliver teacher and manager professional development to underpin successful implementation of new curricula. BHI has won funded projects to the value of approximately US\$300,000 to provide strategic advice to the MEN on the Australian VET system, to deliver teacher education consultancy and courses to five Alliances, and to undertake a large evaluation project which will document the achievements of a sample of Alliances, and provide recommendations for the future.

### **Singapore Workforce Development Agency (WDA)**

BHI's association with the Singapore Workforce Development Agency (WDA) has been developed since 2006 in the delivery of four major projects as part of the WDA reform program to develop their vocational training to international best practice. The following briefly describes these four activities:

Provision of Consultancy Services for the Development of the Singapore Process Cluster Workforce Skills Qualifications System. In this project, BHI developed a Competency Map and Qualifications Framework for the Singapore chemicals, engineering services, pharmaceuticals and environmental technology industries. The outcome was a set of national training standards and technical qualifications for these industries. This project supported government reforms to underpin the anticipated growth and technological advancement of this sector.

Provision of Consultancy Services for the development of a Service Excellence Training Approach across four different industry sectors – Retail; Tourism; Hotel and Accommodation; and Transport. This project also involved the development of competency maps, standards and curriculum training and assessment guides. The project was aimed at improving service standards to equal or excel standards internationally.

Singapore Community and Social Services (CSS) National Continuing Education and Training Framework (NCETF). In this project competency standards and associated competency maps were developed for approximately 400 different competencies across nine major industry sub sectors (Senior Services, Youth Care and Outreach, etc) operating in Singapore. These were developed in close consultation with industry and key stakeholders in government. Curriculum and assessment guides were written and produced to support the introduction of new standards across the vocational education and training system. Outputs were benchmarked against international best practice.

Appointed Lead/Quality training provider for the Singapore CSS Continuing Education & Training (CET) Centre. The project commenced in April 2009 and will be implemented in two parts.

- Part 1 involves BHI developing learning, assessment and training guides to support the training for five sub sectors in the CSS WSQ covering 177 units of competency.
- Part 2 involves the delivery of the training in Singapore. BHI has established an office and training facility in Singapore, involving full-time management and administration staff. Majority of trainers have been employed locally, however the team also includes Australian trainers who are experienced in the delivery of CSS Competency Based Training and Assessment who will mentor and monitor the Singaporean training staff.

A key benefit to BHI has been that managers and staff, who have worked on these projects, have developed an understanding of the priorities of WDA as an organisation, as well as a sound appreciation of the issues involved in establishing and operating a CET Centre in Singapore.

## **Experience Working With Industry**

### **Cisco – Super Cisco Academy Training Centre (Asia Pacific)**

Box Hill Institute is proud to have a long-standing partnership with Cisco, established in 1999. As the lead Cisco Academy Training Centre (CATC) for Australia and the Asia Pacific area the Institute co-hosted Cisco's 10 Year Anniversary celebrations of the Cisco Network Academy in 2009.

Box Hill Institute is responsible for instructor training and supporting the academy program quality assurance, and is the leader in the Cisco Academy 'train-the-trainer' programs for the Asia-Pacific region. The Academy program is currently the most successful e-learning program with over 700,000 students enrolled around the world. Over the last 10 years of delivery the Institute has delivered networking training for over 5000 industry professionals and trainers.

The Institute also offers local academies throughout Victoria the opportunity to compete in the Annual Networking Competition which sees an average of 80+ students participate in a hands-on demonstration of networking skills during a full day of competition at the Institute. Winners of this much coveted competition have gone on to represent Victoria at a National and International level, as part of the Netriders global competition.

The Institute is considered a leader in integrating the Cisco Academy program into mainstream courses, with many of our programs preparing students to undertake Cisco certification in both Cisco Certified Network Administrator (CCNA) and Cisco Certified Network Professional (CCNP). These outcomes are consistent with the Institutes principles of supporting industry skills and providing students with work ready qualifications.

### **Venetian Macau Resort Hotel**

The integrated resort hotel opened in August 2007 with the aim of transforming the entertainment industry in Asia. The second largest building in the world, The Venetian Hotel Resort Macao includes a 3,000 suite hotel, the world's largest casino, 350 premium retail shops and 100,000 square metres of convention and exhibition space. BHI worked with The Venetian management in providing training and consultancy services from 2005 and was selected to work closely with The

Venetian Macau Human Resources Department to train the operations staff in time for the opening on the 28 August 2007. The project involved the management and coordination of training programs, customisation and licensing of resources, and training delivery for 2,000 staff in the areas of Front Office, Housekeeping, Food & Beverage, Stewarding, Train the Trainer and Leadership development. The project also included a major seven day simulation exercise with 3,000 non-paying guests and activities which were designed to prepare the hotel employees and systems to cater for the hard opening on 28 August 2007 of the largest integrated resort and casino in the world.

### **adidas Salomon Footwear Asia**

Over the past four year period, management development training has been designed and delivered for the managers at adidas' major manufacturing sites in Vietnam, Korea, China, Hong Kong, Thailand, Indonesia and Taiwan. The program commenced with the analysis of the company's needs, developing an agreed project specification and training solution. The program involved personality testing of over 80 participants in Indonesia to assess their current operating methods and aligning these to their job specifications. A key feature of the program design and delivery was the ongoing mentoring provided during and post program delivery. The program also involved mentoring of adidas in-house trainers to ensure ongoing sustainability of the change management process. Participants were required to research, prepare and present a value adding action-learning project aligned with corporate business objectives.

### **Maldives Institute of Hospitality and Tourism**

BHI was able to assist the partner development organisation to successfully win the right to build and operate a resort/hotel and training complex in the Maldives. BHI is currently assisting the partner to develop a business plan and design for the training facility. It will be operated by BHI under a management contract or other arrangement for a period of five years.

The proposed institute will provide essential training for the Food and Beverage production and services required for existing hotels and resorts, and growing number of new developments planned to be constructed in the archipelago.

BHI International is also currently working (or has recently completed activities) with the following international clients:

- Andean Development Corporation (CAF), Colombia
- Emaar Education, United Arab Emirates

- Galaxy Entertainment Group, Macau
- ICETEX (National Government Scholarship Agency), Colombia
- Premier Equity, Maldives
- Pulp and Paper Industry, New Zealand
- Marina Bay Sands, Singapore
- Mexico Ministry of Education (SEP)
- Sands Casino, Macau
- SENAC - Porto Alegre, Brazil
- Soledad Atlantico Institute of Technology (ITSA), Colombia
- The Gorceix Foundation- Federal University of Ouro Preto, Brazil
- TSAO Foundation, Singapore
- Wynn Macau.

## Experience with Local / National Organisations

### Australian Department of Defence

BHI commenced delivery of Communication, Information Systems, Technology, Education and Training (CISTET) to the Defence Force School of Signals (DFSS) in 2008 for a three year period. The scope of work includes training delivery, curriculum development, resource development, and an on-site project management team. Key elements of the contract to date include:

- Embedded BHI team at the Defence Force School of Signals, Simpson Barracks, Melbourne in a partnership arrangement.
- Training delivery on location in Victoria, New South Wales and Queensland. Training streams include Information Systems, Communications and Telecommunications and Certificate IV in Training and Assessment. BHI develop and deliver training in a number of delivery modes including face to face, distance learning and blended learning.
- High degree of technical specialisation and expertise provided by BHI instructors and work with DFSS to contextualise and customise curricula.
- Throughput in the first year was 700 Students, delivering in excess of 120,000 student hours.

### McDonalds Stores

For the past ten years the institute has been contracted to design, develop and train young people to work in over 40 McDonalds Stores across the Melbourne Metropolitan area and Regional Victoria. The initial challenge of the project was to formally train young people attending secondary school and who were employed part time in a McDonald's store. Delivery of the one-year program is completed over school holidays. Training is largely conducted on-the-job with some classroom delivery at local premises. Critical to the success of this project has been the training focus on service excellence in dealing with their customers and providing a friendly and efficient purchasing experience. During this period the institute has also trained 800 trainees who were funded under the government traineeship program from 187 secondary schools across Melbourne and Regional Victoria. The program is a mixture of retail and hospitality training with a significant portion of the 14 units (almost 50%) devoted to customer service. The traineeship contract is designed to incorporate the school, BoxHI and McDonalds Franchise owners. Over 85% of all trainees have successfully completed their traineeship and obtained a nationally accredited qualification.

### **Crown Casino and Hotels**

Over the past twelve years BHI has been the preferred training provider of Crown Casino and Hotels in designing, developing and delivering training to over 3,500 staff. The relationship between the Institute and the company has been close over these years starting from the first project which involved providing pre-opening training for all 3,500 staff including Casino floor operations, hotel (Food and Beverage, Housekeeping, Front of House operations) facility supervision, and security and engineering services. A key part of all training involves customer service and guest relations. Training programs have included housekeeping, food and beverage operations, security, customer service and guest relations. In 2004 to 2006 specialist programs have been designed and delivered to 250 food and beverage staff employed by the Casino for the Certificate of Hospitality Operations. A major focus of this curriculum was to develop customer service and client relationship management as part of a service excellence program being implemented by the Casino. In 2008, BHI won the Minister's Award for Outstanding Achievement for Support Services to Crown Melbourne.

### **New Enterprise Incentive Scheme – Australian Government**

The NEIS panel provides a range of services to assist eligible unemployed people in establishing and running a small business. NEIS focuses on businesses in areas of skills shortage, as well as businesses established by job seekers who are Indigenous Australians or highly disadvantaged. BHI is the Contract Manager for delivery of the Australian government small business management training including marketing and customer service, market research, consumer behaviour, financial and operational planning, business planning, legal and administrative requirements under Australian legislation. To date 2050 people have been assisted in establishing new businesses. The contract has been in operation since July 2003.

### **Nursing Skills Centre of Excellence (NSCE)**

The institute together with Deakin University (DU), Epworth Foundation (Private Hospital) and Eastern Health Network opened this new centre in 2008. The funding application was written by the Institute in association with members of the consortium. Joint funding for the \$9 million project has been shared between BHI, DU and the Victorian Government to address the current skill shortage in nursing. It is a unique simulation medical training facility which is able to provide state of the art training to health professionals in Victoria. The layout of the centre covers a simulated hospital environment with 20 beds including General Ward, Reception Centre, Emergency Department, Operating Theatre, and Intensive Care Unit. Patients are the latest in simulated mannequins. It also includes the latest METI system for medical training and has approximately 10 classrooms and meeting rooms. It is fully staffed and maintained by the institute.

## More about BHI

### Support Departments

In addition to the specific training centres, BHI International has access to a range of service departments that support delivery of international activities. These include:

**Computer Managed Learning Centre** offering an assessment and student tracking system for clients around Australia and overseas.

**Learning Resource Development Unit** provides expertise in the design and development of training resources with staff experienced in evaluations, research, instructional design, desktop publishing and graphic design.

**Television Production Unit** offering live-to-air productions and audio and video tape production for educational institutions and commercial enterprises.

**Multi Media Unit** producing interactive teaching packages on CD-ROMs and the Internet.

**Printing and Graphic Design Unit** servicing the Institute, commercial companies and organisations with printing, short-run book work and binding and photocopying.

**Industry Training Centre** providing cost effective training solutions for customers to assist them to achieve their respective corporate and business goals through the professional development of their employees.

**Learning Resource Centre** network offering full library activities as well as on line expert advice on copyright as well as equipment hire, course information, database and internet access, index searches and research support.

**Planning and Research Centre** providing support and expert advice on conducting research in the areas of vocational education and training.

### Quality at Box Hill Institute

Box Hill Institute (BHI) is committed to excellence and the delivery of quality service to its clients. All employees are responsible for the quality of their work, for implementing quality assurance and control measures, and for continuous improvement to Institute processes and systems which apply to their work.

BHI's **Quality Policy** outlines the Institute's approach to quality, and the system whereby it implements and integrates a continuous cycle of planning (approach), implementation (deployment), review and improvement into the way we work.

BHI's **Quality Unit** provides professional guidance and support to management and staff in the operations of the Institute's Quality Policy, and the Box Hill Quality System (the BQS). The Quality Unit also coordinates the operations of the Internal Quality Network of Quality Champions and trained Internal Auditors from across BHI.

#### Quality System

BHI's **Quality System**, is based on the Chalkport QMS, a quality management system designed to meet the needs of an education and training organisation that aligns with ISO9001:2008. The system is designed to assist us to continuously improve operations to achieve quality outcomes and to meet the requirements of the Australian Quality Training Framework (AQTF 2010) and other compliance requirements.

BHI's Quality System is a controlled repository of Institute documents and contains:

- information about the Institute's structure and operations;
- Institute policies and procedures;
- guidelines, forms, templates, exemplars and a range of other resources; and
- corporate statements which link all of the above together.

The information in the BHI's Quality System brings together a significant amount of Institute information and organises it in an effective way for staff. It clearly articulates the requirements for teaching and learning which are specified in the AQTF Standards, the ESOS Act and National Code, and supports Higher Education Provider Requirements.

BHI is also a quality-assured organisation holding AS/NZS ISO 9001:2008 Certificate AU96/580 valid until 05/03/2011 authorised by JAS-ANZ (Joint Accreditation System of Australia and New Zealand) which covers design and production of instructional material and graphic design: a critical element in developing quality learning resources for BHI and its clients.

### Monitoring and Review

The Institute's approach is encapsulated in its use of the Approach-Deployment-Results-Improvement [ADRI] Cycle which is deliberately embedded in the organisation in a way that means our management or business processes are continually being improved.

Within this BHI undertakes monitoring and review across all areas of its activities to ensure that the system reflects our current requirements, that these requirements are being implemented systematically across the Institute, and that through continually improving our system, improved outcomes are achieved for all clients and stakeholders.

### Ongoing Project Evaluation

As a successful quality service organisation BHI ensures that both internal providers and external clients are involved in improving service delivery. BHI will explicitly solicit feedback and will actively request clients to define their expected quality service standards through regular interviews, focus groups, evaluation forms or surveys. As a result, service quality standards will adapt continuously to changing client expectations.

This feedback will allow BHI to:

- identify opportunities for continuous service improvement;
- provide feedback to staff, management and the client management team about program efficiency and effectiveness;
- respond quickly to emerging client demands, reducing crises and stress for employees and clients;
- evaluate how well the project is achieving its objectives;
- strengthen strategic and annual planning processes; and
- allocate resources more effectively to meet client priorities by focusing on high service priorities and reducing or eliminating services that clients do not value.

### Significant Achievements and Awards

Nationally within Australia BHI has been recognised as one of the top four TAFE institutes in Australia for its innovation and outreach to both industry and the community.

Internationally it has achieved recognition as a leading global educator in vocational education and training.

Over the last four years BHI has been honoured by receiving the following awards:

- 2009 - Victorian Training Awards. Finalist, Large Training Provider of the Year and Finalist, Training Initiative
- 2009 - Outstanding Achievement Award for Jobs Plus Apprenticeships Services - Minister's Award for Excellence
- 2009 - eLearning Industry Excellence Awards: Corporate eLearning Award Winner – Box Hill Institute's Virtual Hospital; Finalist VET Sector – Certificate (IV) in Teacher Training and Assessment; Finalist Lifelong Learning – Strategic Blended Learning
- 2009 - Australian TAFE Marketing Association Awards winners: Major Campaign category, Existing and/or New Clients/Markets category, Promotional Collateral category
- 2009 - Australian Institute of Project Management Awards – Commendation State Award

- 2008 and 2007 - Education Commendation at the Governor of Victoria Export Awards
- 2008 - Minister's Award for Outstanding Achievement for Support Services to Crown Melbourne
- 2008 - SpARTA Awards: Victorian Training Provider of the Year for Sport and Recreation, Arts and Culture
- 2008 - Whitehorse Business Group Excellence in Business Awards
- 2007 - Australia China Business Awards (AUSCHAM) ANZ Business Excellence Award – Large; and Sustainable Development Award\*

- 2006 – Australian Export Awards Winner of Microsoft Education Award.

\* This was the first time any Australian TAFE Institute has won any of these prestigious awards.

The Australian Export Award in the Education category and the Victorian Governor's Award for Export Education are highly competitive national awards which recognises outstanding achievement in international activity.

The AustCham Australia-China Chamber of Commerce Award for large business and sustainable development was awarded to BHI for its extensive work in China and Macau.

## Why BHI International?

Supporting and leading an educational community in the tens of thousands to achieve their goals in terms of acquiring skills, knowledge, employment, personal satisfaction and growth requires a team of dedicated and forward thinking leaders. Box Hill Institute has established a strong culture of innovation and leadership. The Institute strives to maintain an atmosphere where all staff are leaders, contributing as individuals or in teams to the development of new ideas and approaches to training and education. The capacity of staff to generate innovative solutions is dependent upon a supportive management structure that encourages and removes obstacles that block creativity.

In summary the institute has:

- A proven reputation in all areas of international education market.
- Detailed knowledge and understanding of the Chinese education market and government requirements associated with education delivery in country or visa requirements for various categories of inbound international students.
- Strong commitment to a customer service philosophy via Quality Systems, student focus groups, a customer code of conduct, use of

process improvement teams, and established feedback systems to monitor customer service standards and performance.

- Established reputation of working with organisations in Asia, the Pacific, Latin America and the Middle East to successfully meet project timelines and outcomes.
- Project managers experienced in complex projects which require adherence to set timelines, defined outputs and budgets. Experienced in anticipating future requirements to ensure project outcomes are met. Application of a project team approach ensures timelines; budgets and quality requirements are rigorously monitored.

The unique synergy between BHI International and the students from industries, governments and future leadership groups encompass innovative solutions which stem from the passionate link staff make between global educations and the positive impact it will have on the customer. Staff's commitment to detail adds to the holistic learning experience.