

outofthe**box**

BOX HILL INSTITUTE MAGAZINE

NOVEMBER 2011

A woman with blonde hair, wearing a black short-sleeved dress with a bright red belt, stands in a modern office. She is holding a spiral notebook and looking towards the camera with a slight smile. The office has large windows in the background, and several computer monitors and office chairs are visible in the foreground and midground.

BHI & CAE
join forces

Students rebuild
flood areas

What's it like studying at
Box Hill Institute?



Open to the Public

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Box Hill Institute is one of Australia's premier, multipurpose TAFE institutes and prides itself on its ability to deliver a broad range of vocational education and training services. It is one of the largest providers in Victoria with almost 40,000 enrolments.

Box Hill Institute has four campuses in Box Hill, Victoria which include: Elgar Campus, Nelson Campus, Whitehorse Campus and the Ceylon Campus located in Nunawading. A significant component of the Institute's course delivery is carried out off-shore. The Institute has extended campuses around the globe including: China, Dubai, Fiji, Kuwait, Malaysia, Papua New Guinea, Saudi Arabia and Vietnam.

It offers a wide variety of courses to both local and international students, from apprenticeships to degrees, short courses to diplomas, and in a range of delivery modes including full time, part time and off campus.

Cover shot
Lisa Williams,
Diploma of Event
Management

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Box Hill Institute and the Centre for Adult Education join forces

Box Hill Institute and the Centre for Adult Education (CAE) are joining forces to lay the foundation for a unique model of tertiary education.

The two organisations, both pre-eminent Melbourne adult education institutions, will form a partnership under a single entity. Together, CAE and Box Hill Institute will be able to offer a new and unrivalled learning experience not matched anywhere in Australia.

Students at these institutions will have the exciting opportunity to make choices across the entire adult education offering – including senior secondary certificates, short courses, pre-accredited training, vocational education and training (VET), and higher education.

Box Hill Institute currently delivers qualifications ranging from certificate to degree levels across its Melbourne campuses and extended international campuses to its 40,000 students.

CAE has been a leading provider of adult community education in Victoria for almost 65 years, and offers a diverse range of nationally recognised and accredited training and non-accredited short courses to over 30,000 learners.

In a joint statement John Maddock, CEO, Box Hill Institute and, Denise O'Brien, CEO, CAE said “We are delighted with the opportunities that this new partnership will bring to our clients and communities and we welcome Minister Hall’s announcement.”

**Hon. Peter Hall, Minister for Higher
Education and Skills and Minister
Responsible for the Teaching Profession**



Denise O'Brien said, "This partnership ensures CAE not only retains its own unique identity, but is strengthened by the creation of unlimited possibilities for our adult students both now and in the future."

"This exciting new model sets the standard for the future of vocational and higher education both in Victoria and nationally. Our resulting partnership confirms and complements our common goals to provide quality vocational education and provide an enhanced learning experience," Mr. Maddock said.

"Under this new model we will have a unique education provider in Australia. As a result of the

partnership, the entity will be a non-school senior secondary provider, an adult community provider, a publically owned TAFE Institute, a CRICOS provider and a privately registered higher education provider."

Box Hill Institute will also be an approved language testing centre, an ELICOS provider as well as being internationally registered as a higher education provider in Singapore and Kuwait. In addition, to its 26 transnational delivery sites throughout the Pacific, Asia and the Middle East.

With this broad range of offerings, Box Hill Institute and CAE will now be able to offer an integrated approach

to formal and informal learning with expanded opportunities for students, staff, enterprises, communities, partnerships, and pathways to further learning.

The Centre for Adult Education and Box Hill Institute look forward to working together to ensure the new entity will enhance the quality of services to customers, students, industry, community stakeholders and staff of both organisations.

The new model will become fully operative from 1 January 2012.



Left to Right: John Maddock with the Hon. Peter Hall, Minister for Higher Education and Skills and Minister Responsible for the Teaching Profession and CAE CEO Denise O'Brien.

Twelve students from Box Hill Institute have proved that 'many hands, making light work' can really make a difference to a community in need.

Rebuilding fences to rebuild lives



Twelve students from Box Hill Institute have proved that 'many hands, making light work' can really make a difference to a community in need.

Using the carpentry skills developed during their studies, the students — who are studying the Victorian Certificate of Applied Learning (VCAL) (Intermediate) course, specialising in Building and Construction — worked hard during a four-day trip in June to the flood-affected community of Charlton helping to rebuild damaged fences for local farmers.

Charlton, located in Victoria's north-west with a population of only 1,000 people, was hard hit by a flood at the beginning of the year, which saw 80 per cent of the farming town under water.

As part of a course-based personal development activity, the students collectively decided that they wanted to do voluntary work for a community organisation called Blaze Aid. Blaze Aid already had volunteers rebuilding fences in the area, which in turn helped to restore the livelihoods of the local farmers. "We chose Charlton because it had been so badly affected by what had happened and we really wanted to go help out," said 18-year-old student, Mo Vakatovola.

The group of students included; Adam Withers, Andrew Burrow, Andrew Kasapidis, Bryce Frattin, Callum Smillie, Cameron Mills, Dylan Walsh, George Arvanitidis, Matthew Symons, Mitchell Flinn, Mo Vakatovola and Samuel Patton. Institute staff members who provided support to the students and joined them on their trip included Building and Construction teacher, Greg Doriean; VCAL teacher, Scott Wilson and Dave Victor from Student Support Services.

As part of their voluntary work, the students not only assisted with straining wires on fences, but they also worked on replacing floorboards and skirtings in some of the town's retail shops, and took time out to support other volunteers and hear the stories from the local farmers.

"On my first day of work, we helped to rebuild up to 1.8 kilometres of fencing. On the other days, I did things like build a shelf at the local op shop, and also fixed broken drawers at the local furniture shop," said Mo.

Teacher, Greg Doriean, believes that the students have taken a lot away from the trip. "Not only was it a chance to use some of the skills that they learn in class, it was also a great opportunity for the students to make connections with older people that they would never have met otherwise, including the 50 other Blaze Aid volunteers who were mostly aged between their 50s to 70s," he said.

The trip also provided a great way for the students to work together towards a common goal. "As a group, they put on a BBQ fundraiser and also sold coffee tables that they made with recycled hardwood in class to raise \$1,400 which was needed to cover costs, such as the travel cost for the trip," said Greg. Box Hill Institute also doubled what the students raised, which meant the group could make donations to both Blaze Aid and the Charlton township's own official flood recovery group.

The work completed by students was greatly appreciated by both Blaze Aid and the local community and they were invited back for a thank you celebration where they were also awarded certificates for their participation.

But just being able to give a helping hand was reward enough. "It does make you feel so good and proud of yourself to help someone else in that type of situation," added Mo.



Left to right: Carpentry students Andrew Kasapidis, Dylan Walsh, Samuel Patton, Matthew Symons and Adam Withers helped Charlton farmers rebuild damaged fences.

“The people live simple lives. They aren’t materialistic and don’t have the possessions we have, but are very happy to help each other out — it’s a community.”

Chipping

in on the Solomon Islands



Plumbing and carpentry students worked side by side to rebuild trainee nurses accommodation



Seven plumbing and carpentry students from Box Hill Institute have returned from the Solomon Islands where they spent six days reconstructing trainee nurses' accommodation at the Helena Godie Hospital in a town called Munda.

The pilot project, under the auspices of the Rotary Australia World Community Service, is a partnership between Box Hill Institute and Rotary International District 9810.

The project served three purposes — aiming to provide students with a vocational training experience in a global environment, to enhance their personal and professional growth and to help a struggling community provide accommodation for their nursing students. So successful was the project that it managed to achieve all three.

St Helena Godie Hospital is the major training hospital servicing the western province of the Solomon Islands and is the training centre for up to 80 nurses.

Plumbing students, Sam Chehab, Eric Du, Damian Groom, Justin Scott and Connor Findlay worked in conjunction with carpentry students, Scott Mackinven and Indiana Hagan to reconstruct the nurses' accommodation block which was in an advanced state of deterioration.

The team of students were supervised by teachers Garnet Dale (plumbing), Shane Wright (carpentry)

and team leader, Mick Willis, who travelled with the group to represent the Rotary Club of Mont Albert and Surrey Hills.

Sam Chehab, a third year apprentice plumber said that the trip wasn't all work. "We played a game of soccer every night with the local kids and built them their first billy cart."

"The people lead simple lives. They aren't materialistic and don't have the possessions we have, but are very happy to help each other out — it's a community," Sam said.

As global educators, Box Hill Institute takes its commitment to providing community support to local communities across the pacific region very seriously. As an established and well known advocate for global education and training opportunities, Box Hill Institute has the capability and resources to successfully mobilise students.

The study abroad office has staff dedicated to coordinating the mobilisation of staff and students, and the Institute has financially supported the administration, staffing and subsidised student

costs as part of our commitment to the value of giving local students global skills.

The Institute provides administration, teaching staff and subsidises students' costs to support projects such as this to improve infrastructure and build relationships with people from the different cultures.

"We are delighted with the accomplishments that our students have made in Munda. Their contributions have provided lasting comfort and support to the nursing students at the hospital, and they can be extremely proud of their work," said Box Hill Institute CEO, John Maddock.

Apart from gaining valuable life skills and getting a glimpse into a different culture, the students benefited academically as their work was assessed as part of their courses by the accompanying teachers.

Due to the success of the project it is envisaged that groups will travel to the Solomon Islands in the future to build on the work that has taken place.

It wasn't all work, students also built the local children their first billy cart



Pathways to a degree

Box Hill Institute recognises that students who start a qualification at our Institute want to have opportunities to continue their studies through to the highest level possible. That is why we offer our own degree and associate degree courses, as well as pathways to university.



Why choose a Box Hill degree pathway?

Vocational emphasis

- Practical work experience
- Specialised equipment

Personalised attention

- Small class size
- Easy access to lecturers and teachers

Industry focus

- Course is designed by industry
- Simulated work place environment

Work ready graduates

- Projects undertaken in the workplace
- Better employment outcomes

Strong postgraduate and great pathways to degrees

Disclaimer: Entry into all courses is contingent on factors such as availability and the successful completion of all requirements for award of the lower level qualification. Discipline specific entry requirements might apply. Check individual university websites for pathway details.

Shana's Journey

Shana Spiegel is a big believer in 'learning by doing'. She highly praises the range of opportunities she has undertaken during her studies to learn the intricacies of fashion design. Shana first enrolled into the Diploma of Fashion, and then continued on to the Advanced Diploma of Applied Fashion Design and Technology. These two years of study have helped to confirm that she is on the right track in her career path, and has inspired Shana to work towards completion of our Bachelor of Fashion which she is currently undertaking.

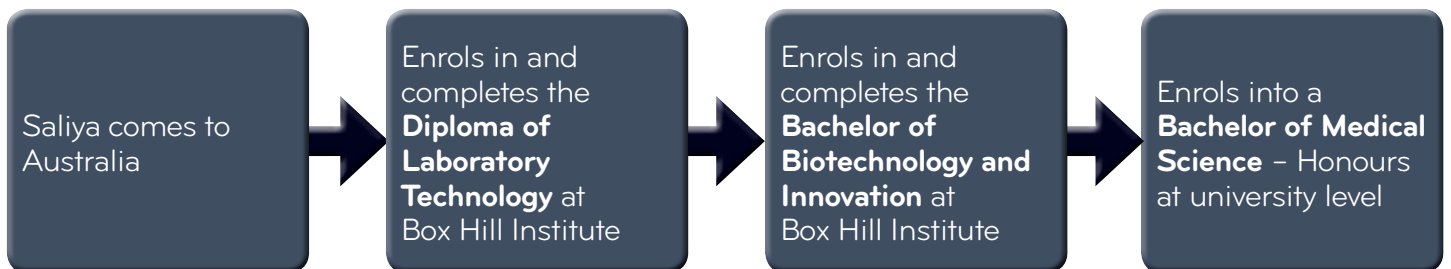


Saliya Gurusinghe's Journey

Saliya Gurusinghe decided to study Biotechnology at Box Hill Institute because he felt it would provide him with hands-on learning experiences which are based on real-world scenarios.

Originally from Sri Lanka, he first enrolled in our Diploma of Laboratory Technology at the Institute. He then went on to complete the Bachelor of Biotechnology and Innovation. According to Saliya, the practical sessions offered during his studies gave him an excellent insight into what to expect in the workforce.

Saliya has now moved on to complete the Bachelor of Medical Science (Honours), which is a one year researched-based honours degree. This was the next step towards working in the field of in-vitro fertilisation science, which is his long-term career ambition.

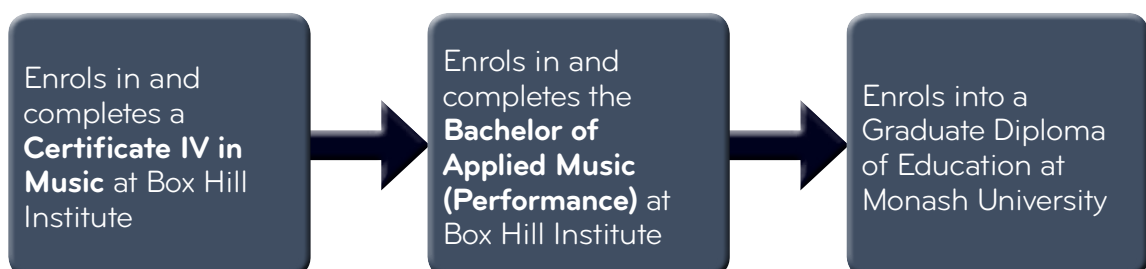


Emma's Journey

Emma Hall took her love for music and her obvious talent, and has progressed step by step, from a Certificate IV in Music right through to the Bachelor of Applied Music, to what is now a promising future in teaching.

Music was always Emma's forte, but initially she didn't believe she had the ability to follow it as a career. By her third year studying at Box Hill Institute, she was combining her already high scores in the more academic work with distinctions in performance and composition, before adding primary school music teaching work to her increasingly impressive CV.

Now Emma is teaching music full time, and is even considering returning to TAFE to teach. In keeping with this healthy philosophy and to boost her career prospects, Emma decided to move onto a university, to study a Graduate Diploma of Education at Monash University. She simply couldn't wait to pass on the benefits of her passion and hard work to the next generation.



Mamie gets practical

Mamie Ogawa, from Japan, loves practical learning and the ability to get hands-on with her work.

As part of her Diploma of International Business course, Mamie completed an internship with the Institute's International Student Services – ELICOS office. The three week internship she completed was part of a practical placement subject, on which she was assessed.

During the internship, she organised two social events for international students studying at Box Hill Institute. Both activities aimed to provide international students with opportunities to meet new people, and to get more exposure to the unique culture of Melbourne.

"The first activity I organised was for a group to go to a game of Australian Rules Football. I made contact with a program called Global to organise free tickets to one of the games. I advertised the activity through the International student network with print posters and emails too," said Mamie.

She also organised for international students to get involved in a group tour, called the Melbourne Open House Tour. Mamie said, "The free tour gave students the chance to see some of the most interesting buildings in the city of Melbourne."

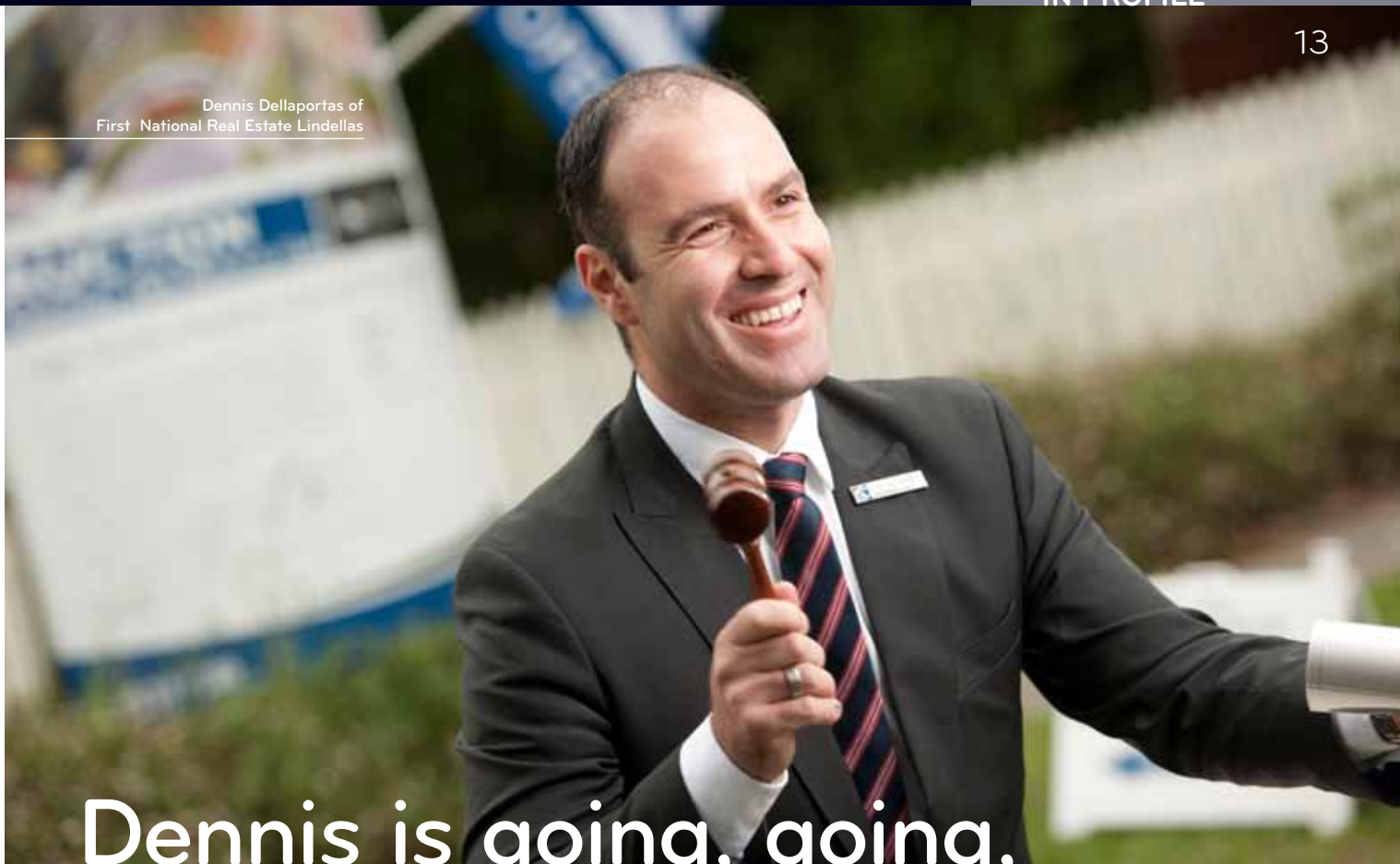
For Mamie, the internship was a valuable opportunity to organise successful activities and something she will be grateful to be able to put on her resume when applying for jobs in the future. "I was able to use knowledge from the course on real projects and practise these skills. This included many of the things that I learnt in both my project

management and international marketing classes," she proudly commented.

In the future, after a few years of experience in the workforce, Mamie plans to use what she has learnt from her studies and the experience she gains to open up her own importing and exporting company.



Dennis Dellaportas of
First National Real Estate Lindellas



Dennis is going, going, gone... into real estate

Wanting to open his own real estate agency, Dennis Dellaportas decided it was time to return to study so he could exchange his real estate clipboard for an auctioneer's gavel.

"I started the Certificate IV in Property Services (Real Estate) purely because I'd been practising real estate for 10 years, and I wanted to take up the opportunity to get my full license so that I could eventually start up my own office," said Dennis.

The Certificate IV in Property Services (Real Estate) allows graduates to apply for a full real estate license, open their own estate agency and to perform auctions. Dennis continued working while he completed his course off-campus. He says the off-campus experience was a positive one for someone wanting to stay in the workforce.

"It took me a few years to do, but I enjoyed the fact that I could pick up a subject or two each semester, over the course of several years, and actually complete it. The people in the off-campus office were extremely helpful. If I needed anything it was just a phone call away."

In April 2007 Dennis established First National Real Estate Lindellas, located in Box Hill. After more than a decade of experience, he still loves the unpredictable nature of his work. He says every day; even every single hour is different.

Now, Dennis simply looks at home when conducting auctions. He's an expert at making a difficult task look simple. In all the properties he's sold, one stands out the most. He sold one large block in Thames Street, Box Hill for \$1,955,000 — totally exceeding all his client's expectations.

His advice to other students is simple — love what you do.

"Just do something that you enjoy. You must have a passion for it, and you must wake up and say, 'I'm going to get into it'. It's the same for when you choose a course, as for what you do in life."

As Dennis is the only auctioneer in his office the pressure to perform is constant.

"It is mentally and physically tiring, as you have vendor expectations with their anxieties. Then there are the buyers who throw curve balls at you but it is still fun and I enjoy it. I am nervous beforehand but I just concentrate on the job to do," said Dennis.

As for changing careers again, Dennis thinks it is pretty unlikely.

"This business gets in the blood and it is there forever."

Sign of the times

Carpentry student James Vea's classmates are talking a lot in class, but James and his teachers couldn't be happier about it. James' fellow students are learning AUSLAN sign language to be able to communicate with him in the classroom and on building sites. Luke Axelby from the Institute's Student Activities and Representative Council interviewed James and Disability Liaison Officer Graham Goudie on Box Hill Institute's online television station, Box on the Box recently. Graham explained how James' classmates support James.



James Vea (front row, far left) with his classmates signing 'good'

"At Box Hill Institute we have quite a few students who have a significant hearing loss, and like James there are a number who have a profound hearing loss and require AUSLAN interpreters to help with their communication so we arrange that for students," said Graham.

"James and I had a discussion in front of his group of classmates, about what it was like for James communicating here, what it was like growing up as a deaf man, and his dreams and aspirations. It was a fantastic session. His fellow students were really interested, they showed a great deal of respect to James and understood that parts of the course would be a bit tricky for him with communication and at the end of our talk I asked them would they be interested in learning some AUSLAN signs so that they could better communicate with James," Graham said

"I was kind of surprised but they said they'd love to. So each week now I go down with the group and the teachers, and we have a signing class for about half an hour, and in the six or seven weeks I would estimate that they have learned nearly 100 signs. So, it is just wonderful," said Graham.

James, whose dream is to become a builder one day, says the support from his fellow students has made a significance difference to his studies.

"I thought it was really wonderful that I would be able to communicate with them all, and that they could learn about AUSLAN," said James.



(l-r) Disability Liaison Officer Graham Goudie signing with carpentry student James Vea

“Most of the time when we are out on site, and sometimes in the class we do a little bit of signing but we mostly communicated by writing down notes to each other. Over the weeks as they learnt a bit of AUSLAN, it has become great as we don’t need the paper anymore. We just communicate through sign. It’s really wonderful,” he said.

Box Hill Institute has many support mechanisms for students who need assistance with their learning for a range of issues.

Graham said, “Box Hill Institute is fantastic with making adaptations for students with a disability. I know that that using ‘disabled’ as a term is a problem as some students don’t see themselves as being disabled. For example, James would not see himself as having a disability. He is a deaf man and proud of it.

So for some people the term ‘disability’ puts them off from coming to see us, but if they can put that aside, and if they have mental health issues, or significant learning problems, or medical problems, and so forth, all they need to do is contact Student Support Services at our Nelson Campus.”

Graham believes that James’ continued success at the Institute is a great example of the Institute, students and a remarkable individual working collaboratively.

“I do want to say how fantastic it is, what James is doing. The cooperation of the whole teaching centre has been integral in this, and a lot of that has come about because James is such an open bloke who is keen to share his story with us. I admire what he is doing and I hope he continues on and is very successful, as I have no doubt that he will be.”

Disability Liaison Service

The Disability Liaison Service works with students, teachers and other support services to help students with learning difficulties or general health issues to complete their studies.

The service is available to assist anyone who might need help due to any of the following:

- physical disability
- visual or hearing impairment
- mental health condition
- learning disability
- intellectual disability
- medical or neurological condition

The Institute is committed to providing equal access to learning opportunities for all students and ensuring that reasonable adjustments are made through consultation and negotiation. Students can discuss their needs with their course coordinator on or prior to enrolment or contact the Disability Liaison Service for advice.

Disability Liaison Service staff will consult and negotiate an individualised learning support plan with eligible students outlining reasonable adjustments. The learning support plan is periodically reviewed to help students take part in their studies as effectively and independently as possible. The services provided will vary according to the needs of each student and the course requirements.

Location

Student Support Services, next to the cafeteria
Monday to Friday 8.30am – 4.45pm
Nelson Campus, Ground Floor, Building N1
853 Whitehorse Road, Box Hill
Phone: 1300 BOX HILL
Email: dls@boxhill.edu.au



The consortium of the Sunshine Coast Institute of TAFE, Box Hill Institute and GRM International is proud to announce it will implement phase two of the Australia Pacific Technical College, helping thousands of people across the Pacific to learn new skills.



Students improve their skills and job prospects while contributing to the region's economic development



APTC hospitality graduates Wendy Vahoe and Jether Siofa at King Solomon Hotel, Honiara

In September, Prime Minister Julia Gillard announced that Australia will provide \$152 million to fund the second phase of the college over the next four years. The Australian Government-funded project aims to increase the number of skilled workers in the Pacific by delivering vocational training and improving regional and international employment and trade opportunities.

The consortium is excited to have the opportunity to build on the successful first phase of the college, which provides internationally-recognised training in industry sectors across the Pacific. Through the college, Box Hill Institute and

Sunshine Coast Institute of TAFE have worked collaboratively to successfully deliver training for more than 3,000 graduates since 2007.

Director of Sunshine Coast TAFE Institute Ross Hepworth said he was honoured to continue this successful relationship with the college, "The achievements of the students have been nothing less than remarkable with some students setting up their own businesses or even gaining qualifications to teach," he said.

John Maddock, Chief Executive Officer, Box Hill Institute, also welcomed the announcement, "Box Hill Institute is committed to further

Australia-Pacific Technical College consortium builds on strong foundation



Culinary trainer Douglas Battison (middle second right) and APTC Fiji Country Manager Anthony Bailey (far left) celebrate a graduation ceremony with commercial cookery students and Castaway management.

supporting the development of skills in response to the economic and social development of our neighbours in the Pacific. We are keen to build on the work and the excellent foundation which has been established in stage one," he said.

The consortium is responsible for delivering Australian qualifications from certificate to diploma level in colleges in Fiji, Papua New Guinea, Samoa and Vanuatu in the automotive, manufacturing, construction, hospitality, tourism and health and community services sectors.

Nick Clinch, Regional Director (Asia Pacific), GRM International, said the consortium partners were looking forward to making the college more sustainable in stage two and ensuring better value for money.

"This exciting initiative has involved significant national-level policy, design and planning. The implementation of new strategies and skills development in stage two will help improve the lives of thousands of people in the Pacific," he said.

Castaway Island Resort chefs celebrate success

Ten chefs from the kitchen at Castaway Island Resort received their Certificate III in Hospitality (Commercial Cookery) award as part of the first APTC graduation since the announcement of second phase of the Australia-Pacific Technical College.

The graduation ceremony was the culmination of an 18-month program delivered entirely in the island in the resort's kitchens and training facilities. This highly effective training method provided the students with the opportunity to train and hone their skills in their workplace as well as reducing the amount of time away from work. Describing the benefits of a workplace-based program, graduate Apenisa Uluirea said, "With APTC, they teach all the basics and I loved that I could study and work at the same time because the things I learned in class, I was doing at work for the tourists."

The success of the program is the result of the strong industry partnership and flexibility between the Castaway Island Resort management team and the APTC School of Tourism and Hospitality. Each partner worked together to juggle the many demands of training and resort operation to ensure the students had the necessary time to study and apply their skills and knowledge in the workplace. The program has helped Castaway become known as one of the hot foodie destinations in the Mamanuca Islands.

An appetite for charity



(l-r) KOTO volunteer Malcolm Brown, Director KOTO Australia Lorette Brown, Box Hill Institute CEO John Maddock, Jimmy Phan and Box Hill Institute Centre Manager Hospitality and Tourism Studies Debra Trail



Box Hill Institute presented KOTO with artwork as part of the 10 year celebration



know one, teach one

Vietnam is one of those places renowned for its beautiful food, and one of its most famous restaurants, 'Know Once, Teach One' (KOTO), has celebrated its 10th anniversary.

But KOTO is not just a restaurant; it is a social enterprise training disadvantaged young people life-changing skills.

Box Hill Institute is a proud supporter of KOTO providing quality assurance to its training programs and sponsorships for further studies at the Institute for its brightest students. In 2010 KOTO became an extended campus of Box Hill Institute ensuring that it continues to be globally recognised as a leading hospitality training provider.

KOTO is world renowned for the philosophy of its founder Jimmy Pham who says, "KOTO stands for 'Know One, Teach One' and reflects our belief that if you're in a position where you can help someone less fortunate, then you should help them. The greatest thanks you can receive is to one day see that person be in a position to do the same for someone else."

Since its beginning, KOTO has trained over 400 young people and has a 100 per cent success rate in finding employment for its graduates. Not only are graduates taught hospitality skills, they are also trained in life skills including healthy living, personal financial budgeting, first aid, and communication and interpersonal skills, helping to make them ideal job candidates.

At the anniversary John Maddock announced the continuation of its Ambassador program until 2016, with two students each year awarded with scholarships to study at Box Hill Institute.

The most recent KOTO Ambassador arrival is Van Chau.

Van's father died in a mining accident when she was only eight years old. She learnt about the KOTO program through a recruitment visit to the shelter for disadvantaged youth where she had been staying after her mother could no longer afford to feed her. She applied and was accepted. After graduation, she worked as a waitress at the upscale restaurant La Verticale and later the Hanoi Movenpick Hotel.

Whilst working, Van still managed time to come back to support the Hanoi KOTO restaurant during rush hours. In February 2011, Van's outstanding contribution and hard work were rewarded with an honourable scholarship to study hospitality management at Box Hill Institute.

"I owe my sincere thanks to a lot of people. Without their support, I would not be able to make my current achievement. I am grateful to my sponsors who have assisted me since I was eight years old but I always dedicate my biggest thanks to Mr. Jimmy and KOTO," Van said. "KOTO gives you a powerful magic that you cannot find anywhere else. Touching it by your heart, you will feel it," Van said.

KOTO Fast Facts

KOTO is a not-for-profit restaurant and vocational training program that is changing the lives of street and disadvantaged youth in Vietnam.

KOTO operates Hanoi Restaurant and Training Program and KOTO Saigon (HCMC) Training Centre and Restaurant.

KOTO's unique 24-month program combines hospitality and English-language training with the development of life skills.

KOTO's hospitality training curriculum is provided by Box Hill Institute.

KOTO aims to produce graduates who are not only well skilled and highly employable, but also 'well-rounded' individuals.

KOTO Hanoi was founded in 2000 by Australian Jimmy Pham and has since evolved from a small sandwich shop to a 120-seat restaurant.

KOTO is now recognised for its quality training centres and dynamic restaurant and its effective grassroots development project that is breaking the cycle of poverty.

About Jimmy Pham

KOTO founder Jimmy Pham was born in Vietnam, but grew up in Australia. After returning to Vietnam in 1996 he was shocked by the poverty of some of its children. He asked a group of street kids what they wanted out of life. They simply replied, "We need skills so we can find stable jobs," and so the concept of KOTO was born.

In just five years, KOTO grew from a small sandwich shop in Hanoi to a 120-seat restaurant with an internationally accredited hospitality program that gives some very special young people the start in life that everyone deserves. Earlier this year, the World Economic Forum announced Jimmy as one of its Young Global Leaders for 2011 for his work with disadvantaged youth.

What's it like to study...



What's it like to study event management?

Lisa Williams

"I chose to study at Box Hill Institute after studying five years at university and realising it wasn't the path I wanted to go down. So, I looked into event management and hospitality courses and decided on Box Hill. During my time at the Institute, we have done a number of subjects related to the event industry including holding and staging our own events right here at Fountains Restaurant including Industry Night 2009. We have also been offered a number of volunteer opportunities both in the community and here at the Institute to participate in. I've actually just finished a contract at Delaware North at the Melbourne Zoo which was fabulous, and I'm looking to continue my journey in events either working in the not-for-profit sector or on other major events in the community."



What's it like to study science at Box Hill Institute?

Emma Roberts

"I choose the Diploma (Laboratory Technology) because it was very hands-on. I'd been here before studying the Certificate IV in Science. I went to university after that because I got alright grades but I found that Box Hill Institute was more hands on and more interesting than the degree at university. I came back here and it was all that I wanted it to be — we did all these experiments and it was really fantastic and now I am doing the degree. In the future I hope to complete my degree and then I hope to do a masters and then perhaps teach the subject one day."

Future students now have the opportunity to see and hear what it is like to study at Box Hill Institute with a selection of YouTube videos. The “What’s it like to study...” video series feature current students talking about what it is really like to study at the Institute and provide insights to future students. The range of topics includes everything from hairdressing, plumbing, music and picture framing plus more, in total 25 different courses are covered in the series.



What’s it like to study Automotive Mechanics at Box Hill Institute?

Matthew Beavis

“I’d always liked cars; looked at them in the magazines and on television and wanted to learn more about them. Here I get to look under the bonnet, under the car, you name it, everywhere.

I chose Box Hill Institute because I’d heard good things from friends and family about it. I started a Certificate II in Automotive Technology and then moved onto a Certificate III. I come here for a few weeks each year and learn about transmissions, differentials, fuel systems and everything else.

I’ve found the staff to be very enthusiastic and professional, and the facilities are great. We have dynos (dynamometer — a machine for testing engines and transmissions) here for cars, dynos for transmissions and we can rebuild the whole thing in a week and get it up and running. There are so many avenues that have opened for me as a mechanic from training to technical support, to management, so many things.”

What’s it like to study Horse Breeding at Box Hill Institute?

Paul Fiddiane

“Box Hill Institute has been fantastic. The teachers do such a wonderful job. I’ve only been involved in the one course, but they run the course so well that I’d recommend it to anyone. Probably the thing I enjoyed the most was the practical experience, working at Darley Stud in Seymour — it’s a showcase property, 1000 acres, just the best facilities in the world you could get. At the moment I’m working on a yearling preparation team at Eliza Park, following that I want to work a breeding season here and then travel overseas and work a breeding season overseas. I also plan to apply for the Darley Flying Start program, which is a management program run by Darley Stud. It’s a two-year program where you travel all over the world, and you get access to all kinds of properties and people, all within the industry.”

It's not too late to change your mind about where to go and what to study in 2012. Box Hill Institute will hold a **Change of Preference Evening on December 19 2011**. The event will give students and parents the opportunity to discuss courses with centre representatives and will also cover the range of support services we offer students.

Changing your preferences

Change of Preference Frequently Asked Questions:

Q. What is change of preference?

A. A period of time that gives you an opportunity to go back into VTAC and alter your preference list. This may mean adding, moving and/or deleting some of your preferences.

Q. When does the change of preference period close?

A. The change of preference for first round offers closes at 5pm December 21, 2011.

Q. How do I change my preferences?

A. Access and update your preference list by logging onto the 'MyInfo' area of the VTAC website.

Q. I need some advice as I am not sure about prerequisites, what do I do?

A. You have two options:

1. Call 1300 BOX HILL and speak to a course advisor.
2. Come to our Change of Preference Evening on 19 December and speak to experts face-to-face.

Q. Which areas will be covered at the Change of Preference Evening?

A. There will be information about all our study areas including:

- Media, Design and Arts
- Information and Communications Technology
- Hair, Beauty and Floristry
- Hospitality and Tourism
- Business
- Biotechnology and Animal Sciences

Q. Where will the Change of Preference evening be held?

A. At the Nelson campus, 853 Whitehorse Road, Box Hill.

Q. What else is happening on the night?

A. It is a good opportunity to talk to experts from different subject areas. They can advise you about the courses and what you need to do to get into those courses. Fee and enrolment information will be available. General course advisors, career advisors and scholarship experts will be there to help you in making your study decisions.





Q. I have looked in the VTAC guide and Box Hill doesn't offer my dream course...

A. Box Hill Institute offers more than 500 courses, and not all of them are in the VTAC guide. The majority of courses are classified as direct entry, which means you don't have to go through VTAC, you enter directly through us!

Q. What are the important dates for changing course preferences for 2012?

A. Here are some important dates you need to keep in mind:

- VCE results will be available on the ATAR website on December 16 2011 at 7am.
- Results will be mailed on December 19 2011.

- Box Hill Institute's Change of Preference Evening will be on 19 December 2011 between 4pm and 7pm.
- Applicants to general tertiary courses must lodge change of preference applications with VTAC by 5pm December 21 2011.
- Round 1 offers will be made on 16 January 2012.
- Round 2 offers will be made on 3 February 2012.

Note: The above offer dates refer to offers released through MyInfo. Applicants will receive offer letters by mail the following business day.



**BOX HILL
INSTITUTE**

Global Educators™

**real training.
extraordinary results.**

**It's not too late.
Change of Preference Evening**

Discover how you can
change your preferences
for 2012

19 December 2011

4pm - 7pm



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