Transforming Vision into Reality: The Integrated Articulation and Credit Transfer Project

Initial Research (education and training providers)

- Partnerships/Collaboration
  - Agreements/Arrangements
- Pathways/Models
- Student Transition

Scope

- All universities in Queensland
- All TAFE Institutes in Queensland
- ACPET nominated Private providers in Queensland
- Total – 32

Methodology

- Structured interviews
  - Preliminary phone interview
  - Face to face interview
- Themes
  - Part 1: Partnerships
  - Part 2: Student Transition
  - Part 3: Articulation Models

Partnerships

- How are they initiated?
- What are the drivers?
- What factors are imperative for success?
- What are the rules for success?
- What are the benefits?

In common

- A fundamental desire to work together
- A shared perception of the value of working together both for the institution and for students
- MOUs
Surprise finding

- Metropolitan institutions are more likely to have articulation arrangements in place than their regional counterparts

Who’s responsible?

HE – academics/teaching staff (can vary across faculties)

VET – middle management

Is it coordinated?

Three levels of activity:
- Policy
- Negotiation
- Administration

Only one university in Queensland coordinates all work around articulation and credit transfer

Who’s involved?

- Education and training providers
- Industry is not involved in the development of articulation arrangements but…
- Current project activity – Industry-led articulation pathway

Influence of culture - HE

- Recognising and valuing the fact that VET qualifications are about industry outcomes and HE qualifications are about knowledge
- Lack of communication across the uni about VET agreements - students get different information from different places
- Perception of too much of a gap b/w VET and HE
- Tradition and dislike of change

Influence of culture - TAFE

- “Most of our staff are uni graduates so we understand HE culture better than they understand ours”
- Different fee structures
- Competency based vs curriculum based learning
Influence of culture - PP

- No positive factors
- Entrenched beliefs
- Reputation of other private providers

Influence of others’ cultures

- HE – Frustration about a perceived ‘preciousness’ in negotiating reverse articulation
- TAFE – Lack of uni understanding about VET requiring an educative process for each new collaboration
- PP – University engagement philosophies/trust

Drivers for partnerships

- Organisational leadership
- New government priorities/targets
- For VET - when university initiates

Incentives for partnerships

Primary

- Increase student numbers
- Demand from students/employers
- Provide opportunities for students

Secondary

- Improve profile, strengthen position in the market
- Better use of resources
- To ‘value add’ to our qualification

Imperative factors for successful partnerships

- Having a two-way relationship of mutual benefit with a high priority by both an quality assurance – the quality of the students produced by the partnership, and – the quality educational outcomes for students
- Having a recognised person to deal with in the partner organisations
Factors in articulation partnerships | TAFE | FP | HE | All
--- | --- | --- | --- | ---
High level commitment | 8.2 | 8.0 | 8.9 | 8.7
High level leadership | 9.0 | 8.3 | 8.6 | 8.6
Relationships with the right people | 9.4 | 8.3 | 9.2 | 8.9
Trust | 9.0 | 8.4 | 7.4 | 8.2
Content mapping | 8.1 | 7.7 | 6.8 | 7.6
Agreed teaching and learning strategies | 7.7 | 7.2 | 4.2 | 7.0
Quality assessment techniques | 8.8 | 7.7 | 7.5 | 8.0
Pedagogy – scaffolding of learning | 8.2 | 7.7 | 7.3 | 7.7
Supported transition strategies | 8.3 | 7.0 | 8.2 | 7.8
Policies and procedures supporting articulation at the organisational level | 8.2 | 8.1 | 7.8 | 8.0

Trust

- TAFE 9.2 (equal third in importance)
  TAFE rated trust in the HE system more highly than individual institutions they work with
- HE 7.4 (sixth)
  Universities rated trust in individual institutions more highly than TAFE as a system

Principles for forming successful partnerships

- Must have mutual benefit
- Must build the relationship between the organisations
- Must have high level of Quality Assurance
  - Quality outcomes
  - Ethical practices and integrity
- Must have high level of collaboration

Student Transition Themes

- What are the transition issues for articulating students?
- What strategies are offered to address these?
- Is it enough?
- What still needs to be done?

Issues

- Preparedness for HE study more to do with maturity and self-direction than previous study!
- Adjusting to study at this level from VET (50%)
- Academic skills - esp. those articulating directly into 2nd year
- Cultural/administrative differences b/w HE and VET
- International students are less prepared due to:
  - English language proficiency issues
  - Scholarship requirements of HE

Transition strategies offered

- Bridging programs
- Counselling
- One-on-one support
- Workshops targeting transitioning students

- 30% had no transition programs or strategies
Is it enough? (HE)

- 50% believed they were doing enough to assist students with transition
- 50% believed their transition strategies had improved attrition rates
- 30% did not think they were doing enough
- 20% didn’t know

Is it enough? (VET)

- 50% said they were providing some sort of transition program but they were up to students to access
- 18% believed they were successful based on anecdotal evidence or feedback from HE
- Some did not wish to comment
- “This is one of our weakest areas”

What still needs to be done?

HE
- More cross over of VET and HE staff
- More outreach/introductory programs
- Student ambassadors

VET
- Articulating students visit HE campuses
- Develop transition programs embedded into training programs
- Develop transition guides
- Indigenous support units working closer together

Who’s responsibility is it?

- Joint responsibility
  – support officers in both institutions
  – raise awareness and reinforce VET to HE as a valid career pathway
  – articulation reference groups with reps from both sectors

Summary

Barriers persisting in the development of articulation partnerships are:
- Silo-driven university structure
- Lack of dedicated coordination
- HE lack of understanding about CBT
- Difficulty making comparisons between VET and HE
- Lack of time/resources

Summary

- Conservative organisational culture even when leadership promotes it
- Lack of industry involvement
- Administrative arrangements that don’t allow for automation of CT
- Differences in fee structures b/w VET and HE
- Lack of transition strategies
What is positive?

The united will to work through these barriers and find solutions to these issues.

For more information

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  http://www.usq.edu.au/iactproject

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