





Transforming Vision into Reality:

The Integrated Articulation and Credit Transfer Project

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Initial Research (education and training providers)

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

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Scope

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

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Methodology

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

- Part 3: Articulation Models

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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

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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

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Is it coordinated?

Three levels of activity:

- Policy
- Negotiation
- Administration

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

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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

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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

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Influence of culture - PP

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

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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

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Drivers for partnerships

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

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Incentives for partnerships Primary

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

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Incentives for partnerships 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 on 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

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Factors in articulation partnerships	TAFE	PP	HE	All
High level commitment	9.2	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	7.5
Agreed teaching and learning strategies	7.7	7.2	6.2	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

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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

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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

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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?

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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

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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

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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"

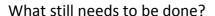
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HF

- 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

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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

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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

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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

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What is positive?

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









For more information

• Project Website URL

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

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