







IACT Project Newsletter, Issue 4, December 2010

# Integrated Articulation and Credit Transfer Project

### **Progress Update**

As 2010 draws to a close, the IACT Project team are pleased to report that this has been a successful and productive year. The analysis of the Student Awareness Survey has been finalised and the trialling of the Workforce Development Engagement Model is progressing well. These areas will be discussed in more detail in this newsletter.

Phases 4 and 5 have been completed and the focus of 2011 will be on the completion of Phases 6 & 7 (dissemination of findings and project evaluation) which will include consolidating the research findings and compiling the final project report.

Additionally, the Project Team will be undertaking the dissemination of project findings through research papers, journal articles and the development of resources for stakeholders.

The project is scheduled for completion on 30 June 2011.

#### **Student Awareness Survey**

The web-based Student Awareness Survey analysed the level of awareness that Queensland tertiary students have of articulation and credit transfer pathways, to determine the best means to promote these pathways to students. All current students in VET and university institutions in Queensland were invited to take part in the survey, with 12,815 responses received.

The report showed that, on the whole, Queensland students are more aware of

articulation and credit transfer opportunities than was expected.

Awareness by age group however differed significantly, with 16 to 19 year olds being the least aware, whilst students aged 29 and older were the most aware.

Of those VET students who have future study plans, almost 30% plan to enrol in a university degree for their next qualification, suggesting that articulation and credit transfer opportunities do provide pathways from VET to university for current students. Of those students who are aware of articulation and credit transfer, the most frequently stated source of information was teachers or lecturers.

The results suggest that information and promotion strategies need to be targeted at teachers and lecturers as well as career guidance officers or vocational counsellors, particularly in schools in order to reach the 16-19 year age group which were shown to be the least aware.

Other findings from the study suggest that recent government and institutional policies to encourage people from low socio-economic (SES) backgrounds to enter university may be having an impact. In higher level VET courses, all SES groups were at much the same proportion at around 12%, thereby providing little difference in the access to university via VET on the basis of SES background, contrary to previous research.

Little difference was found in awareness of articulation and credit transfer by sector (VET or university), gender or SES in this sample.







A full report detailing the results of this research is available on the project website:

<u>www.usq.edu.au/iactproject</u>. Additionally you can contact the Project Team via email at <u>articulation.project@usq.edu.au</u> if you have any queries regarding this research or the project itself.

## Workforce Driven Education Engagement Model

National policy and research currently have a focus on improving the connection between industry and the education sector.

The Project Team has developed a Workforce Driven Education Engagement Model which aims to connect relevant education and industry partners for the purpose of developing education solutions to meet workforce needs.

The model is based on the premise that industry is in the best position to identify their workforce requirements and to determine if an education solution is required. A key element of the model is the focus on the workforce need and the involvement of industry from the outset.

While the IACT Project Team is still in the process of trialling this model, there have been a number of significant results to date which would assist with the development and implementation of this model in other industries in the future.

If you are interested in trialling this model for your industry or education and training organisation, the IACT project team would be pleased to offer advice and further information.

Please contact Di Paez at <a href="mailto:paez@usq.edu.au">paez@usq.edu.au</a>

#### Conferences

The IACT Project Team has presented at a number of local and national conferences during

the year, including:

- AVETRA National Conference
- Health Workforce Innovation Conference
- AUCEA National Conference
- NCVER National Conference
- ACPET National Conference
- Vocational Education Summit

Recently, members of the Project Team have also presented at international conferences such as:

- International Higher Education Partnerships and Innovation Conference
- International Conference of Education Research and Innovation

The presenters found this to be a valuable experience that enabled networking with international delegates who are active in similar areas and also prompted discussion around the possibility of international collaboration.

A Project Team member will also be presenting at the World Universities Forum in Hong Kong In January 2011.

## **Project Contacts**

We will ensure that we keep you updated through regular briefs during the project. For further information, please contact the Project Managers:

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