

INDUSTRY + VET + HIGHER EDUCATION

3D FOCUS ON ARTICULATION PATHWAYS



Everyone profits from a 3 dimensional focus on articulation and credit transfer

Di Paez
Project Manager



Australian Government
Department of Education, Employment
and Workplace Relations

IACT

THE INTEGRATED ARTICULATION
AND CREDIT TRANSFER PROJECT



Queensland
Government



ACPET
AUSTRALIAN
COUNCIL FOR
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AND TRAINING



Careers
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Group

Overview of IACT Project

Project Aims

1. Develop seamless pathways between VET/University education sectors.
2. Develop infrastructure for cross-sectoral design and delivery of industry relevant education to support articulation between sectors.

Government Targets

- Increase the number of Australians with higher level qualifications
- Improved linkages between VET and HE
- Quality relationships between industry and the education sector



Everyone profits from an integrated tertiary education sector with stronger articulation between industry, VET and higher education.

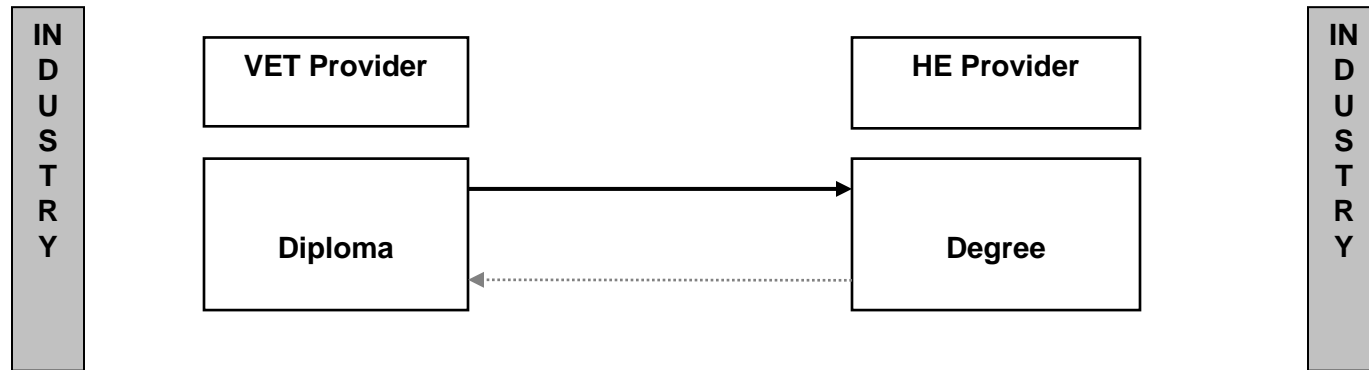
The 3D Approach to Pathways

The IACT Project has resulted in the innovative application of a three dimensional (3D) focus to what has historically been a two dimensional dynamic between VET and HE.

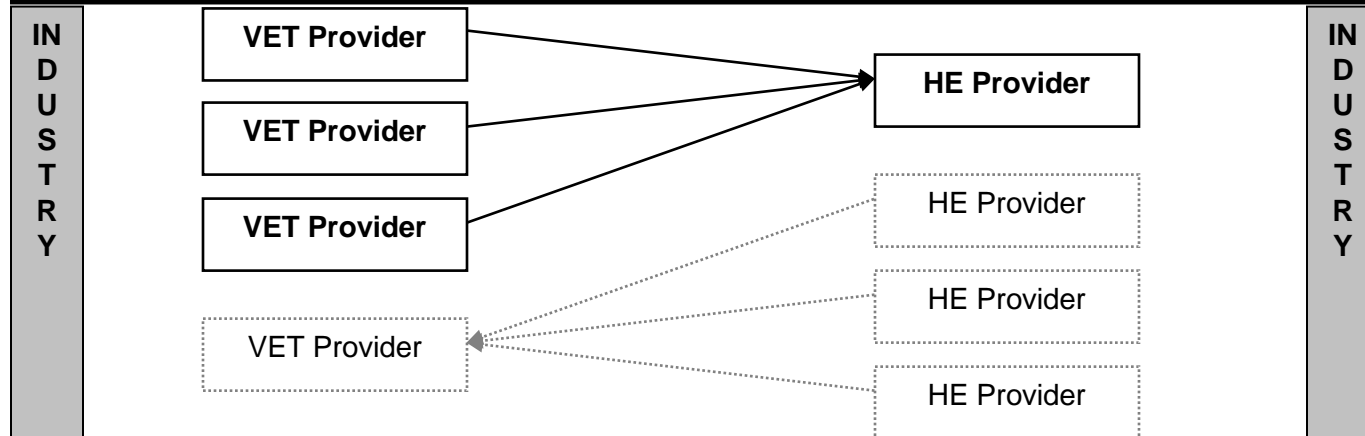
Structured *articulation pathways* and linkages between the three key stakeholders (industry, VET and HE) are a significant factor in developing education and training solutions in line with Australian industry and economic needs.

Articulation Pathways - Efficiency

ONE ⇔ ONE



MANY ⇔ ONE



IACT Project: Three Key Messages about VET-HE pathways

- ❖ **industry** gains graduate employees with targeted skills to meet workforce planning and skills gaps;
- ❖ **tertiary education providers** benefit from being able to offer workforce aligned outcomes to students; and
- ❖ **students** benefit from workforce aligned qualifications that enhance career opportunities.

Peter Noonan

**Director – Allen Consulting Group
co-author of the Bradley Review**



<http://3darticulation.com.au/#lightbox/0/>

Student Awareness

- ❖ 11% of VET students who obtain a VET qualification obtain a degree
- ❖ 14% of students with a Bachelor degree obtain a VET qualification
- ❖ 96% of students with a VET qualification do not get credit (currently)
- ❖ This is despite 25 years of articulation arrangements, and dual sector universities
- ❖ Such low levels of articulation between the sectors indicates that articulation and credit transfer **in its current form** has not been successful

Student Awareness Survey

We surveyed approximately 200,000 students across VET and HE, and received approx. 12,900 responses:

Q: To what extent are current students in VET and HE...

- Aware of existing articulation pathways, credit transfer and/or RPL
- Utilising existing pathways, credit transfer and/or RPL
- Using these pathways to make decisions about their educational future

Student Awareness Survey

Key research findings

- Teachers, parents and careers advisors best source of information – not brochures or internet
- 16-19 year olds less likely to know about pathways
- 27% want to use TAFE for credit to university
- Socio-economic background not a major factor in students moving from VET qualifications into higher education

Student Awareness Survey

Key research findings

- 30% of respondents had no transition strategy in place for articulators
- Those who had transition strategies left it to students to access
- Types of transition strategies differed and some were not about transition at all

Articulation Pathways

Pathways that attract students with VET backgrounds have become prominent in strategic planning and marketing.

For both VET and higher education institutions, successful student recruitment in the domestic and international marketplaces is a critical requirement.

By being able to offer a strong choice of streamlined articulation pathways designed to provide workforce aligned qualifications, individual tertiary education entities achieve a competitive advantage in student recruitment marketing.

Tertiary education profits from offering graduate outcomes that meet skills needs.

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AQF 2011

AQF Levels

LEVELS	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
LEVELS ATTRIBUTES Graduates at this level will have ...	Knowledge and skills that prepare for further learning and initial employment	Knowledge and skills for further learning and semiskilled employment	Knowledge and skills for further higher education and training and/or skilled employment	Theoretical and practical knowledge and skills for specialised and further learning and/or skilled employment	Self directed application of specialised knowledge and skills for further learning and/or skilled/ paraprofessional employment	Wide ranging, highly specialised knowledge and skills for further learning and paraprofessional employment	Systematic and coherent body of knowledge, principles and concepts and higher order learning skills for further learning and professional employment	Broad and/or specialised knowledge and skills for further learning and professional or highly skilled employment	Mastery of a complex specialised field of learning or an area of professional practice	Substantial original contribution to knowledge in a field of learning or professional practice
QUALIFICATION TYPES	Certificate I	Certificate II	Senior Secondary Certificate of Education Certificate III	Certificate IV	Diploma	Advanced Diploma Associate Degree	Bachelor Degree	Graduate Certificate Vocational Graduate Certificate Graduate Diploma Vocational Graduate Diploma	Masters Degree	Doctoral Degree

Australian Qualifications Framework

1. be evidence-based, equitable and transparent;
2. be applied consistently and fairly with decisions subject to appeal and review;
3. recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification;
4. be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully;

Australian Qualifications Framework

5. be decided in a timely way so that students' access to qualifications is not unnecessarily inhibited;
6. allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study leading to a qualification or for the partial fulfilment of the requirements of a qualification; and
7. be formally documented for the student including any reasons for not giving credit.

(Australian Qualifications Framework Council, 2011, p. 76)

AQF Qualifications Pathways Policy

Giving credit into or towards an AQF qualification should not impinge upon:

1. the integrity of qualification outcomes and discipline requirements, or
2. the responsibility of issuing organisations to make decisions on admission, prerequisites or programs of study, and the students' likely successful completion of the qualification.

(Australian Qualifications Framework Council, 2011, p.80 - 82)

AQF Qualifications Pathways Policy

Credit agreements negotiated between issuing organisations for credit for students towards AQF qualifications at any level, vertical or horizontal, will take into account the comparability and equivalence of the:

1. Learning outcomes
2. Volume of learning
3. Program of study, including content, and Learning and assessment approaches.

AQF Qualifications Pathways Policy

50% credit for an Advanced Diploma or Associate Degree linked to a 3 year Bachelor Degree

37.5% credit for an Advanced Diploma or Associate Degree linked to a 4 year Bachelor Degree

33% credit for a Diploma linked to a 3 year Bachelor Degree

25% credit for a Diploma linked to a 4 year Bachelor Degree.

(Australian Qualifications Framework Council, 2011, p.80 - 82)

Student Transition

Transition Issues Identified

- The theoretical knowledge expected at university in contrast to the applied and vocational knowledge required at VET ;
- Differences in teaching and learning styles at VET and university;
- Higher academic standards and uncertainties of the level of expectations;
- Repetition of VET content;
- Contrasts in staff-student interactions and relationships;
- Time management difficulties in combining study and other demands such as paid work and family responsibilities.

Student Transition

Holistic Approach

- Recognise that articulating students enter the second year of many programs but still require the same support as traditional first year students;
- Ensure a balance of first and second year courses are included in their first year of enrolment (e.g. GU);
- Consider offering transition or foundation courses:
 - e.g. Principles of University Learning (CQU) or Academic Literacies (CDU)
- HE and VET should work in collaboration to transition students from one sector to the other:
 - e.g. SBIT host sessions about transition to HE, invite university academics to address their students and encourage students to attend HE orientation sessions

Student Transition

Successful Strategies

- Early engagement is essential: BEAMS (USQ)
- Specialised programs tailored specifically for articulating students (e.g. University of Canberra)
 - Presentations by University of Canberra's Academic Skills Program (ASP) and library staff.
 - Specialised enrolment support provided by Course Convenors of the most popular courses
 - Presentation by a recent articulator to outline a personal perspective on the transition experience.
- Avoid information overload by implementing an orientation program that is at least six weeks long – possibly on-line (e.g. Deakin's info-flow program)

Student Pathway Options (Flowcharts)

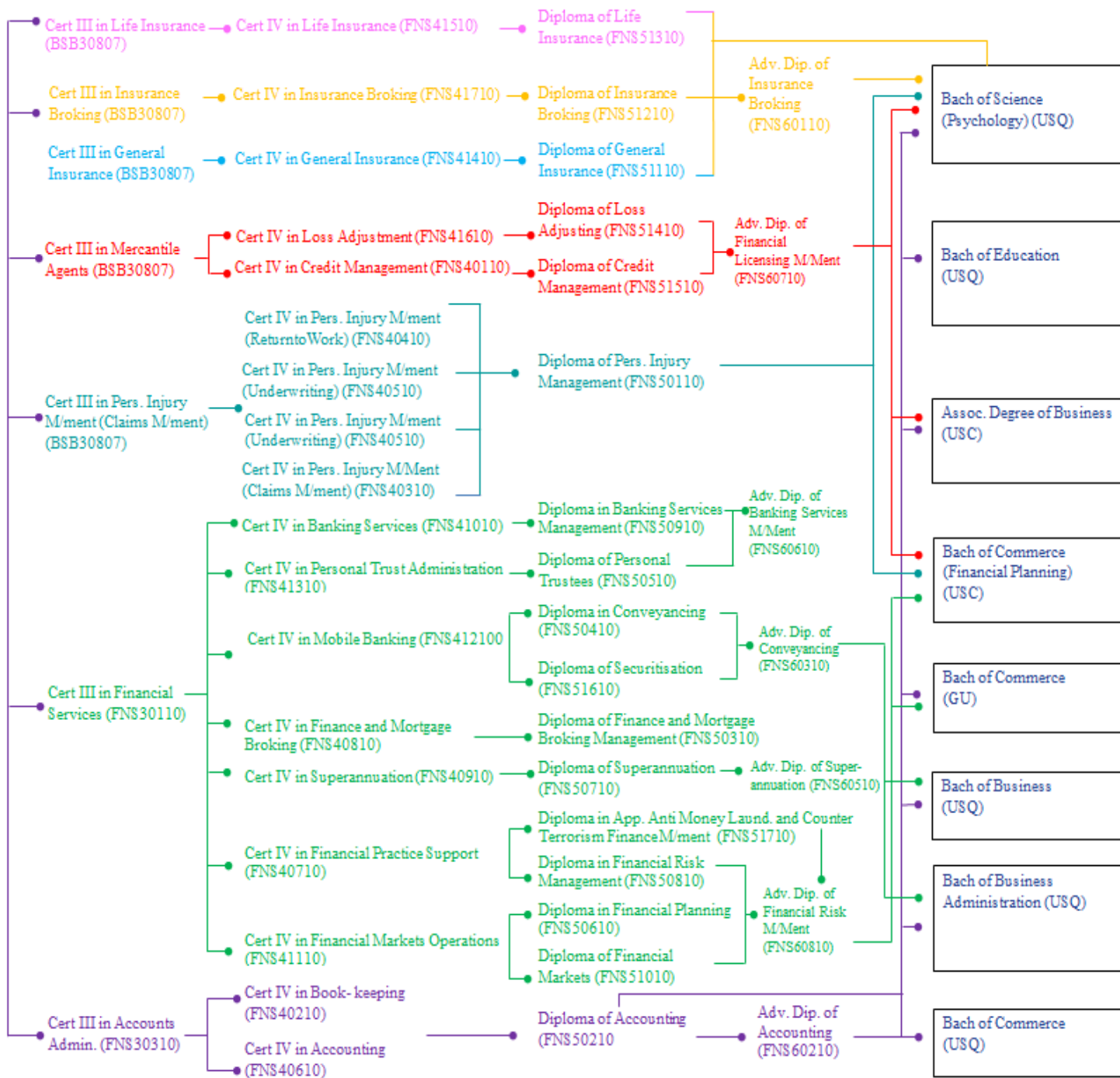
- Aim: to engage students, teachers/lecturers, careers advisors and employers in thinking about pathway possibilities using **visual** pathways between the VET and HE sectors.
- Using a **graphic** pathway resource, students can easily see the entry and exit points and requirements of a career pathway from Certificate 1 in VET to a HE Degree in any subject area.

Where can your FINANCE qualification take you?



This is a visual pathways sample only. For more details, and for specific and current information please contact your nearest tertiary education institute or RTO.

www.3darticulation.com.au
IACT Project, Qld



QTEPNet

(Qld Tertiary Education Partnership Network)

- QTEPnet - development, and implementation of a new model of tertiary education provision that demonstrates collaboration and co-operation in the tertiary education sector without the significant cost and restructuring involved in establishing a dual-sector institution.
- QTEPNet will provide personally, professionally, industrially and regionally relevant education pathways by creating a framework for removing barriers to articulation through the localised support which allows students to remain in their communities throughout their VET and HE studies

IACT 'Toolbox' of Enabling Resources



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