




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?

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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**

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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

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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

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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
<i>High level commitment</i>	9.2	8.0	8.9	8.7
<i>High level leadership</i>	9.0	8.3	8.6	8.6
<i>Relationships with the right people</i>	9.4	8.3	9.2	8.9
<i>Trust</i>	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

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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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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

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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.

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For more information

- Project Website URL
<http://www.usq.edu.au/iactproject>
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