



Extending learning opportunities

A study of co-operation between TAFE institutes, and schools and universities in Queensland

CHRIS ROBINSON AND JOSIE MISCO

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Executive summary

The report shows the very impressive progress that has been made in Queensland to provide Queensland school students with a wide range of vocational education and training (VET) options within schools. In this regard, Queensland is a leading player within Australia. Moreover, the rapid take-up of school-based apprenticeships and traineeships is a real Queensland success story, with the majority of school-based apprenticeships and traineeships available in Australia today being in Queensland.

TAFE institutes in Queensland have also played their part. In addition to participation in VET in Schools provision there are almost 25 000 students at school who are enrolled in TAFE. This is over 10% of all TAFE enrolments in Queensland—a higher rate than anywhere else in Australia. In particular, there is much larger than average provision to school students by Moreton Institute of TAFE, Wide Bay Institute of TAFE, Barrier Reef Institute of TAFE and Yeronga Institute of TAFE.

Ironically, policies currently in place to prevent *double-dipping* by schools have actually contributed to an unintended duplication of VET provision and an inefficient and wasteful use of resources. *Double dipping* is perceived to occur because schools have already been publicly funded to provide a full secondary education to senior secondary students. Such policies have also had the effect of restricting the role TAFE institutes are able to play in making VET available to school students.

The review found that if TAFE institutes are to provide a richer and diverse range of VET opportunities for young Queenslanders who stay on at school, it is important that Education Queensland, non-government independent and Catholic school authorities, and the Queensland Board of Senior Secondary School Studies (QBSSSS) identify ways that may facilitate the use of existing TAFE resources for these programs.

It is also clear from the case study findings that successful inter-sectoral arrangements, between universities and TAFE, schools and TAFE and schools and universities, were especially contingent upon the support and enthusiasm of those in senior management positions in all sectors. This support ensured that resources and staff were allocated to identifying and implementing mechanisms for providing access to TAFE courses for school students, or advanced standing in university programs for TAFE graduates.

The centralised arrangements for credit transfer, formerly negotiated by TAFE Queensland, on a statewide basis, were generally felt to have provided an effective mechanism for ensuring that certain qualifications from TAFE institutes would receive a certain amount of advanced standing in universities. This is because curriculum-based programs made it relatively easy for universities to compare content and to establish what students had already covered in their TAFE programs. Discussions with university administrators and faculty staff highlighted the difficulty of these tasks with the advent of training packages. Even those universities who in the past have had strong credit transfer arrangements in place spoke of the difficulties being experienced in making these credit transfer or articulation decisions.

Findings from the case studies suggested that arrangements for articulation and credit transfer were more likely to be straightforward and successful where faculties from both sectors had negotiated a joint program leading to a TAFE qualification as well as a university degree. However, these programs also tended to take time to develop and were dependent on the driving force of an individual or individuals who had the necessary ability, experience and commitment to negotiate a successful result.

Staff from universities also indicated that the identification of articulation pathways and credit transfer arrangements within training packages would alleviate the difficulties faced by universities in making decisions about these issues.

There are numerous examples of innovative joint TAFE–university initiatives in Queensland, some of which are documented in the report. The overall situation in Queensland is that articulation and credit transfer arrangements are falling behind those in other States and Territories. The Queensland University of Technology, Griffith University and the University of the Sunshine Coast have very good arrangements in place. For instance, some 10% or more of their admissions to bachelor degree and undergraduate diplomas are on the basis of TAFE qualifications, partial completion of TAFE qualifications or other TAFE study. James Cook University is in the middle range and other Queensland universities fall well behind the State and national average rates of articulation and credit transfer.

The findings of the review suggest the adoption of a new state-wide approach to promulgating better articulation and credit transfer arrangements between TAFE and universities, and to provide an advisory service to TAFE institutes and universities.

The other main finding of the review is that portfolio arrangements that integrate education (especially school education) and training make no difference to the quality of cross-sectoral collaboration between TAFE institutes and schools and universities. Good policy frameworks are important irrespective of portfolio configurations, and there is no substitute for good arrangements between TAFE institutes and schools and universities on the ground.

Definition of specific terms

In this report we have used the term *school campus* to denote a situation where the school delivers a VET course under the registered training organisation (RTO) status of a TAFE institute.

Introduction

The Department of Employment and Training has commissioned this work on the extent of inter-sectoral co-operation between Queensland Technical and Further Education (TAFE) institutes and schools, and between TAFE institutes and universities in recognition of the growing importance of new learning pathways to meeting Queensland's diverse skills needs.

Vocational education and training (VET) in schools already has a strong foothold in Queensland. There has been widespread recognition of the importance of developing new and better pathways for the majority of young people who are not going to enter university directly from school. This recognition was reflected in the release of a joint policy statement entitled *Vocational education and training in schools: Future directions* by the Minister for Education and the Minister for Employment, Training and Industrial Relations in 2000 (Queensland Government 2000). This policy is aimed at increasing completion of secondary schooling through new pathways offering senior students a greater variety of vocational options while remaining at school.

This emphasis is well placed. There is a very considerable body of research that clearly shows risks faced by young people who leave school early without any qualifications. They face poor labour market prospects and a high risk of continued unemployment, often with consequent social, health and welfare problems. Their lifetime earnings prospects are severely reduced. For example, see Batten and Russell (1995), Dusseldorp Skills Forum (1998), Dwyer (1996), McClelland et al. (1998), McIntyre et al. (1999), Marks and Fleming (1998 and 1999), Misko (1998), NCVER (2000), Robinson (2000a), Ryan (1997) and Wooden (1998).

This report aims to explore the progress being made, and the role Queensland TAFE institutes can or should have in developing new and meaningful vocational options for young Queenslanders while they are still at school.

The impact of globalisation, the changing nature of work, rapid technological change, the emergence of new information age industries and the rapid aging of the population are all factors having a tremendous impact on increasing the importance of skills to our economic future and on the nature of new skill requirements for the workforce. A lot of recent research explores the impact of these issues in Australia, particularly in relation to the impact of these issues on the provision of vocational education and training. This research includes Hall et al. (1999), Hobart (1999), Kearns (1999), McKenzie (1998), Maglen (1994), Maglen & Shaw (1999), Marginson (2000), Robinson (2000b), Sheldrake (1997) and Waterhouse et al. (1999).

In summarising what this all means for the provision of education and training, Robinson (2000b) argued that:

If Australia is to maximise its economic potential, policies to further promote lifelong learning are the key direction for the future. The onset of the information age and the knowledge-based economy requires countries to become learning societies. The education of the population and the skilling of the workforce are the factors which are going to determine a nation's fortunes in the twenty-first century much more than they have in the twentieth century. The skills base of a nation, and the speed with which skilling can adjust to meet new requirements will be as important, if not more important, in determining economic success than a nation's natural resources and financial capital base. These changes will not be achieved without further significant reform to our education and training systems.

(Robinson 2000b, p. v–vi)

Robinson went on to conclude that:

It is becoming increasingly apparent that many more workers in the new millenium will need:

- ❖ *excellent **interpersonal** and **human relations**' skills to get the best out of people and work well in team-working situations*
- ❖ *critical **analytical** and **interpretive** skills in order to handle and make sense of the enormous amount of information now available*
- ❖ *to be **entrepreneurial** and **enterprising**, irrespective of whether they run a business or work for others as an employee, so that new business opportunities are always being sought*

These skills will be just as important as any technical, para-professional or professional skills people hold.

Developing this more diverse range of skills will require new responses from our education and training systems.

(Robinson 2000b, p.8)

Clearly new models of articulation between TAFE institutes and universities will be critically important in future skill formation strategies in Queensland. These issues are being recognised in the new policy—*Skilling Queensland: The Queensland vocational education and training strategy 2001–2004* which is currently being developed.

The purpose of this work is to explore the extent to which TAFE–university co-operation is developing in Queensland in a way which will contribute to the growing diversity of emerging skill needs. The Department of Education and Training commissioned this work to identify ways in which inter-sectoral co-operation (and where relevant co-location) involving TAFE institutes could be progressed based on the level of activity currently in place, with particular emphasis on identifying best practice models for Queensland. It was anticipated that a preferred model/s would be developed to enhance local inter-sectoral arrangements in Queensland and a number of case studies would be undertaken to explore a range of innovative and proactive strategies that could be applied locally to improve inter-sectoral relationships in specific areas within the State.

The terms of reference for this work are to:

1. investigate models (and identify the preferred model/s) for enhancing local co-operative relationships between the education and vocational education and training sectors to maximise the benefits to the communities throughout Queensland
2. identify ways in which inter-sectoral co-operation (and where relevant, co-location) involving TAFE institutes could be progressed based on current activity levels
3. publish a number of case studies of particular areas within the State and identify strategies for pro-actively enhancing the existing inter-sectoral relationships between the relevant TAFE institute and local secondary schools and higher education institution/s, and
4. provide findings which will inform the progressing of co-operative arrangements between the education and vocational education and training sectors over the next three years

To investigate these arrangements, case studies of the inter-sectoral arrangements applying in five of Queensland's 16 institutes of TAFE have been undertaken. The TAFE institutes involved in the case studies are:

- ❖ Tropical North Queensland Institute of TAFE
- ❖ Southbank Institute of TAFE
- ❖ Moreton Institute of TAFE

- ❖ North Point Institute of TAFE
- ❖ Cooloola Sunshine Institute of TAFE

The case studies are reported in appendix A of this report. These case studies also include the results of consultations with selected schools and universities with which these TAFE institutes collaborate.

The analysis contained in this report, however, has examined the situation across the State in terms of the collaboration between all TAFE institutes and schools and universities in Queensland.

A selected literature review of relevant Australian research is presented in chapter 2. The development of VET in Schools and school–TAFE linkages in Queensland is examined in chapter 3. The development of articulation and credit transfer arrangements and other forms of TAFE–university linkages across Queensland is considered in chapter 4. The main issues and findings arising out the case studies are presented in chapter 5. Finally, overall discussion and conclusions about the way forward for Queensland are made in chapter 6.

A final issue considered in the study is the impact, if any, of the overall portfolio arrangements on the effectiveness of collaborative arrangements between TAFE institutes and schools, and between TAFE institutes and universities. As shown in table 1, quite different portfolio arrangements exist around Australia. Queensland has separate education and training portfolios, whereas a number of other States and Territories have combined education and training.

Table 1: State breakdown of ministerial responsibility for VET and combination with other portfolio areas

State/Territory	Portfolio	Portfolio areas
ACT	Education and Community Services	Education and training, including primary and secondary school VET and higher education, Human resources, Children's, youth & family services
Northern Territory	Tertiary Education and Training	School education Corporate and information services Communications, science & advanced technology Ethnic affairs
NSW	Education and Training	Primary and secondary education, VET, Higher education Adult and community education, Adult migrant education service
Queensland	Employment and Training Education	Employment, Employment policies and programs, VET, Youth affairs VET in Schools, School-based apprenticeships and traineeships
South Australia	Education, Children's Services and Training	Public pre-schools, Primary and secondary education VET public and private Adult community Childcare
Tasmania	Education	Primary and secondary education, VET, Higher education Library and information services
Western Australia	Training and Employment	Planning Employment and training Heritage
Victoria	Post-Compulsory Education	Higher education, VET Senior secondary school (Years 11 & 12)

Source: Revised from Wheelahan (2000, p.24)

Inter-sectoral co-operation between education and VET sectors: a review of the literature

Introduction

In the last two decades we have witnessed definitive changes in the rate and patterns of participation in education and in vocational education and training. These changes have evolved in response to a changing economic environment and have led to a re-thinking of the traditional and separate methods of planning, administering and delivering education and vocational education training among the sectors (universities, schools, TAFE, industry and community). Whereas each of the sectors traditionally located their buildings and facilities on separate campuses, and governed operations along separate academic and administrative lines, there are signs of increasing inter-sectoral co-operation among the sectors. This co-operation includes access to courses, programs and facilities and equipment for all clients whether they are students in schools, TAFE and universities, workers in industry or community-based organisations or individuals in the community.

Varying in forms and degrees of intensity, inter-sectoral co-operation may consist of institutions only sharing the same piece of ground, to institutions sharing the same management and decision-making structures. In all cases, however, inter-sectoral co-operation must operate within the confines of government legislation and funding policies.

‘Seamless pathways’

Inter-sectoral co-operation in education and vocational education and training is in part seen as one way to build up ‘seamless pathways’ which will facilitate access to education and training and lead to the development of skills for existing and future workers. This focus on lifelong learning, promoted by governments at home and abroad, is seen as the vehicle by which societies and individuals continuously maintain their economic competitiveness in rapidly changing and increasingly globalised economies.

Player (2000) reports that the aim of a ‘seamless’ education system is to break down the barriers between sectors so that credit transfer and articulation is maximised. This vision of students being able to move between the systems is also reinforced by the Australian National Training Authority (ANTA) in its *A bridge to the future 1998 to 2003*. The policy states that ‘seamless post-compulsory pathways will be developed so that students will be able to move freely within VET and between the system, senior secondary schools and universities (p3)’.

This focus on providing a unified system has in part been demonstrated in some States by combining ministerial responsibility for different educational sectors under one portfolio (see table 1).

Regardless of whether or not functions have been combined under one ministerial portfolio, there are many examples of institutions from different sectors coming together to either provide facilities, services or educational programs or a combination of these for their local communities

or the communities which they service. However barriers to the development of truly 'seamless pathways' (Player 2000; Chapman, Doughney and Watson 2000; Wheelahan 2000) continue to exist. These barriers generally relate to different funding, accountability and administrative arrangements within each of the different sectors.

Forms of inter-sectoral co-operation

Wheelahan (2000) has identified four major forms of inter-sectoral co-operation which help to describe the types of relationships that occur. These include:

- ❖ dual sector universities which comprise higher education and vocational education components within one institution
- ❖ co-locations which comprise institutions from different sectors sharing facilities
- ❖ agreements between institutions which outline pathways for students
- ❖ ad-hoc arrangements which provide students with information about access to courses and credit that can be expected for prior learning at other institutions.

These major divisions are also supported by Sommerlad, Duke and McDonald (1998). They describe collaborative activities as amalgamations (for example, the dual sector universities), partnerships (for example, institutions working together to attract clients), and associations (for example, institutions maintaining their distinct identities but coming together to offer specific programs or courses). In addition, there are arrangements where each institution operates as a single-sector body (single-sector universities) but provides opportunities for credit transfer and articulation.

Although these typologies are useful for looking at inter-sectoral co-operation they do not always describe the totality of interactions that take place within the sectors. This is because local implementation of co-operation at the site or department level may cut across these distinct categories.

Information on the different forms of inter-sectoral arrangements in institutions has in the most part been based on descriptions from Wheelahan and Shoemaker et al. However, information on some of these arrangements has also been accessed via the web pages of the relevant institutions.

Dual sector universities: amalgamations

Dual sector universities are universities that have a higher education and a TAFE component. In the Northern Territory, the Northern Territory University is considered to be a dual sector university. In Victoria dual sector universities include:

- ❖ Victoria University of Technology
- ❖ Royal Melbourne Institute of Technology
- ❖ Swinburne University of Technology
- ❖ University of Ballarat
- ❖ The University of Melbourne also provides TAFE offerings through its Institute of Land and Food Resources

All Victorian universities are amalgamated by State legislation but there are differences between and within institutions in the degree of collaboration that takes place. Typically in these

universities all administrative and student services are funded both by the TAFE sector, and higher education sector and TAFE and higher education students have equal access to the services provided. All general and administrative staff belong to cross-sector departments. However, for reporting purposes, salaries need to be aggregated and dis-aggregated for libraries, student services, personnel, planning, student administration, property and works, finances. In contrast, teaching staff are funded and paid according to the industrial award for their particular sector.

Details of the characteristics of selected dual sector universities (Victoria University (VUT) and the Northern Territory University (NTU) appear in appendix B.

Co-locations: one location

Co-locations take different forms. In some instances the different sectors can be situated on one site with each sector owning the bulk of their respective land and buildings, and sharing the ownership and management of some areas and facilities. Alternatively, sectors can be co-located on a site but have independent ownership of land, buildings and facilities, with provision for articulation between courses.

Central Coast Campus at Ourimbah is based on the joint ownership of grounds, buildings and facilities and integrated management of structures. The campus comprises the University of Newcastle, Hunter Institute of TAFE, the Central Coast Community College (ACE sector) and the Central Coast Music Conservatorium. The Nirimba Precinct is based on the collaboration between senior secondary schools, university and TAFE.

Descriptions of these two arrangements are reported in appendix B.

Partnerships: joint ownership and management

A partnership arrangement between sectors implies joint ownership and management of a site. Here there is also access to integrated curricula and services.

The Esperance Community College comprises a partnership between the Western Australian Department of Education, Training and Employment (WADOTE), senior high school and TAFE sectors, Curtin University, the Western Australian High Schools Hostels Authority and the Shire of Esperance. It is funded jointly by the WADOTE, ANTA, Curtin University, Esperance Shire, Esperance Community, Rural Telecommunications, Lotteries Commission. A more detailed description of this partnership appears in appendix B.

Associations and regional networks

Regional campuses and community sites owned by the different partners may be electronically networked to access to articulated courses and links to industry.

One example of this type of inter-sectoral co-operation is demonstrated by the Joondalup Education Precinct. Here the West Coast Institute of TAFE campus is located next to the Joondalup campus of Edith Cowan University. In addition, a new Police Academy is also situated on the same site. A child-care centre is available to clients from all sectors, and there is free on-site parking. A specially-built flexible-delivery building is on the TAFE campus.

Other examples of this form of co-operation are found in Rockingham Regional Campus, Coffs Harbour Education Campus, Central Queensland University and Central Queensland Institute of TAFE, and Ballarat University. Details of these arrangements are described in appendix B.

Single-sector institutions

Single-sector institutions operate as separate entities in any inter-sectoral collaboration. Any collaborative arrangement is based on students enrolling in both institutions, obtaining separate student identification numbers, paying two sets of fees, receiving two transcripts and two testamurs. A co-ordinator from each of the sectors is involved in planning the program. Credit transfer or articulation processes are based on the completion of whole qualifications rather than units in a course (Wheelahan 2000).

Shoemaker et al. (2000) report the operations of single-sector institutions which collaborate to offer dual Awards. Monash University and Chisholm Institute of TAFE at the Berwick Campus operate as autonomous institutions with separate governance structures, administration and ownership of facilities, services and courses. However, students may undertake 'concurrent programs' which lead to a TAFE diploma and a university degree. Participation in this program allows students to complete two Awards each of three years duration in four years. The university decides on admission to the double award degree.

In these courses the TAFE component is assessed in two ways. Students receive a competency-based result as well as a percentile-based result. This avoids difficulties across the sectors with different forms of assessments.

Drawing on an evaluation of the dual Awards program conducted by Shipley and Dennis in 1997 and the study by Taranto (1990) on the effect of student transition to university, Shoemaker et al. report difficulties that have been experienced in such programs. These included limited interaction between the staffs from the two institutions, and inadequate staff understanding of the courses by the partner institution. In addition, the Taranto findings indicated that students experienced increased stress in having to undertake studies according to two different systems, and having to deal with the lack of communication between the academic partners delivering the program.

Shoemaker et al. also refers to the gradual decreasing of dual sector programs at the Berwick campus.

VET in Schools programs

There has been a concerted effort to provide school students (especially in the senior years) with vocational education and training. As well as providing options for all students to attain skills and entry-level qualifications which will help them to obtain part-time and full-time employment, these programs will also help them make the transition to adulthood. With the introduction of school-based part-time apprenticeships and traineeships, students are provided with options to combine general school-based academic studies, with work and training delivered by registered training organisations generally concerned with providing training at the post-compulsory school level.

The increasing demand for highly skilled workers provides another reason for increasing the options for vocational education and training for all students. To date there has been a dramatic increase in the number of schools offering these pathways for students and the number of students participating in these programs. In 1998 NCVER data identified at least 80 000 secondary school students who were also studying within Australia's publicly funded VET sector. This represented an increase of about 18 000 students or 30% since 1997 (NCVER 1998a). In addition there were 1900 secondary school students who commenced an apprenticeship or traineeship. Almost half (48%) of the VET students still at school are enrolled in AQF-level I or II courses. Secondary school students who in 1998 undertook a VET in Schools program were most likely to be between the ages of 15 and 19 years, have completed either Year 10 or Year 11

as their highest level of schooling, live in New South Wales or Queensland. The ANTA projections for 2000 were to have approximately 166 700 school students involved in these programs, with 90% of all schools providing these programs (Shreeve 2000).

Benefits of inter-sectoral co-operation

Articulation and credit transfer

One of the major purposes for inter-sectoral collaboration between educational institutions is the maximisation of opportunities for credit transfer and articulation. Wheelahan (2000) lists the different learning pathways that can be developed as an aid to increasing credit transfer and articulation opportunities for students as they move from one program to another. In addition, she provides some brief descriptions of how such arrangements have been established by certain institutions.

Credit transfer refers to the advanced standing students will receive based on the courses they have completed and the qualifications they have achieved. Articulation refers to a set of pre-determined pathways which define how one qualification will lead to another and the level of advanced standing that will automatically be available.

Wheelahan notes that many universities have established credit transfer and articulation arrangements with TAFE institutes. These are generally made at the local institutional level with agreements and governance structures established to oversee 'dual award' arrangements in which students concurrently studies towards two Awards. However, the student must satisfy the entrance requirements for the higher award.

Other arrangements relate to *enhanced learning pathways* in which TAFE students undertaking the pathway receive more credit towards a subsequent university degree than those who do not undertake the pathway, and are guaranteed a university placement. The University of Western Sydney—Nepean and Western Institute of TAFE have in place arrangements for what they call 'degreelink' programs.

Sometimes arrangements are established at the faculty or department level. For example William Angliss Institute of TAFE has arrangements in place with Royal Melbourne Institute of Technology (RMIT) in the hospitality and tourism area.

Other institutions have established arrangements for students to undertake *nested programs* in which students may undertake a number of courses which lead to separate qualifications at different exit points, and can be combined to lead to a bachelor's degree. The Bachelor of Health Sciences (Paramedic) offered by Victoria University is one such program.

There are also examples of *integrated Awards*. Here students are enrolled in a traditional degree program but they may also opt to undertake some units which provide practical skills and are delivered by TAFE. In this way students may obtain a laboratory technician's certificate which may enable them to apply for some part-time jobs in the area should they so wish.

The benefits of inter-sectoral co-operation are often cited by institutions themselves in their promotional materials. For example, Coffs Harbour Campus is promoted as a partnership which provides 'opportunities for students to move easily between education levels and also allows for the development of joint programs which combine strong practical skills development with high academic standards'. Students are able to undertake High School Certificate (HSC) studies and full TAFE certificates, and to count some of these units towards their HSC. Students may also undertake some university courses which may be accredited to the HSC.

Efficient use of resources

Locating institutions on the same site has advantages in terms of economies of scale. Students attending institutions in the Nirimba Precinct have access to swimming pools, tennis courts, gymnasias, computers and libraries. The availability of TAFE and university courses means that students have an expanded set of HSC choices. Credit transfer arrangements between institutions and programs means that students can accelerate the completion of their qualifications.

Improved staff development opportunities

Collaboration between the sectors means that all staff stand to benefit. Staff develop professionally from interacting with academics and teachers from other sectors, and from being involved in joint decision making.

Improved community and industry linkages

Inter-sectoral co-operation with local communities and industry has social, educational and economic benefits. It can provide citizens, community service organisations and business with access to library and information technology services, recreational facilities and specialised consultancy and training services.

This interaction with local industries and community agencies is evident in many educational precincts. For example the Joondalup Campus has developed training programs for major industry groups and provided multi-media services to government sector organisations and local community agencies. In addition, programs have been provided for international clients. Nirimba has provided local business and industry with specialised consultancies and training services for existing workers and their managers. There is also close linkage between Ballarat University and IBM.

According to Chapman, Doughney and Watson (2000) awards which comprise TAFE and university components have the capacity to respond to 'emerging labour market needs' especially in the preparation of workers for para-professional or professional areas. In addition, pathways with multiple exit and entry points can provide access to lifelong learning.

Impediments to successful co-operation

Chapman, Doughney and Watson (2000), Wheelahan (2000) and Player (2000) identify the main reasons why differences in the way sectors are funded and governed can pose potential problems for effective inter-sectoral collaborations.

Funding and governance issues

Traditionally education and training arrangements in Australia have been organised along sectoral lines. This includes higher education, adult and community education, vocational education training and schools. Schools and vocational education and training institutions have also been divided according to government and non-government sector and recently there has also been one private university—the Bond University in Queensland.

TAFE institutes are generally funded by and are responsible to their State and Territory governments, with one-third of their funding coming from the Commonwealth Government through ANTA. These ANTA funds are then distributed to institutes by State governments

according to State policies, and negotiated profiles. TAFE may also receive federal funds for specific purposes, or raise their own funds through the provision of fee-for-service courses or programs.

Apart from the only private university in Australia, all other universities are established by State government acts of parliament and are funded by and are responsible to the Commonwealth Government. Here the Commonwealth Government is responsible for about 55% of higher education funding, students provide another 30% through fees under the Higher Education Contribution Scheme (HECS). The remainder is provided from other fees and charges. Schools are funded by a combination of State government funds and Commonwealth funds allocated according to a funding formulae based on student numbers and an index of socio-economic disadvantage. They also receive income from student fees and charges. Adult and community education providers are funded through student fees.

TAFE institutes and universities are also funded according to different funding formulae, with TAFE Institutes funded according to student contact hours (SCH) where one hour of contact per student is equivalent to one student contact hour, and universities funded according to equivalent full-time student units (EFTSU). The EFTSU varies according to discipline and level. In addition, the two sectors collect different information about students and report these to government agencies in different ways.

Where universities are funded on a three-year rolling basis with the possibility of allocating capital funding to other university activities, TAFE Institutes are funded on an annual basis according to a specified agreement or profile. This means that where universities have some option to move funds between programs, this is not generally available to TAFE institutes. This also makes the development of joint courses and any long-term planning problematic. However, Wheelahan notes that in Victoria attempts have been made to free up the ability of TAFE institutes to move funds between functions. This freedom however does not extend to student load derived from apprenticeship or traineeship hours.

Shoemaker et al. believe that inter-sectoral co-operation is not an inexpensive option. However, they also believe that it can lead to economies of scale once institutions decide to opt for formal co-operation.

Different regulations

In general, the different sectors have different regulations which govern enrolment procedures, reporting requirements, semester and vacation times and access to information technology services. These differences limit the scope and the operation of inter-sectoral co-operation.

Different student fee structure

The way students are expected to pay for their fees also varies according to educational sector. Higher education students can defer payment of fees through the Higher Education Contribution Scheme (HECS). Since 1997, such HECS fees have been charged according to the discipline studied. There is also provision for university students to pay their HECS fees up front, or to pay blocks of the amount at a later time. These arrangements help to provide substantial savings to students. HECS fees range from \$3 643.00 per year to \$5 772.00 per year.

Unless there are special circumstances, which generally relate to some form of disadvantage, TAFE students must pay their student fees up front at enrolment time. However, TAFE students do not pay a HECS fee. Because each State is responsible for establishing the fees for its students, the rate of fees varies between States and Territories. Fees are calculated according to number of student hours. In addition students may have to pay other fees to cover amenities and resources, or enrolments.

Student loans or payment by instalments is also available to TAFE students. By contrast HECS calculations apply to all students in all States and Territories in similar ways.

Limited credit transfer options

Increasingly students are moving between the sectors with almost a fifth (17.6%) of students who were admitted to bachelor degrees in 1997 coming from a TAFE background. Of the 38% of all students in publicly funded VET courses with a prior qualification, 15.3% (67 500 students) held university qualifications.

However, there is not always full-credit given for TAFE qualifications. This is even the case for students who apply for university admission to dual sector universities.

In addition, professional associations which deal with social work, accounting and engineering have been found to place substantial barriers to credit transfer between TAFE and university courses.

Inadequate reporting and recording structures

Different reporting structures within the sectors are also impediments to successful co-operation. This is made evident when institutions offer dual sector Awards that may be offered sequentially or concurrently. When Awards are taken sequentially the student pays TAFE fees for the TAFE component and HECS fees for the university component. There may also be arrangements where programs are offered in one sector, but comprise some units or electives from another sector. Keeping track of these records without one comprehensive database is very difficult.

Separate industrial Awards

Another impediment to successful collaboration relates to the fact that in the great majority of cases staff from the different sectors are employed under different Awards. This inhibits the development of cross-sectoral teaching arrangements. If joint courses are to be delivered, administrators must be able to allocate the most appropriate teaching staff to courses and subjects. However, the different Awards may mean that this cannot be done. However, examples of cross-sectoral teaching are available in places where all teachers are under the same award or where the enterprise agreement makes provision for cross-sectoral teaching. Exceptions to this are found in dual-sector universities in Victoria like Swinburne and the Royal Melbourne Institute of Technology. In spite of the acceptance among staff to include all teaching staff under one Award in their enterprise agreement, these institutions were prohibited from doing so because the TAFE teaching staff belonged to a Victorian Government department.

Different Awards also mean that staff work in an environment where employment conditions differ. Higher education staff have access to a greater number of support staff, and they have different ways for counting the number of contact hours allotted to them. These differences may also create tensions among staff.

Diverse course requirements

Where students opt to articulate from a TAFE diploma course to a university degree course, a comparison of the total amount of time required to complete the degree for TAFE students will be four years. For university students the time required to complete an undergraduate degree will be three years. These differences in time requirements may be added pressures which will have to be dealt with in any process for inter-sectoral co-operation.

Dissonant training and assessment cultures

There is also a dissonance between the training based on industry competency standards used by TAFE and the discipline and content-based methods used in the university sector. In addition, differences also exist in the criterion-referenced assessment practices generally used in TAFE and the normative or graded processes generally used in the university or school sector. These differences also create difficulties for the application of credit transfer and articulation pathways.

Different accreditation processes

The accreditation of programs is also different within the different sectors. Universities are self-accrediting. However, Wheelahan notes that any major or minor changes to programs must undergo a lengthy process of peer review. In addition, there are some courses which have to be submitted to relevant professional associations or bodies for approval. These include accounting, engineering, law, medicine, nursing, psychology, and social work. These requirements make it difficult for universities to react quickly to needs as they evolve within the market.

Where training packages exist, TAFE institutes are bound by endorsed packages which have been developed by industry training and advisory boards (ITABs) with some input from VET providers. As long as TAFE institutes follow the guidelines for competencies and assessment outlined in the relevant training package they are able to provide a quick response to industry or community requests for training courses.

Separate internet and IT access

One of the greatest inhibitors of effective inter-sectoral co-operation is differentiated access to the internet, brought about by the different licensing arrangements that have been established by the two sectors. Apart from the duplication of services, this means that a major means of communication between the sectors is not available. Lack of communication or difficulties in establishing communication networks can only diminish the effectiveness of inter-sectoral linkages.

Conclusions

Linkages between institutions from school, university and TAFE sectors have the ability to open up access to higher education and vocational education and training by maximising credit transfer and articulation. However, the Australian experience to date indicates that inter-sectoral co-operation based on equal partnership between education and training institutions is still in its infancy.

Contributing to the difficulties in establishing truly collaborative relationships between the sectors are different cultures and mechanisms and structures for:

- ❖ funding
- ❖ governance
- ❖ industrial relations
- ❖ education, training and assessment
- ❖ student fees
- ❖ reporting and recording
- ❖ credit transfer and recognition of prior studies or learning
- ❖ accessing information technology services

True inter-sectoral collaborations will only be possible and successful if these issues are resolved on a cross-sectoral basis, and administrative, accountability, and funding strategies are integrated. The creation of a true partnership rests on equal status being given to members of the partnership. It is only when this exists that it can flourish.

The development of VET in Schools and school—TAFE linkages in Queensland

There has been an enormous increase in VET activity within Australian schools in recent years, and on the prominence that has been placed on VET in Schools. The VET in Schools program has been promoted in the context of ensuring a much wider range of appropriate and relevant options for all young Australians, not only for the 30% or so of those that succeed in entering a university program upon completion of their secondary education.

It is in this context that new and varied relationships have developed and emerged between TAFE institutes and schools in Queensland. In this chapter the overall situation concerning the various VET pathways for young Queenslanders involving VET in Schools and school—TAFE linkages are considered and explored. Some detailed case studies and best practice models are considered later in the report.

The joint policy statement on future directions for VET in Schools identifies three pathways through which students in Queensland schools may study VET programs within school settings. These are:

- 1 By undertaking **VET educational experiences developed from industry-endorsed National training packages** with a view to attaining Australian Qualifications Framework (AQF) certificates at level I, II, III or above. This maximises the freedom available to schools to be relevant to the needs of students, industry and the local community.
- 2 By taking up **school-based apprenticeships and traineeships** that provide students with the opportunity to complete or partially complete a nationally recognised VET qualification while, at the same time, completing studies towards the Senior Certificate and engaging in paid and meaningful work.
- 3 By undertaking **Board-developed subjects with embedded VET**. These include both Board subjects and Study Area Specifications. From 2000, the majority of VET components will be aligned with National training packages. This will allow students to gain AQF qualifications

(Queensland Government 2000)

The first pathway refers to the delivery of programs within schools that are derived from national training packages leading to AQF qualifications at certificates I, II and III levels. Here schools are registered training organisations (RTOs) and deliver nationally accredited VET themselves. The second pathway refers to students taking up a school-based apprenticeship or traineeship. In this case the RTO is a TAFE institute or a private/industry VET provider. The third pathway is about linking the senior secondary curriculum to a wide range of VET certificates, modules and units of competence, so that students can finish secondary education with one or more VET qualifications, or modules/units of competence towards a VET qualification, in addition to gaining a school certificate. Again here the school is the RTO.

There are, however, two other main pathways through which young Queenslanders can stay at school and enter a vocational program at the same time. These are via:

- ❖ extended registration. That is, by undertaking a VET program delivered in school by a school teacher under extended registration from a TAFE institute or other RTO.
- ❖ institution-based courses. That is, by undertaking VET courses delivered by TAFE teachers at the school site or the TAFE campus. These arrangements are particularly useful where teachers in schools do not have the human resources (HR) requirements to deliver the program. In these cases, the TAFE institute or other RTO forms a partnership with the school to deliver the course.

All of these pathways are explored in this chapter.

The growth of VET in Schools programs in Queensland

VET in Schools programs in Queensland schools have risen rapidly in recent times to the point where Queensland leads Australia in terms of the number of students in a VET in Schools program. In Queensland this means a program offered by the school where the school is also the registered training organisation (RTO) with the exception of school-based apprenticeships and traineeships.

As shown in table 2, by 1999 over 41 000 secondary students in Queensland were participating in VET in Schools programs. The Queensland VET in Schools program alone contributed to well over a third of the national VET in Schools effort even though Queensland has only one-fifth of the nation's Year 11 and 12 students. The picture is a little distorted, however, by different arrangements in different States. For instance, New South Wales has some 23 000 students in VET in Schools programs but there are another 22 700 students (not counted in table 1) in a Joint Schools TAFE Initiative which involves students undertaking some TAFE programs and/or completing Year 12 in TAFE institutes not schools.

Some 50% of all Year 11 and 12 students in Queensland are enrolled in a VET in Schools program of one kind or another. This is a much higher level of participation than for students in New South Wales, Victoria, Western Australia and Tasmania. Only in South Australia and the Northern Territory is the Year 11 and 12 participation in VET in Schools programs higher.

By 2000, the number of Queensland secondary students in a VET in Schools program had risen further to over 44 000 students, almost 54% of all Year 11 and 12 students in Queensland. VET in Schools programs are now offered by 350 Queensland schools—coverage of some 95% of all secondary schools in Queensland (table 3).

Table 2: Students in VET in Schools programs undertaking vocational education within their senior secondary certificate provided at a school, 1999

State/Territory	Students undertaking VET within a senior secondary certificate at school		Total Year 11 and 12 students		Students in VET in Schools programs as a proportion of total Year 11 and 12 in each jurisdiction (%)
	No ('000)	Proportion of Australian total (%)	No ('000)	Proportion of Australian total (%)	
Queensland	41.1	36.2	83.3	20.7	49.3
New South Wales ^(a)	23.0	20.2	123.1	30.6	18.7
Victoria	13.6	12.0	100.6	25.0	13.5
Western Australia	8.8	7.7	42.3	10.5	20.8
South Australia	18.5	16.3	30.4	7.6	60.9
Tasmania	2.6	2.3	10.5	2.6	24.8
Northern Territory	1.5	1.3	2.8	0.7	53.6
Australian Capital Territory	4.5	4.0	9.4	2.3	47.9
Australia	113.6	100.0	402.4	100.0	28.2

^(a)Excludes secondary students enrolled at TAFE in the NSW Joint Schools TAFE initiative who do senior secondary education and some VET subjects all in TAFE which are another 22 800 students

Source: MCEETYA (2000); ABS (2000)

As can be seen in table 3:

- ❖ Some 56% of all schools offering VET in Schools programs are government high schools, and they provide VET in schools to 70% of all students enrolled in a VET in Schools program in Queensland.
- ❖ Catholic high schools account for 21% of the State's secondary schools with VET in Schools programs and over 18% of all students in a VET in Schools program.
- ❖ Non-government independent high schools make up 20% of the State's high schools offering VET in Schools programs, but have proportionally fewer of the State's VET in Schools students (that is, 10.4%).
- ❖ Other schools (10 senior colleges and special schools) account for almost 3% of the State's schools offering VET in Schools programs, but have less than 1% of the students in such a program.

Table 3: Schools in Queensland providing VET in Schools programs, 2000

School type	Schools offering a VET in Schools program		Students in a VET in Schools program	
	No	Proportion (%)	No	Proportion (%)
Government high schools	196	56.0	31 192	70.3
Non-government Catholic high schools	73	20.9	8 173	18.4
Non-government independent high schools	71	20.3	4 594	10.4
Senior colleges	3	0.8	356	0.8
Special secondary schools	7	2.0	54	0.1
	350	100.0	44 369	100.0

Source: Data provided by QBSSSS

Although there is an ever-increasing number of options available, just five industry areas (that is, ANTA industry groups) make up about 80% of all the enrolments in VET in Schools programs (figure 1).

These are:

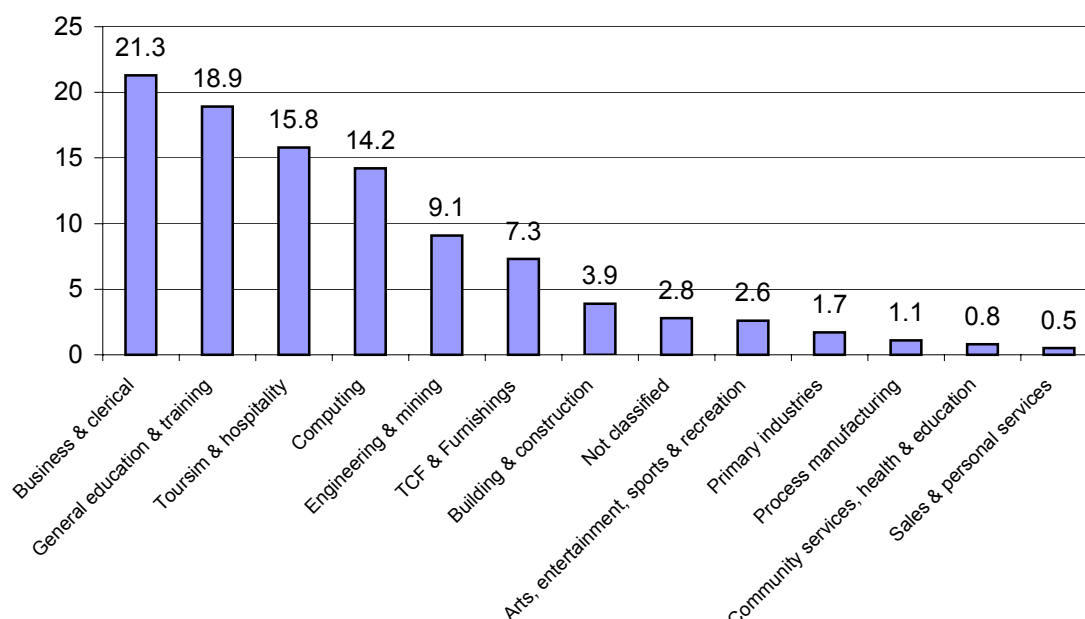
- ❖ business and clerical (21.0%)
- ❖ general education and training (20.0%)
- ❖ tourism and hospitality (15.8%)
- ❖ computing (14.0%)
- ❖ engineering and mining (9.0%)

The key pathway: Students in board-developed subjects with embedded VET

The main way Queensland secondary students currently access VET is through participation in school subjects that have had VET embedded in them. These are three elements to this, being:

- ❖ participation in one or more of six Queensland Board of Senior Secondary School Studies (QBSSS) subjects that contribute directly to tertiary entrance (that is, they count towards a student's overall position (OP) for direct tertiary entrance at the end of Year 12), that also lead to embedded nationally accredited VET qualifications
- ❖ participation in one or more of the 41 strands (in 2001, this number has been reduced because of the phasing out of some of the older modular courses which do not comply with training package qualifications) in study area specifications (SAS) offered to Queensland secondary students (that do not count towards a student's OP scores), that also have embedded in them nationally accredited VET qualifications or modules and units of competence towards such qualifications
- ❖ participation in a board-registered subject that is not an OP subject or part of a SAS subject, but that also has embedded in VET within it

Figure 1: Enrolments in VET in Schools programs in 2000 for government, independent, catholic and other schools as a % of all enrolments in VET in Schools programs in Queensland, by industry group



Source: Data supplied by QBSSSS

As can be seen from table 4, there were almost 83 000 such enrolments in Queensland schools in 2000. Nearly three-quarters of these were in government high schools.

As described in the Joint Ministerial Statement *Vocational education and training in schools: Future directions*, (Queensland Government 2000), senior secondary subjects articulate to Australian Qualification Framework (AQF) modules/units of competence leading to such qualifications:

- ❖ most strands of board-developed VET courses consist of a mixture of general and vocational components, with criterion-referenced and competency-based assessment blended so that students can be assigned an exit level statement of achievement
- ❖ VET courses developed by the Board of Senior Secondary School Studies provide the opportunity for students to engage in nationally accredited vocational education and training, either by blending general and vocational components or by undertaking the VET components alone
- ❖ structured workplacement is recommended, but is not mandatory for most VET subjects

Table 4: Total enrolments in board-registered subjects with embedded VET in all Queensland schools, 2000

Type of school	Student enrolments	
	No.	Proportion (%)
Government high school	60 846	73.5
Non-government Catholic high school	14 650	17.7
Non-government independent school	6 622	8.0
Senior colleges	580	0.7
Special schools	72	0.1
Total	82 770	100.0

Source: Data supplied by QBSSSS

QBSSSS has entered into negotiations with industry representatives and relevant training authorities to ensure that board subjects or board-registered subjects with embedded VET are based on training packages (where endorsed) or available industry competency standards. Individual schools can deliver the agreed board subjects or board-registered subjects that articulate to national VET full or part qualifications. Under these arrangements each school is technically the registered training organisation under a statewide negotiated agreement by the Board. Generally speaking, the school is responsible for issuing any qualifications or statement of attainment gained in those cases where the school is an RTO in its own right (that is, delivering stand-alone VET). A second option is for the school to outsource this role to QBSSSS if it feels it does not have the necessary resources to undertake the role. The majority of embedded VET in board subjects or board-registered subjects is aligned with competency standards in national training packages and articulates to nationally accredited AQF VET qualifications (or part thereof).

It is important to note that these developments have occurred with little or no TAFE input. These developments are about linking school curriculum to VET standards, qualifications and modules or units of competence. These programs are delivered in the schools and by the schools themselves.

Almost 41 000 of all the student enrolments in these subjects across Education Queensland and non-government schools were in full certificate programs (table 5). Just over two-thirds of these were at certificate II level, and almost one-third were at certificate I level. Only 0.4% were at certificate III level.

The seven board subjects that count towards a student's overall position (OP) for tertiary entrance are shown in table 6, together with enrolments for government schools in Queensland in 2000. These subjects articulate to a wide range of modules and units of competence as described in Queensland Board of Senior Secondary School Studies Statistics (1999, pp. 3–23).

Table 5: Enrolments by Years 11 and 12 students from all Queensland schools in embedded VET subjects by certificate type, 2000

Certificate level	Student enrolments	
	No.	Proportion (%)
Certificate I	13 184	32.4
Certificate II	27 322	67.2
Certificate III	178	0.4
Total	40 684	100.0

Source: Data provided by QBSSSS

Table 6: Board subjects in government schools with embedded VET that count towards a student's overall position (OP) for tertiary entrance, 2000

Subject and code		Student enrolments		No. of schools offering each subject
		No of enrolments	Proportion of total (%)	
51	Agricultural science	884	6.6	45
62	Business organisation and management	1 006	7.5	35
63	Business communication and technologies	8 743	65.4	165
65	Information technology systems	178	1.3	7
72	Hospitality studies	428	3.2	29
78	Technology studies	2 129	15.9	103
		13 368	100.0	-

Source: Data provided by QBSSSS

There were almost 14 000 enrolled OP eligible students in government schools in 2000 (table 6). Almost two-thirds of these enrolments were in business and technologies (offered at 165 government schools) and a further 15.6% were in technology studies (offered at 103 government schools).

There were over 56 000 enrolments in some 54 study area specification (SAS) subjects with embedded VET (which do not count towards a student's OP score) in Queensland government schools in 2000, as shown in table 7. These were comprised of:

- ❖ nearly 32 000 enrolments in SAS subjects that were fully accredited as AQF certificate I or II courses (56.8% of SAS enrolments with embedded VET)
- ❖ over 10 000 enrolments in SAS subjects that were recognised modules/units of competence towards an AQF vocational certificate (i.e. 18.2% of enrolments in a part qualification)
- ❖ some 14 000 enrolments (25.0%) in other vocationally related SAS subjects that were introductory vocational courses not directly articulated to VET qualifications (or where the information has not been supplied concerning any articulation that might be in place or about to be in place)

The details of these articulation arrangements, together with enrolments from Queensland government schools in 2000 are shown in table 8. More detailed information about the articulation between board-registered SAS subjects and TAFE institutes is given in Queensland Board of Senior Secondary School Studies (1999, pp. 24–63). Moreover, more detail about the articulation arrangements between both Board subjects and board-registered SAS subjects and other VET providers is given in Queensland Board of Senior Secondary School Studies (1999, pp. 65–181).

All these programs described in this section of the report are delivered within schools and are mostly financed from schools (Queensland government and Commonwealth Government) resources that have been allocated for the provision of senior secondary education. Additional funding to assist Queensland schools to support VET in Schools programs is provided through the Australian National Training Authority (ANTA) funds for VET in Schools. In 2000 over \$0.5 million was provided from ANTA to support board-developed (embedded VET) provision in Education Queensland schools. Pro-rata amounts were also made available to non-government independent and Catholic high schools.

Table 7: Board-registered study area specification (SAS) subjects in government schools with embedded VET, 2000

Study area specification	No of subjects	Student enrolments in SAS					Proportion of total SAS enrolments with embedded VET in each subject area
		Total no. of enrolments	Proportion of total enrolments				
			In VET certificates I & II	In units of competence/modules leading to partial VET qualifications (%)	Other ^(a) (%)	Total (%)	
Agriculture & horticultural studies	6	1189	47.6	-	52.3	100.0	2.1
Business	10	2658	49.9	5.0	45.1	100.0	4.7
Computer studies	4	9745	55.4	-	44.6	100.0	17.3
Early childhood practices	3	1371	10.1	29.8	60.1	100.0	2.4
English communication	3	5857	95.7	-	4.3	100.0	10.4
Hospitality practices	4	8276	20.1	72.2	7.7	100.0	14.7
Industrial skills	6	11453	74.6 ^(b)	13.4 ^(b)	12.0	100.0	20.3
Literacy & numeracy	3	5158	93.3	-	6.7	100.0	9.2
Marine & aquatic practices	3	1398	19.0	70.9	10.0	100.0	2.5
Trade & business mathematics	3	4606	64.8	-	35.2	100.0	8.2
Tourism	6	3058	11.2	20.0	68.8	100.0	5.4
Physical recreation	3	1543	22.4	37.0	40.6	100.0	2.8
	54	56312	56.8	18.2	25.0	100.0	100.0

^(a) Other includes introductory or general study not leading directly to VET certificates or units of competence/modules that contribute towards a VET certificate or status unknown/information not supplied.

^(b) The industrial skills engineering–manufacturing are included a mix of those in certificate programs and those doing selected units of competence/modules the number has been split 50:50 between the two categories.

Source: Data provided by QBSSSS

Table 8: Board-registered study area specification subjects in government schools with accredited/embedded VET, 2000

Study area specification	Code of subject	Specification	VET qualifications (full or partial) and code	Student enrolments		No of schools whose students are enrolled
				No of enrolments	Proportion of total (%)	
Agricultural & horticultural studies	6041	Land & Animal Systems (Rural Practices I)	*	297	0.5	33
	6042	Land & Animal Systems (Rural Practices II)	*	126	0.2	16
	6043	Land & Animal Systems (Rural Practices Combined)	*	24	0.0	6
	6044	Agricultural Studies	RUA 10198 Certificate I in Agriculture/ RUA 20198 Certificate II in agriculture	342	0.6	25
	6045	Horticultural Studies	RUH 10198 Certificate I in Horticulture/ RUH 20198 Certificate II in horticulture	224	0.4	17
	6046	Agricultural & Horticultural Studies (Production Studies)	*	176	0.3	14
Business	6021	Business (Clerical-Administration)	*	808	1.4	87
	6022	Business (Shorthand)	*	2	0.0	1
	6023	Business (Small Business)	CNBA Certificate II in Business Fundamentals	208	0.4	24
	6024	Business (Retail I)	*	70	0.1	7
	6025	Business (Retail II)	*	48	0.1	6
	6026	Business (General Studies)	*	228	0.4	21
	6027	Business Office Administration	BSA 20197 Certificate II in Business (Office Administration)	837	1.5	69
	6028	Business (Retail Options)	VRR 10197 Certificate I in Retail Operations/ WRR 20197 Certificate II in Retail Operations	237	0.4	13
	6029	Business (General Business Studies)	Nil	87	0.2	10
	6030	Business (Integrated Business Studies)	Selected units of competency from Certificate II in Business & Certificate I/II in Retail Operations	133	0.2	12

Study area specification	Code of subject	Specification	VET qualifications (full or partial) and code	Student enrolments		No of schools whose students are enrolled
				No of enrolments	Proportion of total (%)	
Computer Studies	6101	Computer Studies (Communication)	*	1002	1.8	58
	6104	Computer Studies (General)	*	2745	4.9	121
	6105	Computer Studies (Information technology at work)	CNIT3 Certificate I Information Technology/ ICA 20199 Certificate II Information Technology	5401	9.6	161
	6106	Computer Studies (Practical Computing)	Nil	597	1.1	26
Early Childhood	6221	Early Childhood Practices (Childcare Practices)	CHC 20399 Certificate II in Community Services (Childrens Services)	139	0.2	8
	6222	Early Childhood Practices (Foundation in Childcare)	Selected units of competency towards Certificate II in Community Services (Children's Services)	408	0.7	22
	6223	Early Childhood Practices (Early Childhood Studies)	Nil	824	1.5	36
English Communication	6121	English Communication (Workplace)	CN C01 Certificate I for Communication in the Workplace CN C02 Certificate II for Communication in the Workplace	5119	9.1	156
	6122	English Communication (Practical)	CN C01 Certificate I for Communication in the Workplace	490	0.9	12
	6123	English Communication (Studies)	Nil	248	0.4	11
Hospitality Practices	6001	Hospitality Practices (Catering)	*	415	0.7	30
	6002	Hospitality Practices (Introduction to Hospitality)	THH 97 5 common core units of competency for hospitality certificates	5974	10.6	170
	6003	Hospitality Practices (Hospitality)	TH 11197 Certificate I in Hospitality (Operations) TH 11197 Certificate I in Hospitality (Kitchen operations)	1662	3.0	89
	6004	Hospitality Practices (Catering practices)	Nil	225	0.4	19

Study area specification	Code of subject	Specification	VET qualifications (full or partial) and code	Student enrolments		No of schools whose students are enrolled
				No of enrolments	Proportion of total (%)	
Industrial Skills	6061	Industrial Skills (Building & Construction)	BCG 10198 Certificate I in Construction/ BCG 20198 Certificate II in Construction	2074	3.7	69
	6062	Industrial Skills (Engineering Manufacturing)	MEM 10198 Certificate I in Engineering/ CNEM 1-4 selected modules in Certificate I in Engineering	3063	5.4	112
	6063	Industrial Skills (Furnishing)	CNMA2A Certificate I in Furnishing	2064	3.7	81
	6064	Industrial Skills (Plastics)	PMB 10198 Certificate I in Process Manufacturing	55	0.1	3
	6065	Industrial Skills (Introduction to Industry)	Mix of units of competence/modules for various industrial certificates	2814	5.0	123
	6066	Industrial Skills (Practical Application)	Nil	1383	2.4	77
Literacy & Numeracy	6161	Literacy & Numeracy (Communication)	Certificate I in Vocational Communication	450	0.8	41
	6162	Literacy & Numeracy (Consumer Mathematics)	Certificate I in Vocational Mathematics	4362	7.7	130
	6163	Literacy & Numeracy (Literacy for Living)	Nil	346	0.6	24
Marine & Aquatic Services	6181	Marine & Aquatic Practices (Marine Industry)	CNMR1 Certificate I in Marine Industry	265	0.5	11
	6182	Marine & Aquatic Practices (Marine & Aquatic Pursuits)	Selected units of competency/modules	991	1.8	32
	6183	Marine & Aquatic Practices (Aquatic Pursuits)	Nil	142	0.3	5
Physical Recreation	6201	Physical Recreation (Recreation Practices)	CNRP1 Certificate I in Recreation Practices	345	0.6	15
	6202	Physical Recreation (Recreation Studies)	Selected units of competency/modules from Certificate I in recreational practices	570	1.0	26
	6203	Physical Recreation (Recreation Pursuits)	Nil	628	1.1	21

Study area specification	Code of subject	Specification	VET qualifications (full or partial) and code	Student enrolments		No of schools whose students are enrolled
				No of enrolments	Proportion of total (%)	
Trade & Business Mathematics	6141	Trade & Business Mathematics	*	1395	2.5	85
	6142	Trade & Business Mathematics (Workplace)	CNTB01 Certificate I in Trade & Business Mathematics CNTB02 Certificate II in Trade & Business Mathematics	2982	5.3	93
	6143	Trade & Business Mathematics (Practical)	Nil	229	0.4	7
Tourism	6081	Tourism (Tourism Skills)	*	376	0.7	27
	6082	Tourism (Issues in Tourism)	*	941	1.7	51
	6083	Tourism (Tourism Sales & Operations)	THT 20198 Certificate II in Tourism (Sales & Operations)	92	0.2	4
	6084	Tourism (Tourism Attractions)	THT 20298 Certificate II in Tourism (Attractions & Theme Parks)	251	0.4	10
	6085	Tourism (Tourism Issues)	Nil	787	1.4	38
	6086	Tourism (Integrate Tourism Studies)	Selected units of competency from Certificate II in Tourism (Sales & Office Operations) and (Attractions & Theme Parks)	611	1.1	27
Total				56312	100.0	-

*Introductory or general studies not leading directly to VET certificates or units of competence/modules.

Source: Data provided by QBSSSS

The provision of stand-alone VET in Queensland schools

Queensland schools are also able to provide other VET programs in addition to those being provided as board subjects or board-registered subjects.

As identified in the Joint Ministerial Statement *Vocational education and training in schools: Future policy directions*, this pathway is about schools offering VET programs based on industry-endorsed national training packages. Queensland Government (2000) states that:

Training products derived from National training packages provide integrated sets of competency standards, assessment guidelines and qualifications for a specific industry or enterprise, for use by Registered Training Organisations, including schools. Schools are encouraged to register to deliver Training Products that suit individual students, schools and the local community. Schools, as Registered Training Organisations, acquire responsibilities under the Australian Recognition Framework, including the issue of national qualifications. This provides for the completion or partial completion of a VET certificate at AQF levels I, II, III or above.

This is a new area of activity for Queensland schools, but one that is certain to grow. There were just over 1 600 students enrolled in stand-alone VET courses offered by schools in 2000. There were some 65 schools offering stand-alone VET at certificate I, II or III level as shown in table 9.

Table 9: The provision of stand-alone VET by Queensland schools, 2000

Item	No.
No. of schools offering 'stand-alone' VET through registration as an RTO in their own right	65
No. of students in 'stand-alone' VET courses at certificate I, II & III levels	1613
No. of students successfully completing their course	1571

Source: Data provided by QBSSSS

The resources for this provision again are the State and Commonwealth resources provided to schools for senior secondary education. Moreover, some ANTA VET in Schools program funding is used to support schools to register for and deliver stand-alone VET. For instance in 2000, some \$375 000 was allocated to Education Queensland schools to support stand-alone VET.

School-based apprenticeships and traineeships

The third VET in Schools pathway identified in the Joint Ministerial Statement is school-based apprenticeships and traineeships (SAT). The statement pointed out that SAT means:

- ✧ Students start a traineeship or apprenticeship while completing their Senior Certificate. They have dual status as a full-time school student and a paid employee undertaking an integrated education, training and employment program.
- ✧ The structured employment-based training is covered by a legally binding employer–employee Training Agreement.
- ✧ The student undertakes a training program of the employer's choice, which leads to a nationally recognised qualification at AQF level II or above.
- ✧ Students may achieve a level II traineeship or partially complete an apprenticeship while still at school.
- ✧ VET qualifications and competencies are recorded on the Senior Certificate.

(Queensland Government 2000)

As shown in table 10, the growth in school-based apprenticeships and traineeships has been extraordinary ranging from a few in 1997 to nearly 350 in June 1998 to over 3 300 by June, 2000. This is remarkable when it is noted that by June 2000 there were only around 6 200 school-based apprenticeships and traineeships in Australia as a whole. Queensland is leading the way nationally with almost 54% of all school-based apprenticeships and traineeships in Australia. Many of the promotion and information materials produced by Education Queensland (for example, the user guide and marketing brochures) have been used by other States as a basis for the production of their own information materials and marketing pamphlets.

Table 10: The number of school-based apprenticeships and traineeships, 1996–2000

Year at 30 June	No. in training		Queensland as a proportion of all school-based apprenticeships in Australia (%)
	Queensland	Australia	
1996	3	222	1.3
1997	16	336	4.8
1998	344	1181	29.1
1999	1696	3342	50.7
2000	3269	6119	53.4

Source: NCVER

The number of school-based apprenticeships and traineeships had grown even more to reach nearly 3 700 by October 2000 (the peak month for numbers in a SAT).

Features of school-based apprenticeships and traineeships in October 2000 are shown in table 11.

Just under 20% of the total are apprentices and just over 80% being school-based traineeships. Some 60% are taken by students from government schools with around 20% each being students from non-government independent schools and from Catholic schools. Some 45% are employed directly by an employer and nearly 55% are with a group training company, brokering various workplacements for the apprentice or trainee. Just over half have a private provider/industry organisation as the registered training organisation for their apprenticeship/traineeship. Some 48% have a TAFE institute as their RTO.

In Queensland there are school-based apprenticeships and traineeships across all industries. However, two-thirds of all school-based apprenticeships and traineeships are in just five areas. These are:

- ❖ sales and personal services (19.6%)
- ❖ tourism and hospitality (19.4%)
- ❖ business and clerical (12.0%)
- ❖ engineering (9.0%)
- ❖ automotive (6.9%)

Table 11: Features of school-based apprenticeships and traineeships, October 2000

Characteristic	No.	Proportion (%)
Type of contract of training		
Apprenticeships	694	18.8
Traineeships	2993	81.2
Total	3687	100.0
Schools involved		
❖ Education Queensland – government schools	188	58.8
❖ Independent schools	62	19.4
❖ Catholic schools	70	21.8
Total	320	100.0
Characteristics of apprentices/trainees		
❖ Male students	1942	52.7
❖ Female students	1745	47.3
❖ Indigenous students	64	1.7
❖ Students in rural areas	195	5.2
❖ Students from a non-English-speaking background	27	0.7
❖ Students with a disability	64	1.7
Employer type		
Apprenticeship/traineeship directly with an employer	1689	45.8
Apprenticeship/traineeship with group training company	1998	54.2
Total	3687	100.0
Registered training organisation		
TAFE is the RTO	1766	47.9
Private/industry provider is the RTO	1921	52.1
Total	3687	100.0
Industry Area		
Process manufacturing	1	0.0
Mining	1	0.0
Utilities	7	0.2
Property	2	0.1
General education & training	7	0.2
Textiles, clothing & footwear	6	0.2
Printing	14	0.4
Primary industries	314	8.5
Food processing	27	0.7
Transport & storage	33	0.9
Service & technical	37	1.0
Sports & recreation	75	2.0
Furnishing	83	2.3
Community services & health	99	2.7
Communications	137	3.7
Building & construction	199	5.4
Automotive	256	6.9
Engineering	333	9.0
Business & clerical	442	12.0
Tourism & hospitality	716	19.4
Sales & personal services	723	19.6
Other	175	4.7
All industry areas	3687	100.0

Region		
North Queensland	515	14.0
Central Queensland	271	7.4
South West Queensland	437	11.9
Wide Bay/Sunshine Coast	1002	27.1
Brisbane North	697	18.9
South Coast	765	20.7
Total	3687	100.0

Source: Data provided by the Queensland Department of Employment and Training

In terms of the characteristics of the students, there is a slight male bias with some 53% of school-based apprentices being males. Only 1.7% are taken up by Indigenous students even though some 2.9% of Queensland's working-age population are Indigenous people. Students from rural areas, non-English-speaking backgrounds and with disabilities are also under-represented given their proportions in the population. There is some work to do to ensure equitable access to school-based apprenticeships and traineeships.

Nevertheless, the roll-out of school-based apprenticeships and traineeships has been a great success to date. All schools have reported great interest in them amongst relatively large sections of the Years 11 and 12 student populations. The role of TAFE in this has been prominent, with TAFEs being the RTO in almost 50% of cases. However, many schools are working more closely with individuals in the employment services sector to try to meet the high level of demand from their students for school-based apprenticeships and traineeships. This includes workplace co-ordinators funded by Australian Student Traineeship Foundation (ASTF) and others, the New Apprenticeship Centres (NACs) and group training companies. Once a placement has been found it is then up to the employer (sometimes in consultation with the apprentice and trainee) to nominate the RTO. More detailed information about school-based apprenticeships and traineeships is given in Andrews et al. (2000).

Funding for school-based apprenticeships and traineeships comes from a number of sources. The Queensland government, with contributions from the Commonwealth Government, is funding the off-the-job component that occurs in a TAFE or a private training provider in the usual way under the funding arrangements that apply for all new apprenticeships. Employer subsidies from the Commonwealth are available for eligible apprenticeships and traineeships, again in the usual way applying to other new apprenticeships. Nearly \$1.6 million of ANTA VET in Schools funding was applied in 2000 to promote school-based apprenticeships and traineeships in Education Queensland schools to help with additional costs, with pro rata amounts of similar funding going to non-government independent and Catholic high schools. ASTF-funded workplace co-ordinators are helping some schools in finding apprenticeship and traineeship places. Support in some instances has been through other programs such as the Commonwealth Job Pathways Program.

The importance of school–TAFE linkages in Queensland

The Joint Ministerial Statement on future directions for VET in Schools in Queensland is focussed on school-developed and delivered VET in Schools and on school-based apprenticeships and traineeships. However, there is a considerable amount of other activity which sees a much more substantial involvement of TAFE with school students that falls outside the pathways discussed above and highlighted in the Ministerial Statement.

These pathways include:

- ❖ various TAFE–schools co-operative programs where the TAFE issues qualifications/statements of attainment gained including:
 - ◆ courses delivered by schools on behalf of the TAFE as a ‘campus’ of the TAFE institute under an extended registration arrangement with the TAFE issuing any certificates or statements of attainment
 - ◆ courses run and/or designed especially for school students and delivered at TAFE with TAFE issuing any certificates or statements of attainment
 - ◆ some specific cases (at Moreton institute of TAFE) where the TAFE runs a school/general senior secondary education program
- ❖ situations where students who are still at school individually enrol in a TAFE course run in a TAFE institute in the same way as any other TAFE student

The patterns of TAFE participation by students still at school around Australia are shown in table 12. Queensland has the third largest number of enrolments of school students in general TAFE courses in Australia with some 7400 enrolments. There are a further 17 500 enrolments in VET programs offered by schools as a VET campus of TAFE or under an extended registration arrangement by the TAFE. The only other State to have any significant provision is Victoria.

Table 12: Students who are still at school and enrolled in TAFE and students enrolled in TAFE and attending a school campus of TAFE by State/Territory, 1999

State/Territory	Still at school enrolled in TAFE and attending at a TAFE campus or a TAFE institute		Enrolled in TAFE but attending at a school ‘campus’ of a TAFE institute		Total enrolled in TAFE and still at school or at a school ‘campus’		Students still at school or at a school ‘campus’ of TAFE as a % of all TAFE students
	No.	Proportion (%)	No.	Proportion (%)	No.	Proportion (%)	(%)
Queensland	7409	13.3	1754 ₉	45.8	24958	26.5	10.3
New South Wales	3117 ₀	55.8	0	0.0	31170	33.1	7.8
Victoria	9162	16.4	2007 ₂	52.4	29234	31.0	9.0
Western Australia	1983	3.5	277	0.7	2260	2.4	1.8
South Australia	4322	7.7	0	0.0	4322	4.6	4.9
Tasmania	679	1.2	0	0.0	679	0.7	2.7
Northern Territory	830	1.5	402	1.1	1232	1.3	9.0
Australian Capital Territory	316	0.6	0	0.0	316	0.3	2.3
Total	5587₁	100.0	3830₀	100.0	94171	100.0	7.6

Source: NCVER

Taken together, some 10.3% of total student numbers in TAFE institutes in Queensland are students who are still at school and/or are participating in a program delivered by schools as a ‘campus’ of a TAFE institute or in some kind of TAFE–school co-operative program. This is the highest level of any State or Territory (table 12).

There is considerable variation amongst different TAFE institutes within Queensland in relation to provision to school students. As shown in table 13, Moreton Institute provides over half of all of this provision in Queensland. Moreton Institute has developed as a specialist VET provider to schools. Moreton also has some secondary school enrolments within this provision.

By contrast, a number of other TAFE institutes have focussed very much on other groups of learners, particularly North Point Institute of TAFE, Logan Institute of TAFE, the Open Learning Institute of TAFE, Cooloola Sunshine Institute of TAFE and Mount Isa Institute of TAFE.

More details about the school ‘campuses’ of TAFE institutes are given in table 14. There are some 125 school campuses of TAFE institutes across Queensland providing VET as school-based ‘campuses’ of TAFE or under particular school–TAFE co-operative programs.

In this report we have used the term *school campus* to denote a situation whereby a school delivers a VET course under the RTO status of a TAFE institute.

Table 13: Students still at school and enrolled in TAFE and students enrolled in TAFE and attending a school campus of TAFE in Queensland by TAFE institute, 1999

TAFE Institute	Still at school, enrolled in TAFE and attending at a TAFE campus of TAFE institute		Enrolled in TAFE but attending at a school campus of a TAFE institute		Total enrolled in TAFE but still at school in a school campus of TAFE as a proportion of all TAFE institutes' students (%)
	No.	Proportion (%)	No.	Proportion (%)	
Barrier Reef Institute of TAFE	1084	14.6	1624	9.3	16.6
Brisbane Institute of TAFE	684	9.2	0	0.0	4.2
Central Queensland Institute of TAFE	683	9.2	154	0.9	3.7
Cooloola Sunshine Institute of TAFE	177	2.4	107	0.6	2.3
Gold Coast Institute of TAFE	235	3.2	360	2.1	3.9
Logan Institute of TAFE	49	0.7	17	0.1	0.8
Mt Isa Institute of TAFE	60	0.8	0	0.0	2.4
Moreton Institute of TAFE	120	1.6	12097	68.9	54.1
North Point Institute of TAFE	39	0.5	0	0.0	0.3
Open Learning Institute of TAFE	454	6.1	0	0.0	2.2
Southbank Institute of TAFE	1313	17.7	14	0.1	6.1
South Queensland Institute of TAFE	684	9.2	0	0.0	4.0
The Bremer Institute of TAFE	556	7.5	16	0.1	5.1
Tropical North Queensland Institute of TAFE	657	8.9	0	0.0	4.4
Wide Bay Institute of TAFE	118	1.6	2208	12.6	26.7
Yeronga Institute of TAFE	484	6.5	952	5.4	9.4
Total	7409	100.0	17549	100.0	10.4

Source: NCVER

Table 14: Students enrolled in TAFE in a vocational program delivered by a school campus of a TAFE college, 1999

TAFE institute	School campus of the TAFE institute		No. of students at the school campus of TAFE
	Name of school/senior college	No. of school campuses of TAFE	
Barrier Reef Institute of TAFE	Ayr SHS Blackheath & Thornbough College Calvary Christian College Cathedral School Collinville SHS Heatly SHS Hagenden SHS Ignatius Park College Ingham SHS Kirwan SHS Northern Beaches SHS Pimlico SHS Prosperine SHS Ryan Catholic Community College Shalom Christian College St Patrick's College St Teresa's College Thuringowa SHS Townsville Grammar School	19	1624
Brisbane Institute of TAFE	-	0	0
Central Queensland Institute of TAFE	Gladstone SHS Sarina SHS Toolooa SHS Yeppoon SHS	4	154
Cooloolo Sunshine Institute of TAFE	Caloundra SHS Gympie SHS Immanuel College Maleny SHS St Patrick's College Gympie	5	107
Gold Coast Institute of TAFE	All Saints Anglican School Coombabah SHS Emmanuel College Helensvale SHS Keebra Park SHS Marymount College Merrimac SHS Miami SHS St Hilda's School The Southport School Trinity Lutheran College	11	360

TAFE institute	School campus of the TAFE institute		No. of students at the school campus of TAFE
	Name of school/senior college	No. of school campuses of TAFE	
Logan Institute of TAFE	Logan Lea SHS	1	17
Mount Isa Institute of TAFE	Cloncurry School	1	0
Moreton Institute of TAFE	Albury Creek SHS Alexandra Hills SHS Anglican Church Grammar School Aspley SHS Balmoral SHS Bayside Community College Beaudesert SHS Bechleigh SHS Benowa SHS Bray Park SHS Brisbane Adventist College Brisbane SHS Browns Plains SHS Camp Hill SHS Capalaba SHS Carmel College Cavendish Road SHS Clair Vaux - McKillop College Cleveland SHS Coolum SHS Coorparoo Secondary College Dunwich SHS Elanora SHS Emmanuel College Everton Park SHS Goldsmith School Helensvale SHS Holland Park SHS Inala SHS Iona College Kelvin Grove SHS Mabel Park SHS MacGregor SHS Mansfield SHS Marsden SHS Merrimac SHS Miami SHS Mt Gravatt SHS Mt Maria Senior College Narango SHS		

TAFE institute	School campus of the TAFE institute		No. of students at the school campus of TAFE
	Name of school	No. of school campuses of TAFE	
Moreton Institute of TAFE	Nerang SHS Noosa District SHS Our Lady's College Oxley Secondary College Parkridge SHS Pine Rivers SHS Redbank Plains SHS Redlands College Rosedale SHS Runcorn SHS Sandgate District SHS Seton College Springwood SHS St Aidan's Anglican Girls School St Hilda's School St Joachim's School St Laurence's College St Peter's Lutheran College Sunnybank SHS The Southport School Urangan SHS Victoria Point SHS Wellington Point SHS Windaroo SHS Woodridge SHS Wynnum North SHS Wynnum SHS	67	12097
North Point Institute of TAFE	-	0	0
Open Learning Institute	-	0	0
Southbank Institute of TAFE	Mt Cravatt SHS	1	14
Southern Queensland Institute of TAFE	-	0	0
The Bremer Institute of TAFE	Ipswich Girls Grammar School	1	16
Tropical North Queensland Institute of TAFE	-	0	0

TAFE institute	School campus of the TAFE institute		No. of students at the school campus of TAFE
	Name of school	No. of school campuses of TAFE	
Wide Bay Institute of TAFE	Aldridge SHS Cairns SHS Fraser Coast Anglican College Gayndah SHS Hervey Bay SHS Hervey Bay Senior College Maryborough Special School Shalom College St Lukes Anglican School Urangan SHS	10	2208
Yeronga Institute of TAFE	Brisbane Boys College Ferrey Grove SHS St Joachim's School Yeronga SHS	5	952
Total		125	17549

Source: NCVER

A key feature of the provision through these school–TAFE linkages or to students still at school who are enrolling in TAFE is the relatively high incidence of enrolments in certificate III and IV level programs and diploma programs, as shown in table 15. Whereas almost all of the provision by schools under QBSSS arrangements is at certificate I and II levels (see table 4), some 40% of the provision by schools as campuses of TAFE is at certificate III, certificate IV or diploma levels. Moreover, 38% of the enrolments at TAFE campuses were at the certificate III, certificate IV and diploma levels.

Thus these pathways are a very important avenue for higher level VET study by students who are still at school. Options for VET study at these levels are extremely limited through other VET in Schools pathways especially through board subjects or board-registered subjects with embedded VET.

Table 15: Students who are still at school and enrolled in TAFE and students enrolled in TAFE and attending a school campus of TAFE in Queensland by level of course, 1999

Level of course	Still at school, enrolled in TAFE and attending at a TAFE campus of a TAFE institute		Enrolled in TAFE but attending at a school campus of a TAFE institute		All TAFE students (%)
	No.	Proportion (%)	No.	Proportion (%)	
Certificate I	1541	20.8	2422	13.8	8.2
Certificate II	2134	28.8	2246	12.8	14.7
Certificate III	2178	29.4	4405	25.1	22.4
Certificate IV	240	3.2	1000	5.7	9.0
Diploma/Advanced Diploma	395	5.3	1650	9.4	17.6
Other recognised course (non AQF)	520	7.0	948	5.4	6.8
Non award	400	5.4	4861	27.7	20.7
Unknown	0	0.0	17	0.1	0.6
Total	7409	100.0	17549	100.0	100.0

Source: NCVER

The types of courses undertaken by school students enrolled in TAFE are shown in table 16. Of the school students who are enrolled in TAFE courses provided at TAFE campuses, the top five areas of study account for almost 80% of the enrolments. These are:

- ❖ services, hospitality and transportation (23.0%)
- ❖ art, humanities and social sciences (19.6%)
- ❖ engineering and surveying (15.3%)
- ❖ VET multi-field education (11.0%)
- ❖ health and community services (10.0%)

Some of these fields (in table 16) are similar to the most popular undertaken by students in VET in Schools programs (see figure 1), such as engineering and tourism and hospitality, suggesting that some enrolment in TAFE is occurring to take higher level courses in the same field of study that had previously been undertaken in schools. In other cases such as art, humanities and social sciences and health and community services, enrolments here seem to reflect course enrolments in different areas than are widely available through the VET in Schools programs.

Table 16: Students who are still at school and who are enrolled in a TAFE course or attending a school campus of TAFE in Queensland by field of study, 1999

Field of study	Still at school enrolled at TAFE and attending at a TAFE campus of a TAFE institute		Enrolled at TAFE but attending at a school campus of a TAFE institute		All TAFE students (%)
	No.	Proportion (%)	No.	Proportion (%)	
Land & marine resources & animal husbandry	504	6.8	263	1.5	3.1
Architecture & building	281	3.8	281	1.6	5.1
Art, humanities & social sciences	1452	19.6	5377	30.8	11.6
Business, administration & economics	553	7.2	2948	16.8	22.3
Education	7	0.1	404	2.3	4.3
Engineering & surveying	1134	15.3	1263	7.2	12.8
Health & community services	741	10.0	2299	13.1	15.8
Law & legal studies	0	0.0	316	1.8	1.9
Science	185	2.5	667	3.8	4.3
Veterinary science & animal care	52	0.7	70	0.4	0.3
Services, hospitality & transportation	1704	23.0	1930	11.0	10.3
VET multi-field education	837	11.0	1737	9.9	8.1
Total	7409	100.0	17549	100.0	100.0

Source: NCVER

The top five areas being offered through TAFE–school co-operative programs through school campuses of TAFE institutes also account for over 80% of all enrolments in this provision (table 16). They are:

- ❖ arts, humanities and social sciences (30.8%)
- ❖ business, administration and economics (16.8%)
- ❖ health and community services (13.1%)
- ❖ services, hospitality and transportation (11.0%)
- ❖ VET multi-field education (9.9%)

Again enrolments in the arts, humanities and social sciences and in the health and community services areas reflect choices not as widely available in the VET in Schools programs.

The funding arrangements of this type of TAFE provision to school students is quite different from the VET in Schools programs described earlier. Essentially there are two different types of funding arrangements. These are:

- ❖ funding from the TAFE profile in the case where students who are still at school are enrolling individually in TAFE courses in the same way as other TAFE students. Such students pay the usual fees any TAFE student in their circumstances would pay
- ❖ funding under special fee-for-service arrangements for TAFE–schools co-operative programs under an agreement involved payment of \$75 per teacher hour for such courses. In this case schools/students are, in effect, charged fees much higher than would be the case for an individual enrolment as a normal TAFE student
- ❖ other individually agreed bilateral resource arrangements entered into between a TAFE and a school for a particular program

The growth of senior certificates that include VET completions

The Queensland Board of Senior Secondary School Studies is the body which issues Senior Certificates to students completing Year 12.

Senior certificates record a student's achievements in any board subjects they undertake. Students aiming for university entrance normally take five or six board subjects and their achievements are used to calculate their overall position (OP) and a selection rank.

Senior certificates also record achievements in board-registered subjects. There are two types. First are subjects developed and offered by the school. Second are study area specification subjects (SAS) which have in them embedded VET. The results do not contribute to an OP but they may be used to calculate a non-OP tertiary education rank (that is, Selection Rank). Most students completing Year 12, gain university entrance on the basis of their OP. A small number who are ineligible for an OP gain entry to tertiary courses on the basis of their selection rank, especially entrance to diploma and advanced diploma courses.

Senior certificates also list achievements in other Recorded Subjects approved by the Board. Recorded subjects are approved TAFE subjects or approved subjects offered by other VET providers or other education providers (that is, music college, agricultural college etc.).

The following types of VET therefore are recorded on senior certificates:

- ❖ VET certificates or modules/competencies completed while undertaking board subjects or board-registered subjects within study area specifications (SASs)
- ❖ VET certificates or modules/competencies completed while undertaking a board- registered subject that is not part of a SAS that is offered by a school
- ❖ VET certificates or modules/competencies completed independently of any board subject or board-registered subject through co-operative arrangements with TAFE Queensland
- ❖ VET certificates or modules/competencies completed independently of a board subject or board-registered subject and provided by a private RTO in a co-operative arrangement with the school
- ❖ VET certificates or modules/competencies completed with an RTO as part of a school-based apprenticeship or traineeship (SATs) which is not part of any board subject or board-registered subject

As shown in figure 2 there has been an ‘explosion’ in the recording of VET completions on senior certificates by the QBSSSS in recent years. The number of senior certificates that recorded at least one successfully completed AQF certificate in Queensland has grown from just 468 in 1977 to 8189 in 2000. The number of senior certificates that recorded successfully completed modules/units of competencies has grown from 2357 in 1997 to 19784 in 2000.

This means that over 50% of all the senior certificates issued in 2000 had successfully completed modules/units of competence on them, as shown in table 17. More importantly, over 20% of all senior certificates now have completed AQF certificates listed on them. One in five people who finish Year 12 also have at least one completed nationally recognised vocational qualification when they leave school in Queensland.

Figure 2: Growth in the number of senior certificates being issued by QBSSSS with successfully completed modules/units of competence and vocational AQF certificates being listed on them, 1997–2000

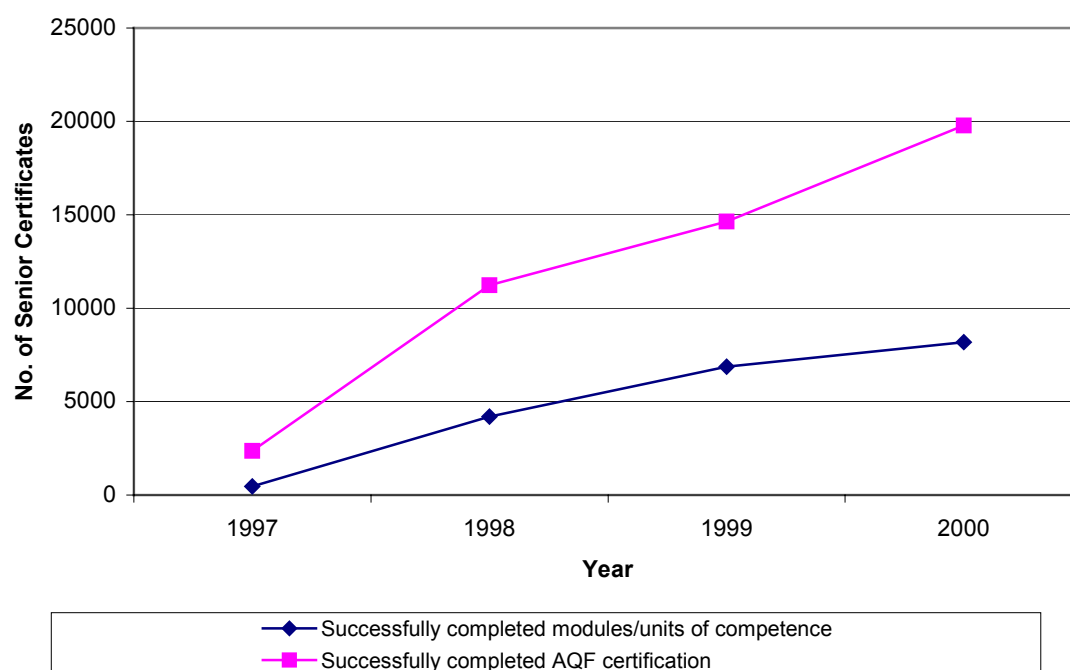


Table 17: The number of senior certificates issued to the QBSSSS, 2000

Item	No. of senior certificates	Proportion of senior certificates (%)
Total no. of senior secondary certificates issued	38727	100.0
• Of which the students were 'OP-eligible'	28290	73.0
• Of which had modules or units of competency successfully completed listed on them	19784	51.1
• Of which had completed vocational AQF certificates listed on them	8189	21.2

Source: Data provided by QBSSSS

A further indication of the extent of this activity is given by reference to table 18. The 8189 students leaving school with a senior certificate had some 10 600 AQF certificates in all. Some 47.7% of recorded AQF completers were of one certificate I qualification and a further 8.1% were of two or more certificate I qualifications. Nearly 40% of recorded AQF completions were of one certificate II qualification in 2000, while a further 6.6% were of two or more certificate II qualifications. More than 20% of senior certificates issued with an AQF qualification had two or more AQF qualifications on them.

Table 18: The vocational achievements of students being recorded on senior certificates issued by QBSSSS, 2000

Item	No.	Proportion of total (%)
No. of senior certificates by no. of modules/units of competence successfully completed:		
1 module/unit of competence	688	3.5
2–5 module/unit of competence	4252	21.5
6–9 module/unit of competence	4582	23.2
10 or more module/unit of competence	10262	51.8
Total	19784	100.0
Total no. of successfully completed AQF vocational qualifications being recorded on senior certificates		
One certificate I	5060	47.7
Two or more certificate Is	854	8.1
Sub total certificate I	5914	55.8
One certificate II	3990	37.6
Two or more certificate IIs	699	6.6
Sub total certificate II	4689	44.2
Total	10603	100.0

Source: Data provided by QBSSSS

The development of TAFE–university linkages in Queensland

Four main different types of TAFE–university collaboration have been identified by Wheelahan (2000) and were described in chapter 2 of this report. Briefly these are:

- ❖ *dual sector tertiary institutions* which comprise higher education and VET provision within one university
- ❖ *co-locations* which comprise TAFE and university institutions sharing facilities and resources
- ❖ arrangements made between institutions to facilitate *articulation and credit transfer*
- ❖ *institutional policy* made in isolation that provides students with a general outline of the access and credit they may expect for prior study at another institution

Dual sector institutions are not a feature in Queensland as they are in other parts of Australia, especially in Victoria and the Northern Territory. See Wheelahan 2000 for a detailed discussion of the various dual sector institutions. The exception is the vocational education and training and higher education undertaken by the Gatton agricultural campus of the University of Queensland.

Co-locations are currently a small area of co-operation that may well grow in the future. An example of this in Queensland includes an arrangement between the Central Queensland University (CQU) and Central Queensland Institute of TAFE (CQIT) whereby CQU is co-located in the same building that the CQIT Emerald campus, with CQU renting facilities from CQIT.

The development of institution articulation and credit transfer management is the area where most TAFE–university collaboration has occurred in Queensland, as discussed in the next section of this chapter.

Most institutions (higher education and TAFE) have also developed policies that provide students with a general outline of the access and credit they may expect from prior study at another institution.

Institutional articulation and credit transfer arrangements from TAFE to higher education

Since the reforms of higher education in Australia in the late 1980s, a great deal of emphasis has been put on developing much better articulation and credit transfer arrangements between TAFE and higher education around Australia.

Wheelahan (2000) pointed out throughout Australia:

Various institutional arrangements have been established to facilitate the movement of students between sectors. Almost all universities have policies on credit transfer. These outline the availability of advanced standing to students for prior study providing they gain admission to a higher education course. Most seem to have a general policy that stipulates the maximum degree of credit that can be granted to a student entering from another

institution or sector. The specifics of the credit transfer arrangements are generally dealt with at the faculty or school level.

Many universities have specific credit transfer and articulation arrangements they have made with particular TAFE institutions. This may be at the level of the institution, where each meet and develop arrangements to facilitate the movement of students between them. These programs offer students greater advanced standing through undertaking an enhanced pathway. An enhanced pathway is one developed by both parties, but delivered in the TAFE institute. Students who undertake this pathway receive more credit in the degree than they would otherwise had they followed a normal pathway. An additional feature is that TAFE students who undertake the enhanced pathways are **guaranteed** a place in the degree course on completing the TAFE course.

More often, agreements are made at the level of the faculty or school which enters into a specific arrangement with their counterpart in the TAFE institution.

(Wheelahan 2000, p.17)

Wheelahan (2000) went on to point out that:

The peak bodies in each sector—the Australian Vice-Chancellors Committee in higher education and the Australian National Training Authority in the VET sector—have collaborated to establish systemic and generic credit transfer and articulation arrangements for qualifications issued by the VET sector...

Through these joint projects, the AVCC and ANTA have piloted the development of credit transfer arrangements in 13 fields of study areas. The aim of the projects was to develop standard and generic credit transfer arrangements that would be applicable to all students with the appropriate VET qualification upon entering degree courses. A new joint AVCC–ANTA project has recently been completed. The project sought to address issues that arise as a result of reforms introduced in the VET sector (discussed in greater detail in the next chapter of this report), and which have implications for credit transfer and articulation arrangements between the sectors....

(Wheelahan 2000, p.17)

The collaboration between TAFE institutes and higher education institutions have led to the development of a range of particular new and different arrangements.

Wheelahan (2000) points out that:

Several models have developed as a result of collaboration between the sectors. The most widely understood models are articulation and credit transfer. While they are linked, the two concepts are different. In the case of articulation, students move from one course to another, in a recognised passage, sometimes receiving advanced standing. An articulated qualification structure will clearly define the connections between qualifications and, in consequence, the level of credit or advanced standing that an individual will automatically receive. Credit transfer is different: it grants advanced standing to students on the basis of prior study or previously achieved qualifications.

Most of the recognised articulation pathways ... (between sectors) ... are from a TAFE course to a higher education course in the same field, such as engineering or business. Articulation is based on a sequential model: a student finishes one (initial) course before proceeding to another (destination) course. To articulate, students must apply for entry into the destination course. Articulation may or may not include the provision of academic credit allowing advanced standing in the destination course.

(Wheelahan 2000, p.18)

In recent years a number of different approaches have been developed as part of the closer collaboration between TAFEs and universities. The discussion that follows is drawn from Wheelahan (2000, pp.18–19). The different TAFE pathways are:

- ❖ *learning pathways* that link sequentially two courses usually from similar disciplines from TAFE to university. They may provide entry from one course to another and usually involve some credit for the study done in one course for the other and learning pathways may have three different types:
 - ◆ *standardised pathways*, which are formally approved by the educational institution, thus ensuring that all students meeting the specified conditions will be granted the same benefits, usually academic credit in the destination course
 - ◆ *customised pathways*, which are developed when there is no relevant standardised pathway. A customised pathway will consist of new course progression, negotiated for an individual or for a group of students. As it is not accredited, a customised pathway is only available to students or group for whom it was negotiated. However, if it is deemed to have broader relevance, a customised pathway may be a precedent for a standardised pathway
 - ◆ *guaranteed entry pathways*, which may be based on either standardised or customised pathways. Their distinguishing feature is that entry into the destination course is *guaranteed* upon completion of the initial course at a specified standard. With other types of pathways or articulation arrangements, students must compete with other applicants for entry to the second course in the progression
- ❖ a *dual award program* combines two courses, into a single accredited program that leads to two Awards in less time than it would normally take to complete the Awards sequentially. For at least part of the program of study the student concurrently undertakes study towards both Awards. Dual award programs typically consist of Awards in complementary disciplines, for example, an accounting degree and a TAFE information technology certificate. A difference between dual Awards and the other types of pathways is that the student must satisfy the selection criteria for the *highest* level of the qualification, usually the degree component, *before* they are granted access
- ❖ *nested programs*, are conceived and developed as a coherent whole but offer a number of entry and exit points. Nested programs comprise stackable self-contained sections of study. At the end of each defined section of the next program, students are granted an award, whereupon they may elect to exit or they may choose to continue into the next stage of the program. Students are not required to negotiate entry continually as progression through the different sections (or Awards) is guaranteed. Nested programs are normally within one field of study. An generic example of a nested award is as follows:
 - ◆ Semester 1 Certificate II
 - ◆ Year 1 Diploma
 - ◆ Year 2 Advanced diploma
 - ◆ Year 3 Bachelor degree
- ❖ *integrated Awards*, augment traditional degrees by including study sequences that provide students with practical skills and possibly with early accreditation in their vocational area. For example, students undertaking a degree might study concurrently a TAFE certificate. This provides students with a recognised qualification early in their degree studies, enabling them to find work in their vocational area, thereby enriching their studies in the long run, and allowing the degree to be more conceptually focussed. Integrated Awards differ from dual Awards as defined here, in that dual Awards are generally in *complementary* areas of study, and not in the same study area as in the integrated model. The TAFE certificate may or may not be automatically incorporated into the degree program as a compulsory and defined sequence of study, depending on the construction of the curriculum and anticipated learning outcomes.
- ❖ *customised courses*, are based on an existing course, but may be modified or augmented by incorporating components external to the course. In this case students may wish to modify a

course to incorporate a sequence that will help them vocationally, that more closely matches their vocational or personal interest, or extends the depth and level of complexity of their studies in a particular area.

Articulation and credit transfer has been at the core of inter-sectoral co-operation in Queensland. A great deal has been done to develop widespread credit transfer arrangements in Queensland. For instance, in the latter part of the 1990s, TAFE Queensland developed an agreement with most higher education institutions for credit of at least one year off degree programs for all people successfully completing a diploma at a Queensland TAFE institution.

With the advent of training packages this agreement has not remained fully in force. Much confusion exists, particularly in the university sector, about what competency-based training and training packages mean for articulation and credit transfer arrangements. In some cases this has meant a reversion to individual bilateral arrangements being painstakingly negotiated for articulation between individual university courses and individual TAFE courses at a particular TAFE institute. Of course, not all such arrangements have fallen into this level of 'disrepair'. Universities such as the Queensland University of Technology and Griffith University have a highly developed set of articulation and credit transfer arrangements (for example see Queensland University of Technology 2000).

In overall terms, a relatively low proportion of Queensland TAFE graduates go on to further study upon completion of their VET qualification. As shown in table 19, some 33% of Queensland TAFE graduates go onto further study, which is the lowest further study rate of TAFE graduates of all States and Territories. However, if they do go on to further study one-quarter of them go onto university which is the highest rate in Australia except for the Australian Capital Territory and the Northern Territory.

Table 19: Further study of TAFE graduates by State/Territory, 2000

State/Territory	Proportion of TAFE graduates in further study in May 2000 (%)	Type of further study enrolled in			
		University (%)	TAFE (%)	Other (%)	Total (%)
Queensland	33.6	24.8	61.4	13.8	100.0
New South Wales	41.3	17.9	73.6	8.4	100.0
Victoria	35.9	28.1	61.5	10.4	100.0
Western Australia	40.1	23.0	68.3	8.7	100.0
South Australia	37.1	16.3	71.5	12.2	100.0
Tasmania	34.6	20.0	67.3	12.7	100.0
Northern Territory	45.0	31.9	44.9	23.3	100.0
Australian Capital Territory	35.9	40.6	53.4	6.0	100.0
Australia	38.4	21.7	68.3	10.0	100.0

Other includes registered private provider, adult or community education centre and secondary school
Source: NCVER (2000)

The further study pathways of TAFE graduates varies significantly within Queensland, as shown in table 20.

Southbank, Gold Coast, Wide Bay and Logan institutes have much higher than average rates of progression to further study. Of this group only Southbank and Gold Coast institutes have much higher than average progression to university study.

Tropical North Queensland, the Bremer, Brisbane, Central and Southern Queensland, Barrier Reef, Yeronga, Moreton, North Point, Cooloola Sunshine and Open Learning Institutes have

around the State average in terms of progression of their graduates to further study. Of this group only the Bremer and Moreton institutes have much higher than average rates of progression to university study.

Table 20: Further study of TAFE graduates from each Queensland TAFE institute, 2000

TAFE institutes	Proportion of 1999 graduates enrolled in further study in May 2000 (%)	Type of further study enrolled in			
		University (%)	TAFE (%)	Other ^(a) (%)	Total (%)
Barrier Reef Institute of TAFE	33.0	26.0	63.0	11.0	100.0
Brisbane Institute of TAFE	31.0	22.0	66.0	12.0	100.0
Central Queensland Institute of TAFE	30.0	26.0	60.0	14.0	100.0
Cooloola Sunshine Institute of TAFE	34.0	23.0	63.0	14.0	100.0
Gold Coast Institute of TAFE	41.0	34.0	61.0	5.0	100.0
Logan Institute of TAFE	39.0	38.0	49.0	13.0	100.0
Moreton Institute of TAFE	36.0	29.0	60.0	11.0	100.0
Mount Isa Institute of TAFE	25.0	17.0	60.0	23.0	100.0
North Point Institute of TAFE	34.0	23.0	58.0	19.0	100.0
Open Learning Institute of TAFE	31.0	16.0	66.0	17.0	100.0
Southbank Institute of TAFE	45.0	49.0	40.0	11.0	100.0
Southern Queensland Institute of TAFE	32.0	20.0	69.0	11.0	100.0
The Bremer Institute of TAFE	33.0	29.0	56.0	15.0	100.0
Tropical North Queensland Institute of TAFE	34.0	15.0	73.0	12.0	100.0
Wide Bay Institute of TAFE	40.0	22.0	71.0	7.0	100.0
Yeranga Institute of TAFE	32.0	26.0	59.0	15.0	100.0
Total Queensland TAFE	33.6	24.8	61.4	13.8	100.0

Source: NCVER

A clearer indication of the relative success of articulation and credit transfer arrangements in Queensland can be seen by reference to table 21.

In Australia as a whole some 8.4% of all admissions to a bachelor or lower level university course are now made on the basis of completion or partial completion of a TAFE course or by completing secondary education at a TAFE institute.

However, as can be seen in table 21, this proportion in Queensland is well below the national average at 7.1%. If we extract those who are completing secondary education at a TAFE, then some 6.1% of admissions to a bachelor or lower level university course in Queensland compared with a national average of 7.6%. Queensland falls behind Western Australia, the Northern Territory, New South Wales, Victoria and Tasmania with respect to university admissions on the basis of completion or partial completion of a TAFE course.

Table 21: Students commencing a university course at bachelor level or below by State/Territory and basis for admission to current course, 1999

State/ Territory	Basis for admission to bachelor or lower level university course					
	Completion or partial completion of a TAFE course (other than a secondary education course at TAFE)	Satisfactory completion of the final year of secondary education at TAFE	Total TAFE	Satisfactory completion of the final year of secondary education at school	Other basis for entry	Total commencing students
	No. of students ('000)					
Queensland	2.5	0.4	2.9	16.2	21.7	40.8
New South Wales	4.8	0.6	5.4	23.0	34.5	62.9
Victoria	3.3	0.3	3.6	26.2	21.4	51.2
Western Australia	3.6	0.2	3.8	8.2	8.9	20.9
South Australia	0.6	*	0.6	7.9	6.5	15.0
Tasmania	0.3	*	0.3	1.7	2.6	4.6
Northern Territory	0.2	*	0.2	0.4	1.4	2.0
Australian Capital Territory	0.2	*	0.2	2.4	2.2	4.8
Multi State (i.e. Aust Catholic Uni)	0.2	*	0.2	1.2	1.3	2.7
Australia	15.7	1.5	17.2	87.2	100.5	204.9

State/ Territory	Basis for admission to bachelor or lower level university course					
	Completion or partial completion of a TAFE course (other than a secondary education course at TAFE)	Satisfactory completion of the final year of secondary education at TAFE	Total TAFE	Satisfactory completion of the final year of secondary education at school	Other basis for entry	Total commencing students
	Proportion of students (%)					
Queensland	6.1	1.0	7.1	39.7	53.1	100.0
New South Wales	7.6	1.0	8.6	36.6	54.8	100.0
Victoria	6.5	0.6	7.1	51.1	41.8	100.0
Western Australia	17.2	1.0	18.2	39.2	42.5	100.0
South Australia	4.0	*	4.0	52.6	43.3	100.0
Tasmania	6.5	*	6.5	37.0	56.5	100.0
Northern Territory	10.0	*	10.0	20.0	70.0	100.0
Australian Capital Territory	4.2	*	4.2	50.0	45.8	100.0
Multi State (i.e. Aust Catholic Uni)	7.4	*	7.4	44.4	48.2	100.0
Australia	7.6	0.8	8.4	42.6	49.0	100.0

* Fewer than 50 students

Source: DETYA (2000)

There is considerable variation amongst Queensland universities with respect to the importance of TAFE qualifications as a pathway to entry and credit to bachelor or lower university courses. As shown in table 22, Griffith University, the Queensland University of Technology and the University of the Sunshine Coast have significant pathway arrangements with TAFE in place to the point where each now has more than 9% of their bachelor or lower course admissions directly from those completing or partially completing a TAFE qualification. These rates are well above the national average and the Queensland average.

Overall, James Cook University also has a better than average intake of entrants from TAFE. However, a relatively large component are those who have completed their secondary education at a TAFE, rather than those who have completed or partially completed a TAFE course.

Taking other TAFE completions into account, both Griffith University and the University of Technology of Queensland have over 10% of their admissions from TAFE.

All other universities in Queensland are operating overall articulation and credit transfer arrangements well below the national and State averages. The proportions of admissions to bachelor or lower level courses on the basis of completion or partial completion of a TAFE course are:

- ❖ Central Queensland University (4.2%)
- ❖ University of Southern Queensland (3.9%)
- ❖ University of Queensland (3.4%)

A range of specific models of TAFE–university collaboration has emerged in Queensland, for example, integrated and nested programs across the sectors. Examples of these are described later in this report.

Table 22: Students commencing a university course at bachelor level or below at a Queensland university by basis for admission to current course, 1999

University	Basis for admission to bachelor or lower level university course					
	Completion or partial completion of a TAFE course (other than a secondary education course at TAFE)	Satisfactory completion of the final year of secondary education at TAFE	Total TAFE	Satisfactory completion of the final year of secondary education at school	Other basis for entry	Total commencing students
	No. of students ('000)					
Central Queensland University	0.2	*	0.2	1.5	3.1	4.8
Griffith University	0.8	0.1	0.9	3.4	4.3	8.6
James Cook University	0.2	0.1	0.3	1.7	1.7	3.7
Queensland University of Technology	0.8	0.1	0.9	3.0	4.8	8.7
University of Queensland	0.3	0.1	0.4	4.7	3.7	8.8
University of Southern Queensland	0.2	*	0.2	1.3	3.6	5.1
University of Sunshine Coast	0.1	*	0.1	0.6	0.4	1.1
Total Queensland	2.5	0.4	2.9	16.2	21.7	40.8

Universities	Basis for admission to bachelor or lower level university course					
	Completion or partial completion of a TAFE course (other than a secondary education course at TAFE)	Satisfactory completion of the final year of secondary education at TAFE	Total TAFE	Satisfactory completion of the final year of secondary education at school	Other basis for entry	Total commencing students
	Proportion of students (%)					
Central Queensland University	4.2	*	4.2	31.3	64.5	100.0
Griffith University	9.3	1.2	10.5	39.5	50.0	100.0
James Cook University	5.4	2.7	8.1	45.9	46.0	100.0
Queensland University of Technology	9.2	1.2	10.4	34.4	55.2	100.0
University of Queensland	3.4	1.1	4.5	53.5	42.0	100.0
University of Southern Queensland	3.9	*	3.9	25.5	70.5	100.0
University of Sunshine Coast	9.1	*	9.1	54.5	36.4	100.0
Total Queensland	6.1	1.0	7.1	39.7	53.1	100.0

* less than 50 students

Source: DETYA (2000)

University to TAFE pathways

Although pathways from TAFE to university have received the most attention in relation to developing formal arrangements, the pathway from university to TAFE is actually larger in terms of the number of students involved.

For instance, in Queensland in 1999 some 2500 students were admitted on the basis of a full or partial completion of a TAFE course. Some 4500 commencing students in Queensland universities had a TAFE qualification as their highest prior qualification (that is, some 11.0% of all commencing students). Extrapolating this to all domestic students in Queensland universities means that there are some 11 900 students in Queensland universities who have a TAFE award as their previous highest level of qualification (DETYA, 2000).

However, as shown in table 23, over 16 500 students who have a university qualification were enrolled in a TAFE institute in 1999. The flows from university to TAFE are much higher than from TAFE to university, yet they receive virtually no attention in the context of development of new models of learning arising out of TAFE–university collaboration.

There is potential to develop new customised learning programs based on TAFE programs designed for providing the vocational skills of university graduates, to give them a labour market and career edge. Many people are already doing this in an ad hoc or informal way but few especially designed arrangements currently exist.

Table 23: Students at TAFE institutes with a university qualification by State/Territory, 1999

State/Territory	No. of students		Proportion of students	
	With a university qualification* (`000)	Total (`000)	With a university qualification*	Total
Queensland	16.5	252.0	6.6	100.0
New South Wales	44.8	392.9	11.4	100.0
Victoria	25.0	323.5	7.7	100.0
Western Australia	8.9	126.4	7.0	100.0
South Australia	6.8	87.7	7.8	100.0
Tasmania	2.1	23.1	9.1	100.0
Northern Territory	1.4	13.8	10.1	100.0
Australian Capital Territory	2.5	16.8	14.8	100.0
Australia	108.3	1223.4	8.8	100.0

* Includes diplomas done at university of TAFE

Source: NCVER

In terms of national relativities TAFE institutes in Queensland have the lowest proportion of any State or Territory in Australia of the student body already holding a university qualification (that is, 6.9%). As shown in table 23, the Australian Capital Territory (14.8%) and New South Wales (11.4%) stand out.

There is considerable variation across TAFE institutes within the State concerning the inflow of students who already have university qualifications (table 24). Only Southbank, the Open Learning institute, and Yeronga institutes have better than the national average proportions of students who have university qualifications.

Table 24: Students at Queensland TAFE institutes with a university qualification, 1999

TAFE institute	No. of students		Proportion of all students at each institute who have a university qualification* (%)
	With a university qualification*	Total	
Barrier Reef Institute of TAFE	954	16 764	4.8
Bremer Institute of TAFE	521	12 086	4.3
Brisbane Institute of TAFE	1406	17 501	8.0
Central Queensland Institute of TAFE	1292	23 038	5.6
Cooloolo Sunshine Institute of TAFE	737	12 831	5.7
Gold Coast Institute of TAFE	703	15 564	4.5
Logan Institute of TAFE	436	8 877	4.9
Moreton Institute of TAFE	940	24 278	3.9
Mount Isa Institute of TAFE	148	2 600	5.7
North Point Institute of TAFE	864	14 361	6.0
Open Learning Institute of TAFE	2171	22 534	9.6
Southbank Institute of TAFE	2247	23 111	9.7
Southern Queensland Institute of TAFE	1100	17 391	6.3
Tropical North Queensland Institute of TAFE	1 008	15 106	6.7
Wide Bay Institute of TAFE	467	9 260	5.0
Yeronga Institute of TAFE	1532	16 735	9.2
Total Queensland TAFE	16526	252 037	6.6

* Degree or higher and undergraduate diploma

Source: NCVER

Financial issues impacting on collaboration

Funding arrangements relating to collaboration is a significant issue. Whatever the particular arrangement, universities generally finance part of the students learning that occurs in the university from their resources. Similarly TAFE institutes finance the student's learning that occurs within a TAFE course from the profile resources provided by the State government with contributions from the Commonwealth Government. Occasionally a different pooling of resources does occur by specific agreement but these cases are rare. Occasionally additional funds beyond profile resources are found from a specific public or private source. Again these cases are rare.

In the case of tight fiscal environments and, in many instances, increasing competition for the same students, it is clear that curriculum content and academic standards issues are not the only barriers to greater collaboration between TAFE institutes and universities. Good articulation and credit transfer from TAFE to higher education can and do reduce the time a student spends in a university course. If an institution is struggling to maintain the student load it has been funded for, this can be an important consideration. That such arrangements can increase the inflow of new sources of students in the medium term is a factor that is often overlooked.

Another critical financial issue concerns the fees and charges. Diplomas are now becoming a significant pathway to entry to degrees. Learning and educational issues alone are not determining decisions to pursue one pathway in favour of another. Students are often charged much lower fees for TAFE courses than an equivalent within a university where HECs payments apply.

Some students are opting for the diploma in TAFE route as the first component of a degree mainly for the financial advantage artificially created through the existence of different fees and charges across the sectors.

Major findings from case studies

In this section we provide a brief overview of the major findings from the consultations and case studies. Detailed case studies are provided in appendix A.

Support for inter-sectoral co-operation

There is general support for the principles of inter-sectoral co-operation between the systems from departmental personnel from Education Queensland and non-government school sectors, the Department of Education and Training and staff in schools and TAFE institutes. The main incentive for TAFE to chase co-operation whether it be with schools or universities has been a commercial focus. This is because TAFE has had to remain viable in an environment where there was increasing competition for previous TAFE markets. In addition, institutes are developing relationships with universities around specific products and for commercial advantage.

Inter-sectoral co-operation is sought by schools to enhance their academic and VET programs in senior schools, and to provide alternative pathways for students. Their main interest, however, tends not to be a commercial one, although there are instances where they select providers also on the basis of price. In general, schools are focussed on how to provide better options for learners to complete their senior certificates and to help them make the transition from school to work and/or further study. However, there are also cases where they may see the value of providing options which will interest and engage students, as ways to help in the behaviour management of students.

Although support for inter-sectoral co-operation is evident in the university sector it is less widespread. However, the issue of remaining viable in an increasingly competitive system is also a major reason for some universities and faculties within universities of favouring collaborative arrangements with TAFE institutes. This is especially the case with small regional university campuses and faculties experiencing falling enrolments. However, not all faculties or staff within faculties are interested in developing these inter-sectoral relations. This variability in university support limits the potential for further developing inter-sectoral arrangements for credit transfer and articulation.

VET in Schools programs

There is a vast array and rich combination of VET offerings provided by Queensland secondary schools for students. Although each school appears to have its own special way for providing vocational training options to students, and a unique philosophy to support these decisions, many schools have made VET in Schools a mainstream component of their curriculum offerings. Most of the VET in Schools program delivery, however, is done by schools working in combination with TAFE institutes or private providers to access specialist facilities and expertise.

In some schools there has been a specific focus on ensuring that all students undertake vocationally oriented training, while in others a decision has been made to limit offerings to specific programs that can be effectively delivered by the school. The adoption of a four-day time-table to accommodate the diverse options provided to students is widespread. This four-day timetable allows schools the flexibility to enable students to undertake workplacements, apprenticeships and traineeships or pursue studies at TAFE.

School-based apprenticeships and traineeships have also enriched the relationship between TAFE and schools. In these programs the schools may deliver some components of the off-the-job training, and the supervising RTO role is undertaken by a TAFE institute or private RTO. The TAFE or private RTO has a key role in drawing up the training plan and monitoring the workplace training and assessment.

In all cases negotiations for inter-sectoral co-operation are done at the local level. In the majority of cases schools cite the excessive cost of TAFE programs as limiting their ability to access TAFE expertise and facilities for their students. This is especially the case for schools short of funds and unable to pass on costs to parents. However, TAFE institutes also cite the cost of courses for school students as limiting their ability to be more heavily involved in VET in Schools programs.

Inter-sectoral co-operation with universities

In general, inter-sectoral arrangements with universities concern credit transfer and articulation which must consider issues of general admission, amount of advanced standing awarded to students, and specific relationships with institutions in the delivery of combined Awards.

Although TAFE Queensland in the past has had standard arrangements with the higher education sector for credit transfer for TAFE programs, inter-sectoral co-operation has generally been driven at the local level by individuals with a commitment to co-operation across the sectors establishing joint programs and ventures. This means that the success of inter-sectoral collaboration with universities has been largely driven by personalities and personal relationships.

Queensland University of Technology

QUT has a comprehensive array of credit transfer and articulation arrangements in place and is committed to developing general and specific relationships with the TAFE sector. General relationships means that QUT adopts policy on admission and credit that apply across the sector, specific relationships are via agreements with particular institutes, often driven by geography.

Because QUT is interested in students completing their TAFE diplomas before coming to university, it encourages an end-on approach to combined awards. The vice-chancellor believes that well-articulated, well-planned and spelled out arrangements are the best way to provide qualifications for TAFE graduates.

To this end QUT has in place specific agreements with North Point Institute of TAFE (NPIT). The NPIT diploma programs in children's services (centre-based care), community services (children's services), and community services (community work) all articulate into QUT's Bachelor of Social Science (Human Services). The Diploma of Children's Services (Centre Care) all articulate into the QUT Bachelor of Social Science. The NPIT Diploma of Justice articulates into the QUT Bachelor of Social Science (Human Services) degree and the NPIT Diploma of Information Technology (Software Development) articulates into QUT's Bachelor of Information Technology degree. QUT also has specific arrangements with Southbank Institute of TAFE to offer an end on course linking the Diploma of International Business with the Bachelor of Business Degree.

Other end-on arrangements are in place for child-care workers and child-care centre directors with TAFE diplomas to upgrade their qualifications to a Bachelor of Education (Pre-service) degree. Students receive a blanket two-year advanced standing in the degree program. Opportunities for TAFE and university faculties in these areas to get together to discuss

articulation and credit transfer issues are enhanced by both faculties belonging to the same professional association and the existence of cordial relationships between the two areas.

Although QUT favours end-on arrangements for articulation and credit transfer, the university's engineering faculty is presently pursuing arrangements with Southbank TAFE to deliver an integrated qualification. This will allow students to commence their studies at both institutions. In the past the university's experience with integrated degrees has not been a positive one. The Bachelor of Education was an integrated degree, however, in the most recent admission period there was only one person who was interested in doing the course.

Credit transfer and articulation

QUT has a special admission schedule in place for those who have completed a TAFE award. This schedule provides these students with a higher rank equivalent to two OP bands above what they would have received via the standard Queensland Tertiary Admissions Centre (QTAC) schedule.

The amount of credit that QUT provides to students is a different issue. For diploma programs in the same discipline, students normally receive a full-year's credit. For a diploma program in a similar but not identical discipline, students may receive from between six months to a year's credit. In addition there may be variations according to which institutes have delivered the diploma. This is because different institutes may have used different curricula to deliver the qualification.

QUT has developed a comprehensive resource book on credit transfer which maps the credit that students may expect to receive for their TAFE studies. These credit transfer arrangements were based on curricula that was delivered prior to the introduction of training package qualifications. With the introduction of training packages the university is finding difficulty accessing information, learning resources or curricula that TAFEs use to deliver the training package competencies. This means that it is also experiencing difficulties in continually developing its resource book for students.

The main issue for resolving credit transfer and articulation arrangements relates to the resource-intensive and tedious administrative activity of gathering information from a large number of individual TAFE institutes on course material, taking these to QUT academics and getting their approval on advanced standing for different courses and qualifications.

The university must also investigate issues related to the quality of the training students have received from TAFE institutes and from private providers. It has to resolve questions about integrity of assessment procedures and validity and reliability of results.

International programs

International students access the same admission and credit transfer arrangements as do local students.

In the past the university had close arrangements with the former TAFE International (a central body originally established by TAFE Queensland) to enrol diploma graduates into degree programs. Now that TAFE International has ceased to exist and its functions devolved to institutes, it has been difficult for QUT to maintain any co-operative links with TAFE for international collaboration.

Unlike Griffith University and the University of Queensland who concentrate on study abroad programs, QUT is more interested in providing more award programs to international students. In the last two years, there has been a decline in the numbers of international students accessing QUT through TAFE programs.

University of Queensland

The University of Queensland has been reluctant to pursue collaborative relations with TAFE institutes for the purpose of developing credit transfer and articulation agreements in many of its subject areas. However, the business faculty at the city campus, and the Faculty of National Resources, Agriculture and Veterinary Science at both Gatton and St Lucia campuses, both have credit transfer and articulation relationships with Southbank Institute of TAFE.

The Business Faculty has joined the College of Tourism and Hospitality (COTAH) at Southbank Institute in developing a three-year hospitality management degree program. This degree is based on a nested model of articulation. Students are able to obtain AQF certificates 1, 2 and 3 and complete a diploma with honours during their first 18 months of the program. This is done by undertaking the normal TAFE certificate program in addition to a university subject which is 'bolted' on to the program during each of the three semesters. Once the diploma with honours has been completed, students articulate into normal university degree studies for the remainder of the program. This program is co-located at Southbank campus and teachers from both institutions are involved in the delivery of training.

This program has been well received by students and the demand for the program outstripped the QTAC quota by 150% in its first year. The benefits of such a program to Southbank are major. First it will provide a seamless pathway for students who want to obtain a university degree as well as technical qualifications. Secondly in linking up with a prestigious university like University of Queensland, Southbank will be advantaged in the market place.

Students who have completed a Diploma in Food Science and Food Technology have been given between two to three semesters advanced standing in the Bachelor of Food Technology and Bachelor of Applied Science (Food Science and Nutrition) degrees at Gatton campus. For the university the motivation to become involved in an integrated or dual entry program was to fill a community need for graduates in food technology areas. There are currently 25 students who are commencing a diploma in food technology with honours with Southbank Institute.

This integrated program took a long time to become established and the final agreement took about nine months to complete. Students are not included in the QTAC quota figures and are accepted into the university program based on the articulation arrangements established by Southbank Institute.

In the first semester students are figured in Southbank Institute's quota. In the second semester they are given a student number and enrol with University of Queensland for the university component for which they pay HECS fees.

The University of Queensland also has a memorandum of understanding with Tropical North Queensland Institute (TNQIT) to deliver the joint degree program in Bachelor Applied Science (Indigenous Worker) for Indigenous health workers. The university and Tropical North Queensland Institute work together to deliver these programs.

The university also has arrangements with Cooloolo Sunshine Institute regarding credit transfer in architectural drafting.

James Cook University

James Cook University (JCU) has a variety of inter-sectoral arrangements with local TAFE institutes and campuses. It is involved in a memorandum of understanding with TNQIT and Education Queensland to allow students who complete the TNQIT Certificate III in the Remote Area Teacher Preparation Program (RATEP) program to articulate into the Bachelor of Education (Primary) degree program and be eligible for teacher registration upon completion.

This allows graduates to teach anywhere in Queensland and throughout Australia. Although the majority of this program is delivered by flexible and distance learning methodologies, students will attend a residential program in Townsville for teaching practice.

Arrangements are also in place for the joint delivery with TNQIT of an integrated bachelor degree program in hospitality management. In this program students undertake the certificate III and IV and the diploma in conjunction with university subject to obtain a bachelor's degree. There is also an optional honours year which will allow students to articulate to a PhD program if they achieve a first or second class honours degree.

The university also uses TNQIT's horticultural and agricultural facilities at Johnstone College for research purposes. In addition it is involved in a collaborative arrangement between the shire, and TNQIT to access additional funding from the priority funding area by joint tendering for research projects.

Although at the top management levels, and in some faculty areas, there is a strong commitment to the development of credit transfer and articulation arrangements with TAFE institutes and private providers in the region and beyond, there are differences in the level of enthusiasm for these arrangements within and between university faculties. For example, the law school is not interested in credit transfer while the visual arts and the business schools have established good arrangements. In general the larger faculties who do not have a need for more students are less likely to be enthusiastic about developing these arrangements.

The university has developed a credit transfer and articulation booklet which provides comprehensive information on the credit transfer and articulation arrangements in place at JCU. However the introduction of training packages has made the whole process of making decisions about credit transfer more difficult. In its deliberations about credit transfer, JCU, like other universities, is concerned about the quality of courses or qualifications and is finding it difficult to make these decisions in the absence of any standardised curriculum.

University of the Sunshine Coast

The University of the Sunshine Coast (USC) is especially committed to developing inter-sectoral collaboration with the local TAFE institute with regard to credit transfer and articulation. It is presently collaborating with Cooloolo Sunshine Institute of TAFE (CSIT) in the delivery of its community development program. CSIT staff locate field placements and supervise these placements for USC students. In addition USC and CSIT both belong to the 'education cluster', a forum of education and training providers aimed at increasing employment opportunities for graduates, and exporting education overseas.

The university and the TAFE have also been in initial discussions about further collaborations. Discussions have been held with CSIT about the possibility of offering a joint program which integrates the Sports Training program of CSIT and the Sport and Exercise program of USC.

The university's ability to undertake co-operative arrangements is limited by its small size and its capacity to introduce new offerings. In addition, it must also compete with varied levels of enthusiasm for co-operation with other sectors among its staff, and other universities who have marketed themselves as regional universities.

Successful outcomes

Consultations with groups of faculty heads, directors, teachers and VET co-ordinators from TAFE institutes, schools, and universities, and other organisations, have identified a number of successful outcomes from co-operative inter-sectoral activities.

Students

Students benefit by increased inter-sectoral co-operation and by the creation of ‘seamless pathways’ between institutions. They are able to extend their knowledge of subject areas, build on existing skills, and have access to further qualifications. By increasing their knowledge, skills and qualifications through access to specialist courses, teachers and facilities, students also gain advantages in terms of employment. This may be either in casual jobs while they are continuing their training or full-time jobs when they have completed their training. In addition, students on academic and VET pathways all stand to benefit when schools adopt a whole school approach to the provision of VET.

Students also stand to gain when they enrol in integrated programs which have been jointly developed and delivered by institutions from different sectors. If pathways are truly flexible, students will be able to complete all of the qualifications available on the pathway, exit at certain points on the pathway, and re-enter as they need to upgrade qualifications. Apart from the social and economic benefits that students derive from pathways which allow them to continually upgrade their skills and qualifications, they are also able to decrease the amount of time it takes them to complete a degree. Furthermore, because the secondary school and TAFE components of their studies do not attract HECS fees they will also derive financial benefits in terms of reduced costs of degrees.

When school students have the opportunity to also attend TAFE or university for training and education they have increased access to the expertise of subject and industry area specialists, and to experience what it is like to study in an adult environment. These experiences have the potential to provide added incentives for students to stay on at school while gaining some first year university subjects or completing a TAFE qualification. In addition, they become more aware of what other courses they can undertake at TAFE.

Institutions

Institutions also stand to benefit by inter-sectoral co-operation—through the sharing of facilities and resources, or the planning of articulation pathways. In sharing existing facilities and resources, institutions are able to increase their offerings to students which in turn makes them more attractive as places for further study. It also means that they do not have to outlay scarce resources for establishing new facilities. The joint planning of articulation pathways with other sectors gives them opportunities to work together to identify flexible pathways, and to identify the content which will lead to qualifications. These pathways, if clearly spelled out and articulated, can then be understood by all parties, which may avoid issues of quality assurance often associated with ad hoc procedures for credit transfer.

When secondary schools are engaged with TAFE institutions to deliver training and qualifications, students’ and parents’ awareness of TAFE programs is increased. Furthermore, institutes derive benefits in terms of increased enrolments and lower attrition rates if students start programs while they are in school. The requirement for work experience and workplacements for many of the VET programs means that relationships with industry are further developed.

In addition, institutes also stand to improve their market share if they establish partnerships with secondary schools.

Exporting education overseas

An integrated approach to education and training means that institutions from all sectors can gain commercial benefit from exporting education as a total package. Students can come to a secondary school to complete their secondary school qualification or prepare for entrance into

TAFE. The completion of a TAFE diploma will then allow them to articulate to a university degree.

Major obstacles to inter-sectoral co-operation

Reluctance of university sector

The major obstacle for inter-sectoral co-operation between the TAFE and university sectors relates to the uncertainty among university faculties of the content and quality of courses students undertake in TAFE. In addition, there is a view held by some universities that students from the TAFE sector do not measure up when they have been given credit transfer for TAFE courses. However, there are universities like QUT who refute this and have found that, when all things are equal, there are no significant differences between the results of students who have come from TAFE and their peers. These observations have also been supported by faculty members from Southbank Institute.

With the advent of training packages, universities are also finding it difficult to ascertain exactly what has been taught in TAFE. They have also experienced difficulties in contacting the appropriate people who could be able to help them.

Requirements for teacher qualifications

Consultations with teachers in the case study schools indicate that ITABs and some faculty members in TAFE institutes continue to question the adequacy of the qualifications, experience and ability of teachers in schools to deliver quality VET programs, especially those which lead to full qualifications. At times stringent requirements for certificate IV qualifications in workplace training, combined with five years' industry experience have produced anxieties among teachers in secondary schools. Teachers are also frustrated with these requirements because they believe that their four-year bachelor degrees and teacher qualifications should enable them to adequately teach the lower level skills required in the basic certificate programs.

Issues related to the adequacy of teacher qualifications in TAFE institutes were raised by the universities.

Funding difficulties

Representatives from TAFE institutes and schools concede that funding issues continue to provide the major barriers to maintaining and broadening co-operative arrangements for providing effective training opportunities for students in schools. TAFE institutes are concerned that schools are 'double-dipping' if programs, using TAFE profile hours are provided to schools. Schools are concerned about their ability to provide options for students if TAFE charges them on a fee-for-service basis for courses. In addition, there is a concern among teachers, often based on experience, that students who have completed SAS subjects in schools are often asked to repeat certain units of competence to meet TAFE requirements when they enrol at TAFE.

TAFE institutes perceive schools to be reluctant to use their own monies to pay for TAFE-delivered training programs. However, schools may be quite genuine in claiming that they are short of resources if they are required to pay for fees which are not subsidised by TAFE profile funding. This is because even though schools may only send a few students from a particular class to TAFE for certain programs, they must still account for the cost of the teacher, teacher aide and other resources to provide teaching for the group of students who remain at school.

Transporting students to training

Schools are often reluctant to offer students VET training options if it means having to transport students to TAFE. This reluctance is in part related to the complexities of pastoral care if bussing or transport issues have to be factored into the training, and to the difficulties of ensuring that timetables are sufficiently flexible to enable this movement to take place. However, not all schools have voiced such concerns. Some schools allow students to make their own way to TAFE either through walking to the TAFE campus, or by taking public transport. Other schools arrange transport via taxi, while others join their cluster schools to bus students to TAFE.

Random availability of options

It is evident that much VET activity is taking place in schools and this is providing huge benefits to students in terms of increased options and opportunities for completing VET qualifications in addition to their normal studies. At times, however, these options are contingent on the presence of adequate facilities, committed personnel and enthusiasm and acceptance of the concept of VET in Schools among principals and their faculties. This random availability of options means that students' access to programs is not always equitable in a system which is meant to provide opportunities for all. These are issues that need to be addressed.

Limited funding for students with disabilities

VET in Schools programs in which students are able to access the training from TAFE institutes, also have benefits for students with disabilities. However such programs are resource-intensive and involve large amounts of teacher time and energy to encourage employers to take on students for workplacements or traineeships. Added support is required for employers and students when training places are arranged.

The consultations found evidence of one innovative program which catered for these students, and provided them with learning which also led to TAFE qualifications. However, consultations with the school providing such programs also found that unless there was a commitment from government to provide continued funding, the school could not afford to keep on providing teacher salaries and personnel to ensure that these programs continue to be offered.

Limited options for ATSI groups

Aboriginal and Torres Strait Islander communities of north-west Queensland and Cape York are serviced by VET co-ordinators based in Cairns. The Gulf Education Training and Employment Management Organisation (GETEM) is an independent organisation providing support to the Gulf Savannah communities of North-West Queensland. It aims to develop and implement strategies to assist students to gain skills for future employment as well as encouraging support from business. All schools in the area are P-10 schools, requiring senior education to be completed by distance mode or by attendance at a boarding school.

There has been a concerted effort to introduce VET in Schools programs to secondary school students from ATSI backgrounds, and there have been successful outcomes for some students in terms of access to TAFE training, workplacements and traineeships. However, co-ordinators of these programs report that providing VET in Schools programs in Indigenous schools is a real issue and that schools are struggling to provide these options. One of the reasons for this is that the ITAB requirement for teachers to have current and relevant experience and understanding of the training package before they can be registered to provide certain programs is difficult to meet. This means that schools cannot be given RTO status and so have to be in partnership with the TAFE college. Although these arrangements are in place with the local TAFE, difficulties have been experienced in establishing certain programs. As a result stronger relationships have been established with TNQIT.

There are also problems in accessing training for students in communities where there are no secondary schools and students do not want to leave their communities to access secondary school education in boarding schools. Because students need to be 15 years of age before they can access TAFE, there is a 'training vacuum' for students who have completed primary school and do not leave the communities to attend secondary schooling. Discussions are presently being held with Education Queensland to facilitate provision of alternative pathways for these students.

There is also a training vacuum related to age restrictions for young people in communities providing workers for the Pasminco and Rio Tinto mines. When students finish Year 10 they are generally 15 years of age. They cannot work in the mines until they are 16 years of age. This means that in many communities there is no access to further training during this year and beyond.

An example of difficulties experienced with funding policies concerns the training of Indigenous students across State borders. In the past, the faculty of the indigenous studies program at TNQIT was involved in collaborative arrangements with Western Australia for the delivery of teacher training in the Pilbara region, and health worker training in the Kimberley region. In addition, students completing the teacher training program under these arrangements were able to articulate to courses provided by Notre Dame University in Broome.

In spite of the success of both programs, and the fact the TNQIT was the only institution across the country to offer such programs, the institute experienced difficulties in continuing its involvement in Western Australia because of State boundary concerns. That is, there were issues about the legitimacy of using Queensland funds for the delivery of training to other States.

What works, what does not work and why: a brief overview

TAFE - school linkages

It is clear from the case study findings that inter-sectoral arrangements which are successful are based on two major factors. First, all those involved in the partnership (and especially school principals and TAFE directors) must appreciate and acknowledge the benefits of opening up VET pathways for students while they are still in school. Second, there must be a willingness in both sectors to allocate resources to identify and implement mechanisms for providing access to VET courses for school students. This includes making provision for students to join existing TAFE courses, to travel to TAFE campuses or other areas where such courses are offered, and to have the opportunity to access a variety of programs. Programs were most successful where schools and institutes had specific staff to oversee the promotion and administration of VET in Schools programs and to liaise between the two sectors, and where principals in schools and directors in institutes were open to developing creative and affordable solutions to providing these opportunities.

Most difficulties were observed where school resources for allowing students to take advantage of TAFE programs while they were still in school were limited, and where the cost of fees for TAFE programs were felt to be too high to be affordable by the students and their parents. Difficulties were also observed where there was a perception among TAFE institutes that schools were 'double dipping', and not prepared to share the real cost of providing TAFE programs for students.

Industry Training and Advisory Board issues

Although the interviewing of Industry Training and Advisory Boards (ITABS) was not included in the brief for this consultation, information from some teachers in schools identified some frustrations they had experienced with ITABS in relation to the registration of courses. This information indicated that at times ITABS questioned the ability of teachers within schools to adequately deliver VET programs unless they had the necessary qualifications and the industry experience. These tensions may also be used as an indication that some school programs may have been modified from already existing mainstream school programs (for example, home economics courses in the case of hospitality programs), and may not have had a strong enough focus on the workplace. These issues need further examination.

TAFE–University linkages

Information from case studies indicates that successful co-operative arrangements between universities and TAFE institutes are also dependent on the willingness of administrators and faculty heads to acknowledge the mutual benefits that can be derived from co-operative ventures and the opening up of educational pathways. As well as creating opportunities for students to continue their education, these benefits include the sharing of resources and facilities, the development of joint awards and programs, and increasing student numbers from local, interstate or international sources.

There was a distinct preference, especially among TAFE institutes but also among universities, to returning to the statewide establishment of clear and well-defined articulation arrangements and processes for credit transfer (as originally negotiated by TAFE Queensland prior to the advent of training packages). These centralised arrangements had provided an accepted framework for applying credit transfer and articulation, and avoided protracted negotiations at the local level. In addition, universities had accepted these arrangements because they had been able to examine curriculum documents to map out and compare the content of TAFE and university courses and to make decisions based on these comparisons. TAFE institutes had accepted these arrangements because they did not have to negotiate each program on an individual basis.

Although there was evidence of TAFE institutes and universities continuing to apply the TAFE Queensland negotiated arrangements, the advent of training packages had introduced some added constraints for both parties. These constraints were also felt by those universities with a history of acknowledging the merits of providing advanced standing for TAFE qualifications. However, it was clear that these and similar constraints were minimised where university and TAFE faculties had participated in the development of joint programs. Although these negotiations had in some cases not been straightforward and required much discussion and effort by both parties, they had required a complete understanding by both parties of what students would be expected to have covered in each component of the programs.

Successful co-operation in terms of the development of joint programs and awards was also often dependent on prior experience, and already established personal and professional relationships, and networks between faculty heads or their equivalents. These people were often the most committed to ensuring that negotiations continued even when stalemates developed, and extra effort and enthusiasm was required to keep the process going. Co-operation was also most evident where universities and TAFE institutes had established governance structures or groups with a focus on maintaining close linkages between the sectors. These structures (for example, liaison committees) ensured that university administrators (for example, vice chancellors and pro-vice chancellors) or their representatives were kept aware of major developments in TAFE, and TAFE administrators (directors and managers of faculty areas) were kept aware of major developments in universities and provided a forum to air issues which were of common concern. These bodies also helped to build trust between the sectors.

The way forward: findings, discussion and conclusions

VET in Schools and school–TAFE collaboration in Queensland

Queensland has established itself as the leading State within Australia in developing a wide array of VET offerings to school students within schools. The VET in Schools concept has been widely embraced by Queensland schools across the government and non-government sectors to a point where vocational education and training delivery in schools has a higher coverage in Queensland than any other State or Territory.

In 2000, there were some 44 000 students in Queensland schools undertaking VET in Schools offered by the school (that is, in programs where the school is the registered training organisation), with nearly 83 000 enrolments in VET in Schools programs. Nationally Queensland has the highest proportion of VET in Schools enrolments (49.3%) of any other State/Territory, except for South Australia and the Northern Territory.

Particularly impressive has been the roll-out of school-based apprenticeships and traineeships in Queensland in just three years to a point where they represent over half of all school-based apprenticeships and traineeships in Australia. TAFE institutes are the registered training organisation (RTO) for almost half of the school-based apprenticeships and traineeships in Queensland. In one school, consulted as part of the study, half of the Year 11 students at the beginning of 2001 had indicated a first preference for a school-based apprenticeship or traineeship.

The demand for VET in Schools options by students has been high, and schools and teachers have widely embraced VET in schools as a way to provide meaningful learning options to what are really the majority of students who are not going on directly to university upon completion of Year 12. There has been very strong support by Education Queensland, independent and Catholic school authorities and the Department of Employment and Training who have promoted the VET in schools approach in Queensland.

This approach is being encouraged strongly by the Queensland government. As noted earlier, in 2000 the Minister for Education and the Minister for Employment, Training and Industrial Relations released a joint policy statement *Vocational Education and Training: Future Directions*, providing a strong framework for promoting VET in schools to improve Year 12 completion and the attainment of vocational qualifications.

This emphasis is not misplaced. The benefits of ensuring that most young people stay on in school to finish Year 12, while being able to undertake a school-based apprenticeship or traineeship or pursue other meaningful VET options cannot be overstated. Finishing school with a senior certificate and one or more nationally recognised vocational qualifications (or modules/units of competence towards vocational qualifications) is a vastly superior approach to any alternatives. The research is very clear about the impact of dropping out of school and not pursuing some form of education and training. It is a high risk and low pay-off option for most young people.

Leaving school prior to completion of Year 12 to pursue some form of VET study can and does work for some young people, but the benefits of pursuing these options while staying on in school are high. Young people can complete Year 12 and receive a school certificate which lists their school achievements in addition to their vocational qualifications. Young people can have the benefit of drawing from a wider range of learning options if they stay on in the school environment. Most importantly they can remain part of the school community with its benefits of social interaction with other people of their own age and a level of pastoral care and support that is simply not available to them if they leave school.

The Queensland Board of Senior Secondary School Studies has done an impressive job in making sure that a very wide range of board subjects and board-registered subjects not only have embedded VET in them, but are also AQF certificate I and II VET courses in their own right, or are modules/units of competence leading to AQF qualifications.

The emphasis of completion of AQF vocational qualifications, industry competency standards, and national training packages within this VET in Schools 'movement' in Queensland is both impressive and sophisticated.

A unique approach has been adopted in Queensland, one which has seen a move towards all schools becoming registered training organisations (RTOs) to enable them to offer board subjects and board-registered subjects with embedded VET as AQF certificate courses or as modules/units of competence towards other VET qualifications. Almost all schools are now RTOs. Many schools are also being registered to offer other VET options outside delivery of board subjects and board-registered subjects with embedded VET.

However, not all schools have embraced VET in Schools programs with the same enthusiasm. Some see it as an 'unavoidable necessity' that should not really be allowed to interfere with the traditional mission of preparing people for university entrance. Many schools still see vocational education as a distinctly different option to academic or general education. In effect they 'stream' students into an academic pathway leading to university entrance or a vocational pathway for those not going on to university.

Some schools have adopted a much more enlightened approach. They have developed vocational options for all students and have encouraged all students to take at least some vocational education. They have recognised that all students will be entering the workforce and that vocational preparation for all is a central role of schooling. They have also acknowledged that a high proportion of their senior student body is already working and that today a combination of part-time work with full-time study rather than just full-time study is the norm for most Australian teenagers. They have recognised that most of those going on to university or full-time vocational education after leaving school will also need to have a job. They have tried to equip these students with skills for their immediate (as future) employment needs. These schools see general and vocational offerings as part of the schooling of all students, with some students leaning more to the academic and others leaning more to the vocational.

Queensland schools have experienced some real differences in trying to blend the different school and vocational cultures into an effective and meaningful approach for their senior students. They have displayed much ingenuity in developing such a wide range of options by traversing both schools and vocational bureaucratic requirements. In particular many schools have struggled with the requirements for becoming an RTO.

Most importantly, schools have managed to develop this wide array of school-based VET offerings essentially from within existing budgets for senior secondary education, with some supplementation from sources such as ANTA VET in Schools funding. This funding has been allocated to schools by Education Queensland for encouraging the expansion of VET programs. This supplementary funding has been critical, and without it much of the provision would fall

away. Training costs for school-based apprenticeships and traineeships have been met by the Department of Employment and Training.

Apart from the role of TAFE institutes (or other VET providers) as RTOs for school-based apprenticeships and traineeships, the very definite emphasis in Queensland in recent years has been on the schools themselves being the RTO providers of VET in Schools offerings. If anything, this focus has meant that, in recent years, the role of TAFE institutes in providing VET to school students in Queensland has been static or even declining.

Certainly the popularity of collaboration between schools and TAFE institutes under the TAFE–schools Co-operative Program has fallen away. Schools have found the fees charged (that is, around \$75 per teacher/instructor hour under an agreement between Education Queensland and the Department of Employment and Training) to put on TAFE-provided courses especially designed for school students prohibitive, given all the other demands on the very small proportion of discretionary school resources. These fees are much higher than those which would be applied to a student who is enrolling in TAFE in the normal way. Schools have often resorted to charging parents extra fees to help meet the costs, a situation often resented by the parents who feel they have already paid the required school fees and charges for their children's education.

Most TAFE institutes have discontinued much of their effort under these arrangements because the fees charged, do not meet the full costs of provision in most cases. Furthermore, TAFE institutes are not supposed to use their profile resources (that is, resources provided for the general provision of VET by the TAFE) for these activities. To restrict any '*double dipping*' (that is, schools have already been funded to provide a full secondary education for students still at school) under current policy arrangements TAFE institutes are only supposed to apply VET profile resources (that is, their own resources for VET provision provided by the Department of Employment and Training with contributions from the Commonwealth Government) to students who are still at school if they are enrolled in a TAFE program outside school hours.

Nevertheless, there were some 17 500 students enrolled in TAFE programs provided by 125 'school campuses' of TAFE in 1999. This activity includes programs provided under TAFE–schools co-operative programs, and under a range of other arrangements, including where the school is operating under an 'extended registration' arrangement with provision occurring in the school, often with TAFE teaching resources and with TAFE being the RTO (not the school). Nearly 70% of this activity occurred at Moreton Institute of TAFE, which has by far the most sophisticated set of school–TAFE co-operative arrangements in Queensland.

In addition, there are nearly 7500 young people in Queensland enrolled at a TAFE institute in the same way as any other student, but who are still at school. Often these enrolments are in courses of a higher level or in different learning areas than those generally available in schools. They pay the same low fee as any other TAFE student (in their circumstances). In some cases the student/family pays the fee. In other cases it may be paid by the school. This provision is funded from general TAFE resources (that is, profile). These particular students are not supposed to be attending within normal school hours (to avoid double-dipping), but these distinctions are becoming increasingly blurred as schools move to more flexible arrangements such as time-tabling over four days (not five days) per week to allow students to take up vocational options.

Promoting more VET options for school students

The policy emphasis to date has been on establishing and expanding VET in Schools in Queensland. This has been a very necessary approach to ensure that a wide range of board subjects and board-registered subjects properly articulate to nationally recognised AQF

qualifications (or part-qualifications). However, the policy approach now needs to be refocused to ensure that the full range of VET options are available to senior school students

Many schools believe that their capacity to expand VET provision in the school, beyond board subjects and board-registered subjects, as they are now being encouraged to do, is limited, particularly at higher qualification levels (for example, Certificate III and above). Schools are finding the requirements expected of them to become an RTO for provision at these levels a very daunting prospect, and their ability to allocate the relatively small amount of discretionary funds they have for this purpose very problematic if they are really to provide this 'stand alone' VET to a standard of high quality (as they all seek to do).

Many schools note that some of their students are really looking for higher level VET options than single schools cannot provide. Attempts to develop school-based options for clusters of schools are very difficult to organise and even harder to finance. Many of these options are realistically beyond the capacity of schools to provide.

The conclusion of this review is that a better approach might be to focus on the respective strengths of schools and TAFE institutes as providers of VET, and open up the widest possible range of VET offerings to young people, while doing everything possible to keep on at school to complete Year 12. The policy should be concerned with appropriate vocational options for all students, not with more VET in Schools pathways.

Findings from this review indicate the benefit of implementing a number of strategies for promoting the delivery of more VET options for students in schools. A brief overview of these appears below.

Providing access to VET for all senior secondary school students

The existing policy in Queensland schools to increase vocational qualifications attainment by senior secondary school students, in addition to increasing the rate of completion of senior secondary schooling is commendable. However, it is also important to shift the present focus on promoting VET in Schools as pathways for some students to one which ensures access to suitable VET options for all senior secondary students.

Implementing a more strategic approach to VET provision

The findings of this study indicate that schools should continue to specialise in vocational provision of board subjects and board-registered subjects as nationally accredited AQF certificates. As is currently the case, they should also continue to develop and offer other 'stand-alone' VET. However, it is also evident that this provision needs to be more strategic so that vocational education and training is provided in those schools which have the capacity and resources to do provide this training. Furthermore, schools wishing to expand their VET in Schools provision should take account of employment demand in their area, and only offer VET if there is no similar provision in a nearby TAFE.

The option of providing special courses for school students in TAFE institutes, or in school campuses of TAFE institutes, using TAFE teaching/instruction resources, should continue in cases where it is appropriate. That is, in those case where local needs require such courses, and where there is insufficient alternative provision through either VET in Schools programs or mainstream TAFE provision. This is particularly important in the context of the additional cost which often falls on the families of students when schools cannot afford to pay the fees involved.

Developing a broader framework for VET provision in schools

As has already been noted at the beginning of this chapter, all senior secondary students stand to benefit from the provision of appropriate vocational opportunities. These options can be provided in government and non-government school sectors in a number of ways including the:

- ❖ elimination of the distinction between general and vocational streams by ensuring that all students are exposed to some vocational preparation (such as workplace practices) in recognition that all will enter the workforce, if they are not already in it
- ❖ schools providing the widest possible range of board subjects and board-registered subjects with embedded VET that leads to nationally recognised AQF qualifications for their students

One way to ensure that the widest possible range of mainstream TAFE opportunities are available to students who are still at school, is to identify and utilise un-used capacity within courses already being provided by TAFE. A state-wide strategy for identifying and allocating this un-used capacity in appropriate TAFE courses would be one way to ensure that it is made available to senior secondary students in Queensland schools.

The review also found that a number of schools are already providing VET at Certificate III or above where the school itself is the registered training organisation (RTO). The reviewers believe that schools should embark on such provision only in those situations where they have the appropriate capacity in terms of physical, teaching and financial resources. In addition, schools should be encouraged to provide courses at these AQF levels where a demonstrated employment need exists, and where there is no alternative VET provision immediately available.

Modifying funding arrangements

The findings of the review indicated that current arrangements which have been designed to prevent or minimise *double-dipping* are actually increasing rather than reducing the duplication and inefficient use of scarce education and training resources.

For instance, the review found situations where schools were contemplating the use of their capital funding to provide facilities and equipment to enable new VET in Schools courses to be provided in the school itself. This was the situation when nearby TAFE institutes already had such facilities and equipment available. Similarly, schools are using scarce resources for professional development of their staff to enable the school to gain RTO status for new VET in Schools offerings, when similar VET programs are available in nearby TAFE institutes.

At the same time, schools were bemoaning the already extensive calls on the relatively small components of existing school budgets available for discretionary use, and the difficulty they had in finding resources for TAFE fees and for public transport/taxi fares to enable students to attend a nearby TAFE.

The requirement for there to be *no double-dipping* on the basis that schools have already been funded to provide senior secondary education during school hours for five days per week seems reasonable and responsible, and fine in principle. However, the review found that it is actually leading to perverse outcomes and a substantial waste of resources by encouraging duplication. It is limiting the richness of the possible range of VET options that could be made available to young Queenslanders because it restricts the opportunities TAFE could otherwise be making available to these young people.

Rather than focussing on whether or not schools are *double-dipping*, the question should really be 'how can the depth and richness of VET opportunities to Queensland school students be increased within the existing public resources being applied to schools and VET?'

A large part of the answer to this question lies in encouraging TAFE institutes to make places available for school students in the mainstream courses already offered rather than prohibiting school student participation during school hours. This is better than the current practice which encourages schools to try to offer new VET programs in areas where they lack the required capacity, or to develop programs jointly with TAFE which involve additional expense and duplicate existing effort.

Schools also need to be able to convert a relatively small part of their total current resources into funds which will enable them to pay for any fees and charges which are levied by TAFE institutes when their students enrol in normal TAFE courses as part of learning programs approved by schools. Provision also needs to be made for transport costs to and from the student's school and the TAFE institute. This will be much less expensive than trying to train teachers, provide new facilities and equipment and provide new VET in the school, when a convenient and appropriate alternative exists.

The findings of this review reveal that schools are having difficulties in meeting the costs of providing adequate VET programs for their students. If this situation is to improve for students in both government and non-government schools, then students who are still at school and enrolling in existing TAFE courses should be charged the same fees and charges by TAFE as any other enrolling student. The same concessions and/or exemptions should also apply to these students. In addition, it is clear that schools need more discretion of their total resources to be able to pay for or assist with any TAFE fees and charges and transport costs between the student's school and the TAFE institution.

Continuing the focus on school-based apprenticeships and traineeships

The review applauds the success of the Queensland experience with school-based apprenticeship and traineeships, and concludes that the expansion of these arrangements should be continued.

Evaluating student outcomes

In recent years there has been a significant emphasis in Queensland on developing new VET pathways and programs, particularly in school-based provision. There has, however, been very little evaluation of the impact of this activity is having on the students. Also, as this review found, it is very difficult to reconcile the different databases across the education and training portfolios to be able to accurately gauge what is happening. A great deal of enthusiasm and strong anecdotal evidence implies major benefits are being derived by students. However, a more rigorous approach to evaluation and data measurement is required.

TAFE–university collaboration in Queensland

The review has found numerous specific examples of innovative TAFE–university collaboration which involve all universities and most TAFE institutes in Queensland.

The review also found that three universities in Queensland—the Queensland University of Technology, Griffith University and the University of Sunshine Coast have developed outstanding credit transfer and articulation arrangements with TAFE. These arrangements mean that some 10% or more of admissions to bachelor and undergraduate programs are new on the basis of having a full or part TAFE qualification (or some other TAFE provision).

However, the picture is very mixed. James Cook University is in the middle range of universities in this regard. Other Queensland universities are well below State and national averages for the provision of articulation and credit transfer arrangements between TAFE and universities.

Overall, the situation in Queensland is poorer than in other parts of Australia. This is despite the painstaking negotiations that most TAFEs have undertaken with universities to develop significant bilateral arrangements and joint initiatives. This is also despite the fact that, several years ago, TAFE Queensland had negotiated a statewide agreement with Queensland's higher education institutions to provide at least one year's credit transfer for TAFE diploma and advanced diploma graduates enrolling in relevant university bachelor degree courses.

This relatively poor performance is highly wasteful of taxpayer-funded resources. It means more individual assessments are needed of applications for credit transfer than might really be necessary. These processes tie up a lot of individual TAFE and university resources in undertaking detailed bilateral negotiations.

Even more important is that inadequate statewide arrangements can lead to greater uncertainty for students knowing what pathways exist for them. Moreover, it puts unnecessary additional financial and time burdens on some students moving from TAFE to higher education study by requiring them to take more circuitous and lengthy education routes than would appear to be necessary in some cases.

Improving learning options for students moving between TAFE and university study

The review has found that two factors have put at risk some of the existing articulation and credit transfer arrangements.

First, the roll-out of training packages specifying competency-based standards for different qualifications has caused some confusion and uncertainty amongst university and even some TAFE staff, with relation to the compatibility of curricula and assessment processes—the basis of pre-existing articulation and credit transfer arrangements. In some cases this is leading to a re-opening and unravelling of some credit transfer and articulation arrangements. In other cases this is a barrier to the development of new arrangements.

Second, a restructuring of TAFE Queensland in recent years saw central negotiation of statewide credit transfer arrangements delegated to each institute. This has led to painstaking bilateral negotiations tying up TAFE and university staff in negotiations over issues that might be better addressed on a broader basis between the TAFE system as a whole and each university.

The review found that some of the existing gains in TAFE university co-operation are at some risk. In addition, discussions with TAFE staff have indicated a strong preference for the promotion of a statewide policy for credit transfer. This relates to the equivalent of at least one year's credit for any AQF diploma or advanced diploma gained at a Queensland TAFE institute towards any relevant bachelor degree course across Queensland universities.

While not detracting from specific joint initiatives, best negotiated between individual TAFE institutes and universities, the promotion of a statewide approach to articulation and credit transfer would be an effective strategy for dealing with this issue. In addition, the establishment of a capacity within the Department of Employment and Training to facilitate the process may provide an effective solution to the problem.

The findings from the review indicate that better advice and support is important if fallout from the roll-out of national training packages is to be averted. An effective course of action might be for experts within the department to advise and liaise with TAFE institutes and university staff about how best to handle the implications of the roll-out of training packages. Such activities would also help to promulgate sensible statewide arrangements for proper articulation and credit transfer between TAFE and universities.

Implementing general policies for credit transfer

Discussions with staff from university and TAFE institutes during the review highlighted the importance of a state-wide policy for credit transfer. Activities which could help in the implementation of such a policy may include strategies for:

- ❖ mapping and analysing all existing TAFE courses in Queensland (especially at the diploma and advanced diploma level) against all relevant university bachelor degree and other courses as appropriate with a view to advising TAFE institutes of priorities for new articulation and credit transfer arrangements
- ❖ undertaking, in conjunction with appropriate TAFE institute staff, any statewide negotiations with each university in Queensland to improve articulation and credit transfer across the board with that university
- ❖ providing an advisory service to TAFE institutes and universities in Queensland on ways to best handle concerns arising out of the roll-out of national training packages and the mutual recognition arrangements, and assist TAFE institutes with any bilateral negotiations, as required
- ❖ liaising with the Australian National Training Authority (ANTA) and the Australian Vice Chancellors Committee (AVCC) over national developments and the results of joint work being done by the AVCC and ANTA on the development of systematic and generic articulation and credit transfer arrangements in order to provide that advice
- ❖ monitoring and evaluating the effects of joint TAFE–university collaboration in Queensland
- ❖ each TAFE institute to have a single senior contact point for liaison over these issues and a specialist articulation credit transfer capacity

Finally, the development of innovative joint arrangements between TAFE and universities involves considerable up-front development costs in terms of time and financial resources. However, these arrangements have to be ‘fitted in’ by operational staff in both TAFE and universities under current arrangements. A small pool of funds, administered by the Department of Education and Training, might be one way to help to promote the development of new and innovative joint-initiatives. In particular, such funds could help with market research at the feasibility stage and with initial development costs for assistance with product design and curriculum development.

Portfolio arrangements

There is no evidence from this study (or other research studies) that the particular portfolio arrangements in a State or Territory make any difference to the efficiency, or otherwise, of collaborative arrangements between TAFE institutes and schools or universities.

Prima facie there is a view that arrangements where education and training are integrated into a single portfolio can, and do make a real difference to the ease with which such arrangements can be put into place, especially between schools and TAFE. Indeed this review found that there was a widespread belief amongst school and TAFE practitioners that such integrated portfolio arrangements would make a real difference in Queensland.

However, the evidence in this report shows the leading national position of Queensland in VET in Schools programs, and the extraordinary success in developing and implementing school-based apprenticeships. This is despite the fact that schools education and VET are located in different portfolios.

Because VET and schools are funded under separate arrangements and are different entities at the delivery point, it is clear that arrangements or frameworks to facilitate the development of good inter-sectoral relationships are required for success. This is irrespective of the overall portfolio arrangements in place.

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Appendix A: The case studies

North Point Institute of TAFE

Background information

North Point Institute of TAFE (NPIT) services the north of Brisbane and surrounding areas. It offers regular and flexible learning study options and provides training in diploma and advanced diploma courses, certificate I–IV courses, new apprenticeships and traineeships, pre-vocational or pre-employment modules, short courses and on-and off-site workplace training. Courses are available in business, management, information technology, language studies, tourism and travel, hospitality, food science, welfare and community services, built environment, automotive, engineering, justice studies, hairdressing, electrical, retail, sports and recreation, office administration.

Relationship with schools

In the mid 1990s NPIT was heavily involved in providing co-operative programs with schools; however, the number of secondary school students presently undertaking TAFE training with North Point at its campus or in schools is low. The institute has made a business decision based on funding issues not to be involved in providing training for secondary school students in co-operative programs, preferring to have students access its classes via fee-for-service arrangements.

Although North Point believes that linkages with schools have positive outcomes for students, it also believes that there is no business imperative for the institute to offer training for school students. Nevertheless it is ready to increase its involvement in providing training for secondary school students, when the funding issue is resolved.

In its dealings with schools NPIT prefers to have students join existing TAFE classes. This is because in the past, the institute has experienced problems in dealing with students in classes made up of only secondary school students. For example, the institute provided training for a group of 14 students in the automotive area. Student outcomes from this course were not as positive as those for students in integrated classes.

During the last two years, however, NPIT has made more of an effort to re-establish its links with secondary schools through its membership on the school–industry links management group. A recent study into the feasibility of setting up an education precinct in the northern corridor (Nolan 2000) found that many schools in this region were eager to collaborate with NPIT in the delivery of hospitality programs, as few schools had the necessary expertise or commercial kitchens to be able to offer full qualifications in this area. The study also found that local schools were also eager to access NPIT programs in automotive, tourism, outdoor education, information technology, woodwork and furniture making.

Schools were also found to be especially keen for students to access NPIT courses because of NPIT's expertise and material resources, small class sizes, and ability to provide a more 'hands-on' approach to training.

Bracken Ridge State High School

Bracken Ridge State High School prefers access training from NPIT for its secondary school students and trainees. This is because the institute is local to the school, has more credibility with parents, and because it has been an effective training provider in the past. However, it can only

send trainees to NPIT if employers choose to select NPIT as the registered training organisation under user choice regulations.

Two approaches for students to access TAFE training with NPIT were established. One approach was for the students from cluster schools to attend TAFE as a block. This was done for students who wanted to undertake automotive training. NPIT experienced problems with the first approach as did the school.

Another approach was for students to attend TAFE during the day on a Tuesday and after school on a Wednesday and Thursday and for students to join pre-existing courses. Although this second approach had the potential to be successful for a number of areas, the cost of courses were also very high (\$400 to \$500 per student). Because the high school was not in a position to cover costs, these fees had to be passed on to students and their parents. Because the school also services a low socio-economic status (SES) area many parents could not afford for their children to take advantage of these programs. To some extent the school might be able to contribute a small portion towards total costs (say 25%), if the cost were based on TAFE profile hours, and if only a few students were wanting to take the program. However, if there were 40 or so students who wanted to take the program, then this would severely limit the school's ability to provide some financial contribution towards the cost of the program.

The school has some arrangements in place with QUT for its university links program which allow students to experience different faculty areas. However, when the school approached NPIT to provide similar arrangements, the cost was too prohibitive to proceed.

The school is presently discussing with NPIT the possibility of setting up an aquaculture facility, and providing a program whereby the school would deliver some certificate II components ('Marine Aquatic practices') and the TAFE would deliver the remainder. In addition it would also make it possible for some non-school students to enrol in the course.

NPIT is also involved in providing special training for some Year 10 students from Bracken Ridge who were considered to be 'at-risk' students. When the school had originally approached NPIT to deliver the training, a way was found for this program to be offered using profile funding. Students attended NPIT on one day per week.

The school has found it difficult to access funds to allow it to provide more VET options to its students. It has made applications for funding to programs like the strategic initiative program, and the state development program. It has also looked for private sponsorship. To date it has spent significant time writing such applications without success.

Clontarf Beach State High School

Clontarf Beach State High School enjoys a positive relationship with NPIT, and in its dealings with the institute has found it to be very accommodating, co-operative and professional. The school is registered to provide training and assessment in building and construction, business services, engineering, furnishing, general education and training, hospitality, information technology, marine tourism and wholesale and retail. It accesses training from NPIT in hospitality, business/clerical and information technology. From time to time it will access literacy and numeracy courses if these are affordable.

Although the school is committed to providing a range of VET options to its students, the main barrier for the school to be further involved with NPIT or other TAFE's and involve a large numbers of students in TAFE delivered VET courses is the cost of programs. In addition, difficulties are also experienced when only a few students from a class group take TAFE programs. This is because the school must cover the costs of providing teachers and teacher aides for those students who are left at school.

Relationships with universities

NPIT has a number of informal credit transfer and articulation arrangements with universities. However, it has only three formalised agreements in place. These have been established with QUT.

NPIT was originally approached by the QUT at Carseldine regarding articulation arrangements in the social and human sciences degree area. To improve opportunities for students, Carseldine's strategy was to have NPIT students who had completed their diplomas move into the second or third years of QUT bachelor programs. Although both NPIT and the relevant faculty at QUT—Carseldine were happy for this articulation to take place, it took 12 months to have the agreement ratified and signed. This was because of bureaucratic and legal constraints within the university.

The first agreement was signed in 1999 and linked three of the NPIT courses (justice, children's services, community services) to bachelor degree programs at Carseldine. This represented the first time that a student could apply to QTAC, go to TAFE and then go to QUT without having to apply again to go to QUT. There was less difficulty in getting the next agreement signed. This agreement allowed information technology students who completed the NPIT diploma to articulate into the QUT bachelor of information technology degree at any QUT campus. NPIT is presently working on getting another agreement signed with QUT in the business area.

There are informal credit transfer arrangements in place for tourism and hospitality diplomas with QUT, University of Sunshine Coast, and Griffith University. These arrangements allow students who complete the diploma, and gain university admission, to obtain automatic credit in a related field. These arrangements were established under the old TAFE Queensland agreement. However, the advent of training packages has changed the operation of these agreements.

In addition NPIT continues to receive requests for collaboration from other universities. Recently Griffith University has visited NPIT to discuss articulation and credit transfer arrangements for students who complete a diploma. The university has been willing to examine each of the NPIT diplomas to see where these diplomas can feed into their degree programs.

The barriers to establishing articulation arrangements between universities and NPIT generally did not emanate from the lecturing staff of universities. Staff in admission centres were concerned about student load issues. Another barrier was the highly consensual mode of decision-making, characteristic of universities in developing solutions. Although NPIT did not have any particular problem with highly democratic forms of arriving at decisions, this approach meant that resolving issues of credit transfer and articulation was very time consuming and resource intensive.

Training packages

As already mentioned, the implementation of training packages has meant that credit transfer for TAFE programs has had to be renegotiated. Because learning resources and materials used for each qualification may differ from institute to institute, it has also meant that universities are taking an individual approach to establishing credit transfer and articulation with different institutes. For example, NPIT has been able to get just over 12 months credit towards a QUT degree program for the completion of a diploma in certain areas. (The success of this negotiation was due to one dean from QUT who was interested in driving the process.)

Universities continue to express concern with how much credit transfer they should allow for different programs. These are mainly concerned with what students know as a result of completing a TAFE program. For example, when negotiating the credit transfer for the information technology area it was imperative that NPIT demonstrated that its students had studied the same computer language as that studied in the QUT degree program.

Griffith University is also concerned about credit transfer issues. In the past, like other universities, this university has tended to approve credit transfer according to the TAFE Queensland negotiation of a 12-month blanket credit for a TAFE diploma. They also want to renegotiate. University of Queensland on the other hand, does not recognise any NPIT diplomas.

The University of Southern Queensland city campus is also interested in pursuing a partnership with NPIT. It has approached NPIT to consider arrangements for international students to attend TAFE and to feed into the second and third years of their bachelor programs.

NPIT is also looking at providing training in the Hospitality certificate I in Cookery for students training to be teachers, or for home-economics teachers in secondary schools who need the TAFE qualification to deliver the training package qualifications. Already TAFEQ and QUT have an agreement in place for teachers teaching office administration courses. However, there are few requests for this course.

Sharing resources

NPIT has also talked to QUT about the possibility of sharing corporate processes (that is, enrolments, finance and library). Presently NPIT runs the QUT student canteen and coffee shop and uses the QUT hall for graduation ceremonies.

Blended Awards

A blended award comprises a program of study which is delivered jointly by staff from both institutions. It also allows students to exit with qualifications at different stages of the program. Currently NPIT and QUT are looking at the possibility of developing a blended award in the hospitality program. One of the reasons the university is positive about such collaborations is that they do not currently run a hospitality program.

The northern corridor education precinct initiative

NPIT, and QUT (Carseldine Campus) have undertaken a study concerning the feasibility of creating an education precinct in the northern corridor region of south-east Queensland. Its aim was to develop strategies for decreasing attrition/dropout rates from all sectors, address selection issues for 'cross border' programs, increase youth employment and decrease youth unemployment in the region, and utilise information and communication technology infrastructure for the common benefit of all three sectors in the region.

The study recommended the establishment of cross-sectoral guidance networks so that students from the three sectors (that is, universities, school, and TAFE) could be assisted in finding out about the options available to them. The study also recommended that collaborative arrangements ensure that credit transfer be available to students who have completed units of competencies in school.

The benefits of inter-sectoral co-operation

The benefits for schools in being involved in inter-sectoral collaboration with NPIT relate to providing wider options for students, and access to training which will allow them to follow pathways that lead to specific vocational qualifications, and further training and employment. In addition, students will also be able to join smaller classes to ensure that they get adequate training in practical areas. For students who are at risk of leaving school, these options may also provide them with an incentive to remain at school and complete their senior certificates. The completion of a VET program in school or at TAFE, especially in a relevant industry, will also help students to obtain casual jobs even if they are bound for university.

The benefits for NPIT relate to the potential for increasing future enrolments from these sources and added revenues from fee-for-service courses. It is the institute's hope that when secondary school students have experienced NPIT programs and found these to be worthwhile, or when they have commenced a particular VET program, they are more likely to be motivated to come to NPIT to complete the qualification, or to undertake further studies.

Inter-sectoral collaboration between NPIT and universities, has benefits for students from both institutions. It allows NPIT students to articulate to higher level qualifications and to build on their practical training courses for better jobs. Such arrangements also allow university students to access practical courses to enhance their university qualifications. NPIT also derives business benefits from the contract for running the Cyber Cafe for QUT.

For all students, inter-sectoral arrangements for articulation and credit transfer provide an alternative and less expensive pathway for gaining university qualifications. Starting off a program in TAFE and moving to a degree program will reduce the amount of time required to complete the degree. In addition it will reduce the amount of HECS to be paid for a university qualification because TAFE studies do not attract HECS fees. Moreover, commencing a TAFE program which articulates into a university program represents an alternative pathway to gaining admission to university.

The obstacles to effective inter-sectoral co-operation

The major issue that NPIT seems to have with providing VET in Schools programs concerns funding—especially as it relates to SCH measures. For example, students who have undertaken VET in Schools programs, come to TAFE and receive cross-credits for components of the program they have already completed. Such students will be factored into SCH calculations even though they may not attend for the great majority of the time. This may mean that teachers have to deny places to other students even though they may have the capacity to include them in the class.

The institute has also experienced schools being ready to use TAFE as a dumping ground for students with behavioural problems. Behavioural problems are especially experienced when secondary school students attend TAFE in a class block. Another issue concerns the admission of very bright students who are below the age of 15 years, and want to access TAFE training. To allow these students to access NPIT courses, the institute must make special provisions for waiving the age requirement.

The institute is also concerned about quality issues in cases where teachers in schools do not have the industry experience to be able to prepare students for the world of work.

Since the demise of the blanket approval for credit transfer negotiated by TAFE Queensland, one of the most difficult areas for NPIT is the amount of time and resources which must be applied to conducting negotiations with separate universities for credit transfer and articulation. In addition, the institute has found that these negotiations will depend on the existence of university personnel who are willing to drive the process, and the willingness of personnel in university administration offices who are willing to consider the benefits of the process in terms of its effect on enrolments.

Concluding remarks

NPIT is sought after by schools for its expertise and facilities for training in specific vocationally specific areas. Although a strong believer in the benefits of VET programs for students of post-compulsory age, it has until recently been reluctant to increase its commitment to providing co-operative programs with schools until funding issues are resolved. Its preference, however, is for

students to attend TAFE and join pre-existing class groups. The institute has also been sought after by universities eager to establish relationships for the purposes of increasing clients for their degree programs. This has meant that NPIT has been more focussed on the development of credit transfer and articulation arrangements with universities, than developing special relationships with schools.

Although its continued relationships with universities will increase its marketability to clients at home and abroad, it is becoming increasingly important for it also to respond to the needs of local schools.

Moreton Institute of TAFE

Background information

Moreton Institute of TAFE (MIT) is the second largest TAFE institute in Queensland. It has campuses at Mount Gravatt, Bayside, Alexandra Hill, and Wynnum. It accepts almost 50 000 enrolments each year. It provides courses at all levels and offerings including personal development courses, pre-employment programs, apprenticeships and traineeships, certificate and advanced certificate courses, diplomas and advanced diplomas. It is the only institute in the metropolitan area to offer a senior studies program. At MIT's Bayside campus students can combine their senior studies with a full complement of TAFE courses leading to a TAFE qualification.

MIT has also developed an international focus. An MIT teacher is currently in Denmark negotiating study abroad places for Danish students. MIT will get its first cohort of 30 Danish students who will be accompanied by a Danish teacher to complete their Danish final exams in Australia. MIT also has arrangements in place with two Indonesian schools for students to undertake the Australian high school certificate or senior certificate. Colleges in Korea and China have also shown an interest in developing linkages with the institute.

Relationship with schools

VET in Schools programs

Apart from its involvement in providing training for school-based part-time apprentices and trainees, Moreton is involved in two types of VET in Schools programs in which it delivers training and assessment to secondary school students. First, there is the cluster program where students from different schools are bussed to the Moreton campus to access training in particular areas. To date there are about 1000 students participating in these programs on an annual basis. Second, there is the customised program in which the institute consults with individual schools or clusters of school to deliver programs requested by schools.

In the cluster program, if a school would like to send students for training in hospitality and information technology areas (currently the two most sought after areas), it will book a hospitality or technology class and the institute will provide a teacher to teach these classes. These classes are usually delivered at the Moreton campus. However, where a school has the appropriate facilities Moreton teachers will travel to the school to deliver the program.

These arrangements are also especially important for those schools only able to deliver certain components of a particular program, who need to access Moreton expertise, facilities or industry experience to deliver the remainder of the programs. There has been a tendency for schools to want specific programs like hospitality and information technology. These programs represent an important growth area for the institute.

However, it is also true that the institute is finding that the situation where government schools are requiring TAFE to deliver specific components for the full qualification is gradually changing. The uptake by schools of SAS subjects is also having an impact on the number of TAFE modules being undertaken. This is because Education Queensland has been very active in its recruitment of vocational teachers with the required industry experience, in addition to the upskilling of

existing teachers to deliver full qualifications. In response, to a decreased demand from schools which have hired these vocational teachers, the institute has increased its dealings with the non-government school sector.

Extended registration

The largest part of the provision of programs in schools is governed by extended registration whereby schools deliver Moreton qualifications with support from Moreton staff. Under these arrangements schools may deliver a component of the program and students will come to Moreton or another TAFE to complete the qualification. If an individual student joins a pre-existing class, then the student is counted in the profile hours.

In 2000, there were 181 students from schools who completed certificates I and II in various areas.

Funding of programs

Moreton uses non-profile funds (from DETIR) to quality manage and staff their programs. Schools are charged for tuition and materials. However, the money from DETIR does not cover the costs involved in providing these programs for students in schools. This is because the amount of money that can be charged is \$66.00 an hour for teacher costs. However, this does not cover all the costs involved.

In terms of the extended registration programs, schools pay a small amount to cover administration costs and additional support is charged at a nominal fee.

School-based part-time apprenticeships and traineeships

Moreton is currently involved in providing apprenticeship and traineeship training to students from 60 or so different schools. In its dealing with these programs it has found that students who undertake this training at Moreton do so for a variety of different reasons. Some students want to become apprentices or trainees because they know that they want to follow certain vocations, while others want undertake an apprenticeship or traineeship in addition to their board subjects for interest and for gaining extra qualifications. The institute has found this to be especially true for hospitality and office administration trainees.

Not all student apprentices and trainees complete their contracts. For this reason, some schools have implemented screening procedures to admit students to these programs. The institute has discovered that those students who have had work experience in the area will generally be motivated to complete the program. Moreton has supported the SAT initiative by providing RTO services as well as employing a small number of school-based trainers. In 1999 11 trainees were employed and in 2000 there were 16 trainees employed.

Senior studies program

The senior studies program at the Bayside campus originated as of the three senior colleges in Queensland administered by DETIR. As such it is funded by profile monies. The vocational program at Bayside is integrated into the general program. About 60% of its student population are undertaking some SAS subjects. The college, because of its location and attachment to the institute, is uniquely positioned to offer these options.

Students are able to undertake traineeships in office administration, horticulture, hospitality and childcare. In some cases the institute is the RTO and students access on-the-job training and employment with local companies. In other cases the college is the RTO and the employer.

Relationship with universities

Moreton has a memorandum of understanding with Griffith University regarding the articulation of the Moreton diploma in Environmental Studies to the Bachelor of Environmental Studies degree program. However, the implementation of the training package has provided some difficulties for the university. To assist the university to make decisions about credit transfer and articulation for training package qualifications, Moreton has been asked to provide graded assessment results.

The institute has also worked with teachers from Griffith to develop the Tertiary Entrance Preparation program to assist students to prepare for university entrance. In addition there are a number of advanced maths and calculus programs provided by the university to engineering students from Moreton to allow them to enrol in the Bachelor of Engineering degree. There are also other co-operative relationships with Griffith University which concern the use of facilities. Griffith is interested in making use of the Moreton call centre training simulation facilities for studies on workflow processes.

There are also articulation arrangements established with the University of Southern Queensland so that an advanced diploma will give students two years towards a three-year Bachelor of Technology degree.

Moreton has also experienced difficulties with universities in regards to the qualification of its teachers for teaching in degree courses. Although there were discussions about the possibility of TAFE teachers undertaking a tutor role and working in conjunction with a supervising lecturer this arrangement was not feasible because of the different pay scales involved for the different sectors.

The benefits of inter-sectoral co-operation

Moreton attributes the success of its inter-sectoral co-operation with schools to the co-operativeness of the Queensland BSSSS, the schooling sectors, the acceptance of the VET in Schools concept by students, parents and employers, its strong relationships with local employers and industry, the flexibility of both schools and institute staff to accommodate each other's needs, and the willingness of the institute's School-VET team to apply creativity and problem-solving to the provision of training opportunities for students.

In spite of the difficulties it finds in the viability of its involvement in VET in Schools programs, Moreton is committed to being the largest provider of VET programs for schools in Queensland and Australia. It is committed to providing training for secondary school students because it sees this involvement as an investment for the future, and providing benefits for the community and for students. There are definite transition benefits for school-based apprentices and trainees, and evidence of strong articulation of students into TAFE if they have undertaken a VET program in school. In addition the institute can target students at an early age about the benefits of life-long learning.

Moreton also acknowledges that there are social benefits for students remaining at school while completing certificates and developing skills in TAFE. The most important of these relates to the ability and experience of school to provide teenagers with educational pathways, pastoral care and a sense of belonging.

Obstacles to effective inter-sectoral co-operation

For Moreton, the major concern in the delivery of programs for schools is related to funding. Although the institute is committed to its involvement in VET in Schools programs they admit that no financial advantage is derived. Furthermore, the institute believes that the divisions

between on-profile hours and not-on profile hours are artificial. This is because if profile hours are meant to meet regional or local needs thus having restrictions on how these can be used, ignores the needs of the community the institutes serves.

Another issue concerns the ability for enterprises to use school-based apprentices and trainees as casual employees. For example the Brisbane Convention Centre signed up 47 school-based trainees from all over Brisbane in the certificate II in Hospitality Operations program. It is unwilling to enter into a further arrangement because of policy restrictions on the hiring of trainees as casual employees with irregular work hours.

Concluding remarks

Moreton is committed to the delivery of VET programs for secondary school students, developing international markets and creating pathways to degree qualifications for its graduates. Although it concedes that it does not make a profit from providing training for secondary schools, Moreton has no problem with the concept of using profile dollars to provide TAFE programs for students whatever their origins.

The Tropical North Queensland Institute of TAFE

Background information

Tropical North Queensland Institute of TAFE (TNQIT) aims to provide clients with 'skills for tomorrow's world' by providing leadership in the delivery of innovative quality training and in the development of instructional design. It is focussed on providing clients with 'employment ready skills through ... flexible and ... innovative training options'. Because the institute sees itself as an 'integral part of the tropical North Queensland community', its training programs are linked to the 'economic and community development priorities of the region' (TNQIT Annual report 2000).

TNQIT comprises four college campuses—Cairns, Johnstone, Tablelands, and Torres Strait, with the Cairns College responsible for 80% of all delivery, and providing the major support services to other campuses. Johnstone College has campuses in Innisfail and Tully and services the needs of a rural community by providing programs in rural and horticulture, aquaculture, fashion and justice studies. Tablelands College has campuses in Atherton, Mareeba and Mossman and runs programs in rural and horticulture, and tourism and hospitality (to cater for Port Douglas and Mossman areas). TNQIT also has the second largest or largest Indigenous student population across the nation with the potential to increase in the future. Indigenous studies programs are also delivered at Mossman Gorge and in Mareeba. Video-conferencing and other communication technology facilities are used to deliver programs to small groups of students in different areas. Torres Strait College consists of campuses at Thursday Island and Bamaga. The Bamaga campus also services a number of separate Indigenous communities in the Northern Peninsula Area.

In 1999 the institute's Indigenous Studies Unit won the Nagi Binanga Award; a TNQIT student won the Aboriginal and Torres Strait Islander Student of the Year award. In 2000 the TNQIT was a finalist in the Queensland Training Provider of the Year category; a TNQIT student was awarded both the Queensland Apprentice of the Year Award and the Australian National Apprentice of the Year award.

Training provision

TNQIT has a student population of about 16 000 students and apart from its regular programs also conducts adult and community education programs and fee-for-service courses. Its open entry enrolment policy allows students to enter and exit programs as they please. Although this policy suits the needs of TNQIT clients, the institute believes that it makes it more difficult to track students. Because students generally enrol in modules on a needs basis, the institute is looking at trend analysis measures to get a better idea of how they are travelling towards their targets.

Recently the institute has noticed a significant shift in the way that priorities are managed, with 70% of local negotiations taking place within the priority framework for the region.

Inter-sectoral arrangements

TNQIT is focussed on providing training for all clients whether they be from the university, TAFE or school sectors, and has received and initiated requests from schools and universities to form partnerships for the delivery of training.

School-based apprenticeships and traineeships

TNQIT has appointed a 'TAFE-sec' officer to manage the on-the-job and off-the-job programs for school-based apprentices and trainees and to co-ordinate the VET in Schools programs under what was formerly called the 'co-operative' program. In 2000 there were about 83 apprentices and trainees across 26 schools serviced by this officer. However, if smaller P-10 schools are also considered the TAFE-sec officer interacts with about 32 schools.

Small groups of students are enrolled in VET in Schools programs in the Aboriginal communities (for example, 12 students are enrolled in hospitality programs at Normanton, 10 are enrolled in the same program in Aurukun and seven are enrolled in engineering. In Weipa North four out of the seven students received apprenticeships.

The Technology Faculty at TNQIT caters for small numbers of school-based part-time apprentices in electrical, boilermaking, fitting and turning, marine and automotive areas. However, these numbers fluctuate according to the employment situation in these industry sectors. The technology program also caters for pre-vocational apprentices.

TNQIT also has arrangements in place for students to access parts of the Indigenous studies program. However, the experience with ATSI students in part-time school-based apprenticeships and traineeships is limited because few ATSI students are entering these apprenticeship arrangements.

Other VET in Schools programs

TNQIT also has relationships with Mareeba High School for the delivery of information technology and business programs. However, it is felt that there may be other schools who are also interested in participating in programs, and waiting to evaluate the success these arrangements before they commit themselves to similar programs. In general, schools are attracted to such co-operative arrangements because the institute is able to offer school students higher level skills.

Cairns State High School

Cairns State High School is registered to provide vocational education and training for its students through the Board of Senior Secondary School Studies—registered SAS subjects. Its relationship with TNQIT is limited to those areas where the school does not have the facilities or expertise to run programs in-house. It has established a four-day timetable which allows all students to undertake home study, work experience or workplacements, and a three-day timetable for students in school-based part-time apprenticeships and traineeships. Students in VET programs may also access workplacements through the Vocational Partnerships group.

The school has 27 students in school-based part-time apprenticeships and traineeships in a variety of areas. These students will undertake their off-the-job training at TNQIT. Because these students will have individual training agreements students are able to factor in their weekend work into the agreement.

Relationships with Universities

TNQIT has a variety of inter-sectoral arrangements with universities. The institute has a representative on the JCU–TAFE Management Liaison Committee. Comprising representatives from James Cook University, TNQIT, Mt Isa TAFE, Central Queensland Institute of TAFE and Barrier Reef Institute of TAFE, this committee has been formed to develop positive inter-sectoral relationships, and increase communication and understanding of local educational issues. These formal arrangements can also help institutions to avoid ‘getting on each other’s turf’ even though there have been cases where encroachment of territory has been unavoidable.

JCU has developed a comprehensive guide for making decisions about credit transfer and learning pathways between the university, the VET sector and other tertiary education providers. This guide provides information on credit transfer, how to apply for credit transfer and the credit transfer arrangements that are already in place. With the introduction of training package qualifications in the VET system and the variability of curriculum offerings for similar qualifications across the TAFE sector, all the issues relating to credit transfer and articulation for the new qualifications are still being determined.

Bachelor of Education programs

TNQIT, JCU and Education Queensland have signed a memorandum of understanding to deliver the Teacher Education Program (known as RATEP). This relates to articulation arrangements for those who have attained certificate III in Teacher Education to move into the Bachelor of Education (primary teaching) program. Students who complete the diploma will get 1.5 years credit towards their four-year bachelor of education degree programs.

The RATEP Management Committee is comprised of representatives from TNQIT, James Cook University, Education Queensland, the Ministerial Advisory Council on Aboriginal and Torres Strait Islander Education, and the Torres Strait Island Regional Education Consultative Committee.

The RATEP program is the first Australian teacher education to integrate offerings from university and TAFE sectors. It is mainly undertaken off-campus by teacher aides, and teacher assistants who want to become fully qualified teachers. A component of the program requires students to go to James Cook University at Townsville for residential programs and field-work. The program enables those who complete the B.Ed to be eligible for teacher registration, and this will allow them to teach anywhere in Queensland and throughout Australia. A total of 72 qualified teachers, comprising a quarter of Queensland’s indigenous teachers, have graduated from the RATEP program with most schools in the Torres Strait staffed by RATEP graduates.

An executive development program for those graduates who want to upgrade to secondary teaching, senior management and principal positions has also been developed.

Health

TNQIT has also signed a Memorandum of Understanding with the University of Queensland to deliver a joint degree in Bachelor of Applied Science (Indigenous Worker). This means that the University and TNQIT will work together to deliver the program, and that students who have completed TAFE Indigenous health worker programs will get 1.5 years’ credit towards their degrees.

Visual Arts

There are articulation arrangements in place for students who complete their advanced diploma in visual arts at TNQIT to obtain advanced standing of one year in the Bachelor of Contemporary Indigenous Visual Arts program from Griffith University. In addition, staff from

Griffith University are represented on TNQIT's curriculum development committee. This enables staff to discuss the development of direct linkages and dove-tailing between the modules in the advanced diploma and the degree program. Advanced standing for this program is also available from James Cook University.

Business

In the past, the TNQIT business faculty adhered to the systemic articulation arrangements with universities originally established by TAFE Queensland. Today there is a tendency among universities to deal separately with TAFE institutes. As a result there is a perception that universities in Brisbane prefer to set up articulation arrangements with TAFEs in the Brisbane area, and universities in regional areas prefer to set up articulation arrangements with TAFEs in their local areas. In the past TNQIT had credit transfer arrangements with JCU based on curriculum used in the business studies program. With the advent of training packages TNQIT has had to work hard to encourage the university to accept training package qualifications.

TNQIT also has collaborative arrangements set up with the Queensland, and Northern Territory Multi-Media Centre (QANTM), a private RTO which delivers multi-media training to deliver short fee-for-service courses in the Smithfield district.

Hospitality management

The Integrated Bachelor of Hospitality Management degree, offered by TNQIT (Cairns) and James Cook University represents another joint TAFE-JCU arrangement. The faculty head of Business at JCU, with previous experience in running successful TAFE-University hotel management programs on the Gold Coast, and connections with the Southbank Institute's College of Tourism and Hospitality (COTAH), has been especially instrumental in setting up this program. The state-of-the-art hospitality facilities at TNQIT was another deciding factor. Although the model has been established in conjunction with TNQIT the university sees no reason why the model cannot also be used in conjunction with other private registered training providers.

In this joint degree course TNQIT and JCU teachers have responsibility for teaching practical and academic components throughout the three year program, with each institution contributing to required resources. In the Year 1 students will undertake certificate III & certificate IV units in beverage and accommodation services at TAFE, and undertake some units of study (bachelor units) at the university. In year 2 they will undertake the diploma, additional certificate III units and bachelor units. In year 3 they will undertake elective hospitality units and bachelor units. This will then lead to the Bachelor of Hospitality Management degree. There is also an optional honours year for students to undertake a major research project in a key area of hospitality of their choice. Students who achieve a first or second class honours degree will then be eligible to continue to the Ph.D program. The aim of this total package is to give students skills and knowledge that will make them immediately employable upon graduation.

The program is already in operation. The first intake in 2001 comprises 20 students, four of which are international students.

Rural and Horticultural Studies

Johnstone College provides opportunities for James Cook University to use its rural and horticultural studies facilities for research. There is a collaborative arrangement between the Shire, the university and TNQIT to access additional funding from the priority funding areas by joint tendering for research projects.

Benefits for both JCU and TNQIT are derived from such co-operation. The university has access to physical resources for research, and TNQIT staff have the opportunity to develop some research expertise.

Innovative partnerships

Co-operation for export markets

There is a tendency among regional educators to believe that competition between institutions for client markets in a regional area does not help any of the education and training sectors in the region. For this reason there has been a concerted attempt in the tropical north to arrive at regional solutions for increasing export markets and developing a community learning environment. TNQIT is committed to co-operating with the local university in developing export markets. The institute believes that benefits for all educational sectors would be derived if a single package which combined English language programs, vocational programs and university offerings were promoted in export markets.

Bentley Park Senior College

Bentley Park College has been recently established to provide secondary school education for students in the Edmonton area. Presently it caters for Years 8, 9 and 10. In the next two years it will have Year 11, and 12 components.

The further development of Bentley Park College to incorporate a senior school component will see a renewed focus on meeting the needs of the community. The intention is to set up a facility whereby the community can access university and TAFE level programs in addition to manual and technical arts, library, and swimming pool facilities. The senior part of the college will be devoted to promoting the development of a community learning environment. Here industry, community and education sectors will combine to help in the further development of the regional area.

Because Bentley Park Senior College is a greenfield site with few historical constraints, it involve all sectors in the planning, scheduling and running of programs, with teachers from each sector engaged in the joint teaching activities. Although the aim is to have teachers engaged in the joint delivery of programs, there is not the intention to share administrative resources. Innovative ways of scheduling programs so that full-time students, and part-time and full-time workers can access training are also on the drawing board.

Training of teachers and health workers across state borders

In the past the Faculty of Indigenous Studies at TNQIT has been involved in collaborative arrangements with Western Australia for the delivery of teacher training in the Pilbara region, and health worker training in the Kimberley region. In addition, students completing the teacher training program under these arrangements were able to articulate to courses provided by Notre Dame University in Broome.

In spite of the success of both programs, and the fact the TNQIT was the only institution across the country to offer such programs, the institute experienced difficulties in continuing its involvement in Western Australia because State boundary concerns. That is, there were issues about the legitimacy of using Queensland funds for the delivery of training to other States.

Establishing TAFE on Thursday Island

TNQIT is also holding discussion with the University of Queensland to share infrastructure on Thursday Island in a bid to share resources in small locations. There is also an attempt to include a TAFE presence in small communities which have a primary school facility, but no secondary school facility.

Sharing resources with Learning Network (QLD)

TNQIT also shares accommodation at Atherton and Cairns with the Learning Network (QLD) organisation. Joint programs are delivered for working women's groups. In addition, students taking university courses are able to come to a central location to access resources for their studies.

Membership of uniTAFE Research Group of Northern Queensland

TNQIT is a member of the uniTAFE Research Group of North Queensland which was established by the JCU-TAFE Liaison Management Committee. The group comprises TNQIT, the Barrier Reef Institute of TAFE, the Mt Isa Institute of TAFE, the Central Queensland Institute of TAFE, and James Cook University. The partnership was formed to develop research expertise in VET across all five organisations. UniTAFE is a member of the Centre for Research and Learning in Regional Australia based at the University of Tasmania.

The benefits of inter-sectoral co-operation

TNQIT attributes the success of inter-sectoral initiatives to the commitment of people at high levels to overcome bureaucratic red-tape, strong community and industry involvement, personal relationships between key players in each sector, and a focus on creating pathways for learners at all levels.

The benefits for regional TAFE institutes like TNQIT to engage in co-operative arrangements with institutions from other sectors are generally concerned with opening up the pathways into higher education for its students and attracting secondary school students to come to TAFE. By working with universities it will open up pathways for its students, thereby further increasing its own attractiveness to students as a viable place to undertake training. By working with schools to deliver training TNQIT can establish a feeder system for its own programs.

TNQIT is also well aware of the benefits of inter-sectoral co-operation for regional areas where educational institutions are important features of community life. It is committed to doing what it can to further the economic and social well-being of the region and community.

Obstacles to effective inter-sectoral co-operation

There are, however, a number of obstacles to the smooth operation of inter-sectoral partnerships and alliances. These concerns relate to issues of funding, training packages, credit transfer and articulation, varied levels of enthusiasm, relocation of students to access training, time-tabling difficulties, and industrial relations and resource issues.

Funding issues

It is generally felt that the current funding arrangements in which there is a separation of funds according to TAFE and school sector sources provides problems for the delivery of joint programs for school students. This is because state funding for post-compulsory education (profile funds) cannot be used to fund high school students until after they have completed Year

10. However, this funding can only be used for these students if they come to the TAFE outside school hours. If the TAFE accepts students in school hours there is a concern that schools may be subject to accusations of double dipping.

Some faculties have overcome this problem. For example, TNQIT accepts part-time students in the engineering program. The school delivers the computer component of the program and pays for this out of its school funds. NTQIT delivers the rest of the program and the qualifications. These components are paid for out of TAFE funds.

Varied levels of enthusiasm for co-operation

There is a general concern that the success of inter-sectoral arrangements is based on the continuing enthusiasm and presence of individuals who are particularly enthusiastic about establishing the relationships. For example, enthusiastic people will be a driving force for setting up and maintaining collaborative arrangements; less enthusiastic people may put obstacles in the way of setting up these arrangements. For example, the director of TNQIT is committed to co-operation with other sectors and especially the school sector to improve the options available to regional clients. The principal of Bentley Park Senior College is also highly motivated to see that the school does its best for the regional community. However, problems have been experienced with the delivery of programs for communities in the north of Cairns. The vocational co-ordinator for these programs (not attached to the TAFE sector) has had to set up arrangements with TNQIT to access programs for students, because another TAFE with a campus in the area, has consistently blocked any attempts to set up co-operative arrangements for the training of local students.

There are also varied levels of enthusiasm between and within university faculties to deal with the whole issue of credit transfer and articulation, with those from larger faculties being less enthusiastic about setting up collaborative relationships with TAFE institutes for the purpose credit transfer and articulation.

Problems for disadvantaged ATSI groups

Although secondary students may access NTQIT programs through the TAFE-sec officer there are difficulties experienced in Aboriginal communities where students do not have access to secondary schooling, and where students are choosing not to leave the communities to access secondary schooling in boarding schools. Because students may not legally attend TAFE until they are 15 years of age, students who are between the ages of 12 and 15 and live in communities lacking post-primary schools have no where to go. This situation is placing pressure on TNQIT to offer programs for students under the age of 15 years who have completed their primary schooling, and have not entered secondary schooling. However, present regulations concerning age restrictions prevent TNQIT from being able to provide much needed programs for this group.

It is felt that parents in these communities do want secondary schooling for their children. Parents are aware of the success of the health worker training, and teacher education programs and want access to secondary school training for their children so that they too could be eligible for undertaking such programs. In addition, a large number of Aboriginal children leave school at 15 years which means that they are unable to access part-time school-based apprenticeships. When they do come to TAFE at 16 years then there is a lot of catching up to do in terms of literacy and numeracy.

In the past, an alternative school program available through Centacare, was established to deal with this problem but this program did not continue because of lack of funding.

In Cooktown TNQIT is currently pursuing plans to allow students to access work and part-time training in Year 8. A small survey of 15 ATSI students indicated that 11 of them would have left school if they had not been in part-time training. Discussions have been conducted with the Education Queensland with positive results. The department has been found to be receptive to the idea of opening up alternative pathways for these students.

Credit transfer and articulation issues

Although the management of JCU is especially committed to establishing inter-sectoral alliances with TAFE institutes and with TNQIT, there are varied levels of enthusiasm for inter-sectoral co-operation with regard to credit transfer between and within JCU faculties. To date the Business Faculty which delivers the Bachelor of Hospitality Management and the Bachelor of Business (Travel) degrees, has shown the greatest interest in continuing inter-sectoral partnerships with TNQIT. There are also good arrangements in place for programs in visual arts.

The Information Technology faculty, however, does not seem to be too interested in pursuing linkages. This may be due to the instability of its teaching force, with many IT staff coming to teach programs on a casual basis. Some of the other faculty areas (especially the larger departments who have an adequate supply of students) are not keen to create these connections.

However, it must be also be understood that requests for credit transfer for students who have completed TAFE programs are not numerous. Of the 100 or so TAFE students who come to James Cook University there are only a few who are involved in negotiating credit transfer.

Training packages

The implementation of training packages has introduced added complexities to the types of credit transfer and articulation arrangements that have been possible. Although JCU wants to integrate 'credit transfer' arrangements with the new training package qualifications, the university has had some difficulties in keeping track of all the changes. As a result it has decided that from now on 'credit transfer' arrangements will be negotiated with each specific area.

There are particular issues associated with this devolution of decision-making which provide obstacles to the smooth operation of inter-sectoral arrangements for credit transfer. In most cases the academic advisor in each faculty has responsibility for making such decisions. This means that this individual must also collect the appropriate information for making these decisions. Because few university teachers (including academic advisors) enjoy investigating issues related to credit transfer, there is an inclination among academic advisors not to place a high priority to this task and to often allocate the job to somebody else. This then introduces delay and hinders the development of systematic policies for articulation and credit transfer.

Apart from general issues related to the time it takes to collect appropriate information for decision-making about credit transfer, there is also a nervousness among university teachers about other credit transfer issues. This nervousness is sometimes based on past experiences with students who have been given credit transfer for past courses and have subsequently failed to measure up to the expectations of the university. Because, training packages allow each institute to apply its own learning resources for the delivery of training package competencies and qualifications, there is uncertainty among teachers of what students have studied and what they know. University teachers also feel wary about giving credit when they do not know the curriculum and do not understand the setting in which this is delivered.

Although issues of uncertainty regarding content covered by students in past courses may just as well apply to students requesting credit transfer for courses undertaken at other universities, it is felt that the university better understands the settings from which these students have come. The accreditation of university courses, especially those for the preparation of professionals

(accountants, dentists, doctors, lawyers, engineers), provides the university with another mechanism for judging the quality of the prior learning.

Philosophical differences

Apart from issues of uncertainty related to what students do or do not know, there are also philosophical concerns which stand in the way of some faculties accepting for credit transfer the courses undertaken at TAFE. For example, the Faculty of Nursing has different views on the curriculum appropriate for nurses, with teachers from this faculty believing that students should have a break from training prior to enrolling in a the university course. There is also uncertainty about whether students will have the skills and knowledge to be able to move from the TAFE course which is mainly for enrolled nurses to the university course which is mainly for registered nurses.

Promotional gimmicks

JCU regularly receives often requests for credit transfer arrangements from training providers all over the country and especially from some providers who are interested in using the fact that they have established links with JCU as part of their marketing and promotion strategies. Although the university examines each request on its merits, it has derived few benefits in terms of student enrolments from providers who have asked for such arrangements.

Industrial relations and resource issues

There are also issues related to differences in industrial relations and resourcing issues to be considered when school and TAFE sectors want to engage in co-operative training ventures. So far the major constraints encountered by TNQIT and Bentley Park Senior College in developing a joint program relate to union issues with staffing. There is little room for the college to use its staffing allocation to provide teaching across sectors. In addition, if it wished to use teachers from the TAFE college, they would need to be registered or have provisional registration.

Integrating TAFE and high school timetables

From the point of view of the high school, one of the major constraints for students to access TNQIT for training in areas not available at the school, is the difficulty of integrating offerings at TAFE with the high school time-table. However, the school already has in place arrangements for two students to undertake the first year of engineering studies while they are still at school. The principal believes that similar arrangements could be further investigated with TNQIT.

Relocating students to access training

There are some instances where NTQIT Aboriginal students in the communities would like to complete university programs without having to re-locate to the cities. For NTQIT this means finding universities who will be willing and able to pursue appropriate and flexible delivery methodologies to allow students to stay at home for the greater part of their training.

Concluding remarks

TNQIT is committed to pursuing inter-sectoral partnerships with schools and universities. To this end it has established collaborative relationships with James Cook University, the University of Queensland and schools in the local region. However, issues of who pays for the TAFE training when secondary school students attend TAFE, and credit transfer and articulation arrangements for training package qualifications are still to be resolved.

Cooloola Sunshine Institute of TAFE

Background Information

Cooloola Sunshine Institute of TAFE (CSIT) is situated on the Sunshine Coast north of Brisbane. It comprises six main centres: Nambour, Gympie, Maroochydoore, Mooloolaba, Cooroy, Caloundra. The institute is the largest provider of vocational education and training in the region and is 'seriously committed to developing the professional and technical skills that will give the Sunshine Coast a competitive edge'. It caters for a student population of about 15 500 and is the largest provider of school-based traineeship training in the State. It has a variety of informal agreements with universities and local schools and provides training programs and consultancy services in the South-west Pacific region.

Relationship with schools

The institute provides training and access to its facilities for a variety of secondary schools and is involved in the training of school-based apprentices and trainees from 33 school centres. In 1999 it was the fourth largest institute provider of traineeships; in 2001 it has become the largest institute provider of traineeships. It caters for about 380 trainees over 33 schools.

However, secondary schools in the area have varying needs for TAFE programs. For example Mountain Creek will use CSIT for its hospitality program because a CSIT campus is within walking distance of the school. Maroochydoore will not use TAFE for hospitality courses. Although St. John's school has upgraded its facilities to be able to run certificate programs it is still interested in using CSIT staff to deliver its training. Schools which have invested a large amount of effort into the VET in Schools programs (for example, Beerwah, Cooloolum) have implemented a four-day timetable to help accommodate trainees and to allow students to attend TAFE.

VET in Schools programs

As well as providing training for trainees via user choice funding, the institute also provides courses on a fee-for-service basis for students in Years 11 and 12 who do not want to become apprentices or trainees but want to take advantage of hospitality training, for example, the one-week bar and service course. This course is in high demand because students want to use the qualifications to help them obtain casual jobs in the local tourism and hospitality industry, which is a special feature of the Sunshine Coast.

The institute is also involved with hospitality training for students from 11 local schools. The core theory units for certificate programs may be delivered by school teachers at school, or by TAFE teachers at TAFE.

In 1999 CSIT was also involved with a local cluster of Sunshine Coast high schools to provide training in restaurant services and kitchen operations for disabled special education students. This course was negotiated by Mountain Creek High School.

CSIT TAFE goes out of its way to work with student counsellors to inform them of what is happening at TAFE and how this can affect students' QTAC scores.

Beerwah State High School

CSIT has a strong and positive relationship with Beerwah State High, a local school with a commitment to providing VET programs for all its students. It represents the main RTO used by the school for the delivery of its training programs. Because the school is also keen to discuss its strategic plans for VET training with representatives from the institute and local group training companies, a representative from CSIT sits on the management committee (Vocational Education Reference Group). This group meets once a term to provide feedback on programs, and to identify any areas of concern.

In the past there have been issues concerning the ability of the institute to meet the demands of the school in terms of completing all off-the-job training components for trainees at the end of the school year. Today the institute is doing its best to structure its programs to meet this need.

Because there are transport problems in getting students to CSIT, Beerwah State High School has been investigating the possibility of becoming a hinterland campus of CSIT with teachers from CSIT providing the staff to teach programs in hospitality, engineering, performing arts, business and computing studies. The school would provide, upgrade and maintain the facilities.

Mountain Creek State High School

The institute also enjoys a positive relationship with Mountain Creek State High School. It provides training for students who are undertaking certificate programs in hospitality, computer studies, and furnishing and competencies in literacy and numeracy. It is also involved in developing the training programs for students who are undertaking school-based part-time apprenticeships and traineeships in business office administration, hospitality, sport and recreation, retail, engineering, furnishing, information technology, and automotive.

The relationship with Mountain Creek is especially well-developed in the hospitality area and CSIT works in partnership with the school to provide training to certificates 1 and II levels. The school provides some of the components of the training for these two certificates but because teaching staff lack the required five years' industry experience to deliver the qualification it has to depend on CSIT to provide the full qualification. In addition, bar service courses provided by the institute are especially popular, and student trainees are able to complete a certificate II qualification midway through their Year 12 studies. The certificate II is provided by CSIT and a fee is negotiated with the school for this course. Students attend either the Nambour or Mountain Creek centre.

In the main, the school provides the certificate I program. However, the hospitality representative from CSIT will visit the school at least twice per year to see which components have not been covered, and to identify any remaining gaps that have to be filled by the TAFE.

The existence of a CSIT centre at Mountain Creek, the availability of appropriate facilities, and the positive relationship with CSIT have been the driving forces for providing Mountain Creek students with access to the hospitality program. This is also the case with engineering manufacturing which is offered at the Nambour campus of the institute.

Maroochydore State High School

CSIT has very few linkages with Maroochydore State High School with respect to the formal delivery of the SAS subjects. However, teachers from CSIT are invited as guest lecturers for programs delivered by the school. In part, the relationship with the school has been adversely

affected by the perception of inadequate client service and non-competitive pricing policy for the delivery of programs in some areas. In addition, hospitality teachers have experienced frustration with college and industry requirements for 5 years' industry experience for teachers in schools to deliver the training. Although CSIT has a campus at Mooloolaba, the school is also reluctant to send students here because of what it perceives as transport difficulties.

However, Maroochydore students who undertake traineeships in carpentry, motor mechanics, and retail attend the local CSIT TAFE for their off-the-job training if it is selected by their employers.

Relationships with universities

Although CSIT has no specific formal agreements in place with universities for credit transfer or articulation it does have informal or loose agreements or understandings regarding these two areas with the University of the Sunshine Coast, Griffith University, University of Southern Queensland and Queensland University of Technology.

Training packages

Prior to the advent of training packages the institute operated under the blanket negotiations for credit transfer and articulation undertaken by TAFE Queensland on the behalf of TAFE institutes. This generally meant that TAFE diplomas in the same field would receive credit of about one year off a three-year degree. However, the introduction of training packages means that the institute needs to negotiate new transfer arrangements individually with universities.

Business and information technology

CSIT has informal agreements with Griffith University, the University of Southern Queensland, University of the Sunshine Coast, and Queensland University of Technology, with regard to credit transfer for the Diploma of Business. The completion of a CSIT Diploma of Business will give students 12 months advanced standing in a three-year commerce degree in the same area. The same is true for accounting and international business degrees. As previously indicated implementation of the training package, however, has changed these arrangements.

Credit transfer for the Diploma of Information Technology is based on an agreement originally set up by Southbank TAFE and QUT which awarded 8 points for the completion of a diploma. The university provided similar recognition for accredited courses with the same content provided by registered TAFE providers.

Community services

There is also an agreement with the University of the Sunshine Coast, University of Southern Queensland, Griffith, QUT, and University of Queensland regarding credit transfer for the Diploma of Community Services. The completion of a diploma will provide 8 points towards a 24 point degree, and 6 points towards a degree if the diploma has not been completed. Because the USC community development program was a new course, and because CSIT had established contacts in the region for work experience, a USC bilateral arrangement with CSIT was established for CSIT faculty to locate placements and provide supervision for work experience for USC students.

Architectural draughting

There is a statewide agreement for architectural draughting with QUT and the University of Queensland. This agreement has become the standard for credit transfer decisions at QUT.

Hospitality

Students who complete the Diploma of Hospitality Management and go on to a degree in business or hospitality management will be provided with credit transfer for the communication and computer studies they have already completed. Generally, the completion of a full diploma will give students 12 months advanced standing in their degree program in the same field.

Justice studies

Students who complete the CSIT justice studies program will either go on to Griffith University, the Queensland University of Technology or the police force. They will also receive 12 months advanced standing for the completion of their degree programs.

Tertiary entrance preparation

CSIT also has informal agreements in place with USC with regard to articulation for students who complete the institute's tertiary preparation program. Students who complete this program have automatic entry to any USC programs including law or arts degrees.

International students

In the past, international students requiring English language training prior to commencing their university studies, went to USC to undertake the ELICOS (English language intensive course for overseas students) program. If they wanted a vocational outcome and had minimal language skills they would attend CSIT. Now that CSIT also obtained its ELICOS licence students can come directly to CSIT.

The difficulty of evaluating 'J' results

In Queensland TAFE students who are judged to have achieved competency in a particular program are awarded a 'J' result. CSIT has found that universities are concerned about whether or not a 'J' (competence achieved) from one institute equates to a 'J' from another, and whether or not these results are derived from identical course content. However, at this stage CSIT has found that universities with which it has established relations are generally prepared to recognise diploma programs unless they feel that standards have been lowered in some way.

Future directions

Further linkages with USC or other universities will be based on the particular subject areas in which CSIT and USC want to establish bilateral arrangements. For example, CSIT is looking at further developing its linkages with USC in terms of joint degree programs in business and/or information technology. In these cases it may be cheaper for USC students to undertake 'application' courses at the TAFE and then go on to the university to undertake the remainder of their IT degrees. In addition it is considering tailoring requirements for the TAFE diploma program in business to the needs of those who will want to go to university, or those who want to go into employment.

There may also be opportunities for collaboration with USC in offering a dual diploma/degree award in community development area especially with regard to Child-care studies. This would allow students to access subjects from both institutions.

The institute is also looking at the possibility of combining with USC to deliver a joint diploma/degree program in the areas of 'elite' sports and fitness. Presently CSIT runs a sports training program, and USC runs a course in sport and exercise science. Discussions have been held about the possibility of taking out the basic skills from the sports training program, and concentrating on certificate IV, and leaving the diploma level training to the university. CSIT recognises the fact that it may not have the physical resources to be able to offer certain components of the program. However, it is still interested in developing a nested program where parts of the diploma and degree are delivered at both institutions.

Innovative programs

The Education Cluster

CSIT is also involved in the Education Cluster which is sponsored by the Sunshine Coast Business Development Corporation. The association comprises private (Catholic) schools, TAFE, private providers, USC and government high schools in the Sunshine Coast. Its main focus is on the generation of jobs in tourism and education.

As well as promoting the Sunshine Coast education 'industry', the cluster also conducts the Regional Education Innovation Awards program. At present a sub-committee made up of all stakeholders is developing the regional innovation Awards ceremony for innovations from teachers ranging from pre-school teachers to university lecturers.

Institutions and schools have also combined to market educational opportunities for overseas students. This year they are planning to invite about 200 or so educators to a workshop to discuss the strategic plan for internationalisation of education.

The benefits of inter-sectoral co-operation

Representatives from schools, CSIT and USC all agree that inter-sectoral co-operation between educational institutions in the Sunshine Coast region provides benefits for students and for the region. VET in Schools programs provide opportunities for all students to prepare for and experience the world of work. It broadens students horizons by providing them with a variety of options for learning about the careers which might be suitable for them or in which they were interested. In addition, where the TAFE institute is responsible for delivering the programs, students can experience studying in a post-compulsory institution while remaining part of a school group. This helps them to complete a full certificate qualification.

There was also agreement about the benefits of regional initiatives like the education cluster. It was felt that this group has enormous opportunities for institutions and schools in the area to complement what each is doing and to minimise any conflicts.

In view of the increased incidence of universities external to the region, or based in urban areas, becoming more aggressive in marketing themselves as regional universities, it was considered important, especially by USC, that small institutions collaborate with other local institutions in order to satisfy mutual interests and maintain viability.

Obstacles to effective inter-sectoral collaboration

Although the institute acknowledges the advantages for students accessing vocational skills and qualifications while still in school, it is of the opinion that quality assurance mechanisms need to be established to ensure that schools are indeed capable of delivering higher level qualifications. In addition, different human resource requirements for teachers from secondary schools and teachers from TAFE were perceived to affect the smooth operation of joint programs delivered by TAFE and teachers from secondary schools.

Transport issues for schools

Schools in the Sunshine Coast area are especially concerned about the distance of schools from CSIT campuses. These distances affect the willingness of schools to access CSIT for VET programs even if this meant better options for students.

Industry experience requirements for teachers

CSIT is also concerned about the quality of training being delivered in schools, and supports the requirement for teachers to have five years of industry experience if they are to be able to offer full qualifications. The enthusiasm of teachers from secondary schools for being involved with CSIT is diminished by the TAFE's insistence that teachers have five years' industry experience before being able to deliver the full qualification. One high school teacher reported having to gain employment in a kitchen so that she could show the institute that she had the industry experience to deliver the training. This teacher has decided to access the services of a private registered training organisation.

Funding issues

Another concern for schools relates to who pays for the training of secondary school students when TAFE delivers the training. If students do not attend TAFE on profile hours the costs of courses may be prohibitive.

Concluding remarks

In the main, CSIT enjoys positive relationships with local schools, and is the largest provider of school-based apprenticeships and traineeships in the State. However, the question of who pays for the training and the cost of courses are continual issues that need to be resolved. CSIT has developed successful collaborative arrangements for negotiating credit transfer and articulation with universities like USC, Griffith, QUT University of the Southern Queensland, and University of Central Queensland. The advent of training packages means that these decisions may have to be renegotiated.

Southbank Institute of TAFE

Background information

Southbank Institute of TAFE is the largest provider of vocational education and training in Queensland, with about 60% of its provision in the diploma level market. At Southbank students can undertake the following programs:

- ❖ applied science
- ❖ arts
- ❖ beauty and natural therapies
- ❖ business
- ❖ community and human services
- ❖ design and publishing
- ❖ food technology and preparation
- ❖ health
- ❖ hospitality and tourism
- ❖ information management and technology
- ❖ justice studies
- ❖ sports fitness aquatics and recreation
- ❖ technical trades and services
- ❖ workplace training and development
- ❖ studies for Indigenous Australians
- ❖ studies for international students

Collaborative arrangements with schools

Southbank has arrangements to provide training for 120 schools (government and non-government) with about a quarter of these are operative at any one time. Currently there are students from 35 schools accessing Southbank programs. About 150 students per semester come to Southbank to access courses. Southbank's involvement in the training of school-based part-time apprentices and trainees is minimal.

Hospitality

Although courses requested by schools cover the range of programs offered at the institute, the heaviest demand is for hospitality courses at the AQF Certificates I and II. About 12 or 18 schools in the Brisbane area send students for hospitality training to Southbank.

The main reasons for schools sending students to TAFE for hospitality training are to access the commercial kitchens and other facilities. Students come to Southbank in cohorts with schools pooling student numbers to make up a viable class group.

School-based part-time apprentices and trainees, however, join existing classes. Teachers find it more difficult to work with these integrated classes, as apprentices and trainees from schools are generally found to be lagging behind apprentices and trainees with full-time jobs in the industry.

In the past, Southbank has been involved in partnerships with Toowong College, and up until very recently students who were undertaking Certificate I and II in Hospitality would gain their basic practical skills at Toowong. They would then spend time at Southbank's College of Tourism and Hospitality to gain skills in a commercial kitchen and be involved in restaurant service. However, the school has suspended these arrangements because of issues related to the cost of fees. Toowong has recruited its own chef, and has upgraded its home economics department to a commercial kitchen and established its own restaurant. This means that students no longer have to attend TAFE for the Certificate I or II in Hospitality.

There are also co-operative links with Somerville House, a non-government secondary school and Brisbane State High School. However, the ability for Southbank to meet school needs seems to be limited in terms of funding. In 2000 funding issues affected the institute's ability to meet the high demand for food and beverage courses from government and non-government schools.

Technology, engineering, jewellery and library technicians

This faculty is currently providing training in these areas for 20 schools in after-school time slots. This means that profile hours can be used to subsidise student fees. The value for Southbank being involved in providing these programs for secondary school students is that once students have undertaken these programs many come back to Southbank to do a pre-vocational program. Of these about 85–90% are placed in jobs.

Although there are faculties who prefer school students in separate class groups, the technology faculty tends to prefer having secondary school students including school-based part-time trainees, integrated into existing classes. This is because in the case of IT students they are generally using on-line facilities. In addition teachers in other areas have not experienced any difficulties in having school-based apprentices and trainees in classes with full-time apprentices and trainees from industry.

Community and health sciences

The assumption that secondary school students who complete a program in the Department of Children's Services will eventually feed into regular TAFE programs after secondary schooling is one of the major drivers of the department's VET in Schools program. Other drivers are the availability of facilities and teacher expertise. Although the school is committed to providing this type of training for secondary school students, such programs are found to have their own particular difficulties. First, the programs are not cost-effective, and secondly there are social and behavioural problems to be resolved. For example, the minimum age for working in the children's services industry is 18 years. This means that students who on school-based part-time traineeships will be undertake the training and be offered partial qualifications before they reach the age at which they can finish the qualifications.

Currently Southbank also provides school-based apprenticeship and traineeship training in community and health science areas for the following schools: Brisbane State High, Palm

Beach/Currumbin State High, West Moreton College, Cavendish Road State High, Gympie State High, Mueller College.

Business

The faculty provides training for students from Somerville House and Brisbane State High School who would like to do business communication and technology at TAFE. In both cases Southbank will offer these programs on a fee-for-service basis.

The faculty is also pursuing the possibility of providing training in property services for the cleaning staff of John Paul College.

Printing and graphic arts

Students from Kenmore State High School attend Southbank TAFE (Morningside campus) for half a day per week for practical sessions, in graphic communications at the AQF certificate I level. The remainder of the course is taught by a teacher at Kenmore State High with TAFE accreditation. Students from Kenmore State High are also able to undertake a traineeship in certificate II – Graphic Communications. A feature of this program is for trainees to be placed and employed in the printing and graphic arts industry. They attend work for half a day per week and Southbank's printing and graphic arts school on another half day per week. Theory and practical components are delivered jointly by Southbank and Kenmore State High.

There are also students from Toowong College and Somerville House who attend printing and graphic arts courses at Morningside. Transporting students to the institute and fitting these options into the timetable are not perceived to be major problems. Students from Toowong go by taxi to Morningside for classes and students from Somerville House walk to the institute.

Students in secondary schools who take up these joint printing and graphic arts programs enjoy the prospect of undertaking the program because it allows them to get together a portfolio for TAFE or university entrance or to show employers, and they see it as relevant to their future work.

Bidding for places

In 2001 Southbank joined with Yeronga and Moreton TAFE institutes to allocate TAFE places to secondary school students. Secondary school VET co-ordinators, or their equivalents, who wanted to access training in the various disciplines for their students were asked to attend an 'auction' for places. Here they made bids for available places in the various subject areas. For example, there were 120 bids (students) for 14 places in hospitality courses. The issue was resolved by randomly allocating available places to students.

Co-ordinators attending the auction were especially frustrated with this method of allocating places, especially in view of the fact that there were some programs in other areas which were not able to be filled.

Collaborative arrangements with universities

Hospitality

COTAH has developed a three-year hospitality management degree program with the Business Faculty of the University of Queensland. This degree is based on a nested model of articulation. Students are able to obtain AQF certificates I, II and III and complete a diploma with honours during their first 18 months of the program. This is done by undertaking the normal TAFE

certificate program in addition to a university subject which is ‘bolted’ onto the program during each of the three semesters. Once the diploma with honours has been completed students articulate into normal university degree studies for the remainder of the program. This program is co-located at Southbank campus and teachers from both institutions are involved in the delivery of training.

This program has been well received by students and the demand for the program outstripped the QTAC quota by 150% in its first year. The benefits of such a program to Southbank are major. First it will provide a seamless pathway for students who want to obtain a university degree as well as technical qualifications. Secondly, in linking up with a prestigious university like the University of Queensland, Southbank will be advantaged in the market place.

Already other universities are lining up to offer similar programs. For example, arrangements are being established with Central Queensland University at its city campus, and with the Distance Education School of the University of Southern Queensland using the city as a base.

There are also plans being developed to allow students undertaking traineeships in industry (the Sheraton) to go to TAFE and then go on to university. This will complete the multi-sectoral loop and involve schools, employers, TAFE, and universities in credit transfer and articulation arrangements.

Southbank also has credit transfer relationships with the University of Queensland—Gatton campus. Students who have completed a Diploma in Food Science and Food Technology have been given between two to three semesters advanced standing in the Bachelor of Food Technology and Bachelor of Applied Science (food science and nutrition) degrees. There are currently 25 students who are commencing a diploma in food technology with honours with COTAH.

These integrated programs took a long time to get off the ground, and final agreements took about nine months to establish. Students are not included in the QTAC quota figures and are accepted into the university program based on the articulation arrangements established by COTAH.

In the first semester students are figured in Southbank quota. In the second semester they are given a student number and enrol with University of Queensland for the university component for which they pay HECS fees.

Southbank also has similar arrangements with University of Queensland for the Bachelor of Business (Hospitality Management) degree. For the university the motivation to become involved in an integrated or dual entry program was to fill a community need for graduates in food technology areas.

Technology and Engineering

Arrangements for co-operation in the delivery of a joint degree program between the Engineering Faculty of the Queensland University of Technology (QUT) and Southbank are also being established. In this program it is hoped that engineering teachers from QUT and Southbank TAFE will combine to deliver the integrated program.

The faculty has also had extensive discussions with University of Queensland with respect to establishing articulation arrangements for Southbank graduates. However, these were not successful, and any further negotiation has stalled. One of the obstacles to setting up such arrangements was the premise taken by the university that 50% of TAFE graduates who undertook university courses were not successful. When the faculty from Southbank re-examined these data they were able to show that this was also true of students from other institutions.

There is also an agreement in place with QUT for architecture graduates, with respect to computer-aided design courses.

Arts

Collaborative arrangements have also been established with the Griffith University to co-locate for the delivery of an integrated arts program.

Innovative programs

Export markets

Southbank is also investigating the possibility of joining with Griffith University and Brisbane State High School to try and get into the Year 11 and 12 export market beginning with the music conservatorium programs. In this program students would come to Brisbane State High School to undertake Years 11 and 12 and also complete units for a diploma. Students would then go on to Southbank to complete the full qualification and move on to Griffith University for the degree. This would compress the time taken to complete the senior certificate, TAFE diploma and degree to four and a half years.

The program allows students who need additional language training to undertake ELICOS training with Southbank for a period of 10–20 weeks. Students will then undertake the one-year program for Certificate IV in Adult Tertiary Preparation (ATP) which will include five subjects with additional ESL support. They will then be able to articulate to the Diploma of Multimedia (2 semesters), or visual arts (four semesters) or the Certificate IV in contemporary music (2 semesters) with Southbank. Diploma and Certificate IV programs will then articulate into the bachelor degree programs in the same fields with Griffith.

Brisbane State High School has purchased the Certificate IV in ATP from Southbank and will have to get accreditation for this course with the Commonwealth Register of Institutions providing Courses for Overseas Students (CRICOS). However, because all courses currently fall under Education Queensland's CRICOS code, the school is trying to see whether this course can be delivered.

The benefits of inter-sectoral co-operation

Southbank attributes the success of its inter-sectoral arrangements to cross-sectoral collaborative planning, the sharing of physical and human resources, structured workplace learning through school-based apprenticeships and traineeships, VET networking meetings, and the ability to record TAFE qualifications on the students' senior certificates.

The benefits for Southbank in being involved in co-operative relationships with universities especially in the development of a nested model of articulation are many. First it avoids the issues of quality and consistency of training that are often evoked in ad-hoc credit transfer arrangements. Second it provides Southbank graduates with an opportunity to upgrade their qualifications by entering university studies. Third, it provides the institute with an effective marketing tool to attract students. Furthermore Southbank has received endorsement for the model from the hospitality industry.

There are also benefits that are derived for school students from partnerships between Southbank and schools. The institute can use the programs to help students complete initial qualifications,

and to attract them to come to the institute to complete further qualifications. Informal pathways are also created for school students with disabilities. Schools benefit from the ability to provide broader options to their students which will enable them to complete Year 12 and gain their senior certificates. Students also benefit from opportunities to study in an adult learning environment, and access relevant expertise and facilities.

The benefits of having formal articulation arrangements for Australian students is that they can be provided with an alternative entry into university, and thus reduce the amount that they have to pay in HECS fees. This is because the time that is spent in TAFE does not attract HECS fees.

Articulation arrangements between schools, TAFE institutes and universities have commercial benefits for institutions when they are selling education packages overseas, and provide a comprehensive pathway for international students.

Obstacles to effective collaboration

Southbank has a number of concerns about providing training programs for secondary schools. First, it is uncertain about the ultimate goals of schools in providing training which used to be only available in TAFE. Second, it is concerned about the lack of consistency in the way each school schedules programs and delivers the training. Third it is wary about the expectation in schools that the institute will be able to meet all schools' needs. Fourth, it is apprehensive about its ability to resource all the pathways that have been created.

The main obstacles to effective collaboration with schools relate to the question of the capacity of schools to deliver the training, the expertise of teachers and the consistency of the delivery. If these quality issues are not resolved, then it is felt that the institute's credibility with industry will be adversely affected.

There have been cases where staff from Southbank have put in a lot of effort to discussing possibilities for articulation pathways with university lecturing staff (for example, e-commerce) only to have these curtailed at a later date because of internal divisions between university faculties, and misunderstandings about the content of the courses involved. In addition, there was also much discussion and evidence-gathering required for convincing the university to accept the nested model for the hospitality degree, to be offered jointly by COTAH and university. However, in this case, it was differences in administrative process, teaching Awards and pay scales, and other industrial relations issues that provided the major obstacles to be overcome.

Funding and costs

There are also concerns about the viability of these programs if they stand in the way of achieving SCH targets. For example, when students are given cross credits for completing a substantial amount of their training at school, they will not figure in the SCH targets, and Southbank will not receive funding for these extra bodies.

Apart from the funding issues, there are also concerns about the costs charged to schools for TAFE programs. Schools have resolved these cost issues in various ways. Generally, students also contribute to some of the costs of the training.

Credit transfer and articulation

One of the obstacles to universities awarding credit transfer to applicants equivalent to what they have already covered in their TAFE programs relates to the adequacy of mapping exercises conducted at the faculty level for TAFE programs. A systematic mapping of what is covered in TAFE courses at the faculty level with the requirements of university courses, may help TAFE graduates to achieve up to two years credit towards a degree program.

Inadequate use of statistics

After a great deal of work aligning TAFE studies with university requirements, efforts for establishing articulation arrangements for students who complete the diploma of E-commerce at Southbank have recently become unstuck. This is because there was insufficient support from other faculty staff from the university. One of the reasons given for not supporting articulation arrangements was that 50% of students from TAFE programs dropped out of the university IT program. On closer investigation Southbank teachers found that this was also true of students who had not been to TAFE.

Obstacles to secondary school delivery of higher level certificates

Brisbane State High School has accredited the Certificate III in Business Administration. It is looking to accredit:

- ❖ Business Services Training package to diploma level
- ❖ IT Training package to diploma level
- ❖ Certificate IV in Adult Tertiary Preparation
- ❖ Certificate IV in Assessment and Workplace Training
- ❖ Engineering training package to certificate III level
- ❖ Fitness, sport and recreation training package to certificate IV level

In doing so it has confronted a number of obstacles—especially from the Business Services ITAB. First, the ITAB did not believe that the school should deliver certificate III as the level was too high for students who did not have the necessary work experience behind them. Further discussions with the ITAB resulted in the school being advised only to accredit a couple of competencies. Second, the school was then informed that the school did not meet all the OH&S legislative requirements, especially in the computer laboratories and that the school would have to determine what physical resources would be required according to the competencies outlined in the training packages. Third, the school would have to organise for staff without industry experience who were to deliver the course complete a five-day certificate IV in Workplace Training. Fourth, all other resources need to be developed to industry standard, and practical activities would have to be undertaken in real work places and in simulated situations. Fifth assessment items had to be prepared prior to audit without any guarantee of accreditation.

The school felt that the ITAB was being unreasonable in its demands. The set-up costs in terms of ergonomic furniture, and development of course materials, lesson plans, resources and assessments also provide considerable financial challenges to schools.

If the school wants to sell the program overseas then it will face further challenges in getting it accepted on the CRICOS register.

Concluding remarks

Southbank has pursued the establishment of inter-sectoral arrangements with schools and universities for commercial advantage as well as for opening up educational pathways for students.

These arrangements, especially with regard to articulation arrangements with universities like University of Queensland, however, have been resource-intensive activities. In addition there have also been cases where people have put in the work and no agreements have been possible.

Appendix B: Intersectoral co-operation

Dual sector universities: amalgamations

Victoria University of Technology (VUT)

Victoria University of Technology provides one example of a dual sector university. It has 14 campuses, five of which are dual-sector institutions. Teaching faculties are divided into a Higher Education Division and a TAFE Division. An academic Board oversees higher education courses, and a Board of Technical Studies oversees TAFE programs. There is also a Board of TAFE whose role is to provide advice to the Board of Technical Studies from an external perspective. There is a joint Educational Support Services Committee which is set up by the Academic Board and the Board of Technical Studies. This committee is responsible for library services information technology, teaching spaces and facilities and teacher support. Students pay one common general service fee.

Before dual sector Awards are accredited by the respective boards at VUT, they must be approved by the Academic Board Course Approvals Committee and the Board of Technical Studies Standing Assessment panel. There are regular meetings between the chairs of these two boards to discuss common issues. The Vice-Chancellor of the University convenes the senior management group, consisting of deans and TAFE deputy directors.

The aim of the university is to provide students with seamless pathways. The university also has in place a policy for personalised access and study (PAS), the purpose of which is to customise the study programs of students so that they are able to combine TAFE and university studies. Field of study officers whose role it is to advise and place students in courses are drawn from academics from both sectors. Students are able to access a course or program if they meet the standards of performance outlined in the learning pathway. Course development for dual-sector Awards are also based on cross-sectoral teams

In addition, the university is intent on developing partnerships with schools and has had a long history in working with secondary students in the VET in Schools programs.

The Northern Territory University (NTU)

The Northern Territory University is another example of a dual sector university. At NTU teaching staff from the university and TAFE sectors are integrated across five cross-sectoral faculties with faculty deans appointed from both sectors. In addition, heads of school also come from both sectors with TAFE and university staff reporting to them. However, the Arts Faculty continues to have a major higher education component and the industry education and training programs have a TAFE or VET focus.

NTU has one council, one Academic Board and a VET Board. A joint Planning and Courses Committee set up by the two boards oversees course planning and approval and other academic issues. There is one administration and one set of facilities. Offices, teaching and staff meetings are integrated. Staff come under one separate enterprise agreement with specific references to TAFE, university, general and university staff. The agreement also provides for teachers to teach across the sectors.

Students have access to various learning pathways which articulate between programs, dual sector Awards, and nested programs. The university is also committed to admitting students on the basis of prior learning.

Although the university is focussed on the creation and maintenance of integrated faculties and teaching and learning processes, it still experiences difficulties with implementing cross-sectoral

teaching. This is because teachers continue to be subject to different industrial Awards, and different calculations of teaching load between the two sectors make it difficult for TAFE teachers to be engaged in joint research activities.

Co-locations: one location

Central Coast Campus at Ourimbah

Wheelahan (2000) reports that the Central Coast Campus at Ourimbah is based on a joint ownership of grounds, buildings and facilities, and integrated management structures. This campus is made up of the University of Newcastle, the Hunter Institute of TAFE, the Central Coast Community College (ACE sector) and the Central Coast Music Conservatorium.

Joint TAFE—University courses are being offered in food processing, tourism, small business management and early child-care development. Courses are lecture-based and there is an integrated timetable. Psychology units can be undertaken by video-conferencing. Resources are allocated according to staff time input and payment to the partners is based on the credit points that have been taken in each institution.

Player (2000) reports that although the TAFE and school sectors on the site belong to the one Department of Education and Training (NSW DET), collaboration between the partners, may be confined to the sharing of facilities. Player also believes that the partnership that exists between TAFE and university sectors is also organised along hierarchical lines with the university sector occupying the higher status. This means that TAFE students who wish to obtain a degree must first complete their TAFE qualifications before they are admitted to the degree program.

One program which integrates TAFE and university studies is the Bachelor of Applied Information Technology which was jointly developed by staff from the TAFE and university sectors. In this course students must enrol in both TAFE and university programs. However, the TAFE component must be completed before the university component is commenced.

Different industrial relations and access to resources have the potential to ignite sectoral divisions. General and academic staff from the different sectors are represented by different industrial bodies. There are also differences in the level of support staff available to different sectors with academic staff from the university having greater access to support than those from TAFE. In addition, university students must pay compulsory union membership fees, however, the services provided are available to all students. The partners do not share internet services.

Nirimba Precinct

The Nirimba precinct is based on the concept of collaboration between senior secondary schools, university and TAFE. It consists of a partnership between the Western Sydney Institute of TAFE Nirimba, University of Western Sydney, Blacktown campus, Terra Sancta Catholic College, and Wyndham Senior College and also includes Years 11 and 12 drawn from neighbouring feeder schools from Quakers Hill, Seven Hills and Riverstone High Schools. Its stated aim is to provide seamless education pathways from high school to post-graduate study.

Although each of the institutions in the precinct maintains its separate identity and buildings, some of the land, facilities and service provision are shared. Facilities and services include library and information search facilities, amenities for student services, sports and recreation facilities (olympic swimming pool, gymnasium, playing fields and tennis, netball and basketball courts).

Institutions are involved in joint planning of courses and decisions about recognition of prior learning. This collaboration means that high school students have a broader selection of High

School Certificate (HSC) subjects and may get advanced standing in TAFE or university. In courses like business studies, tourism and hospitality, information technology and building, students are able to receive maximum credit.

Partnership: joint ownership and management

Esperance Community College

The Esperance Community College comprises a partnership between the Western Australian Department of Education, Training and Employment (WADOTE), senior high school and TAFE sectors, Curtin University, the Western Australian High Schools Hostels Authority and the Shire of Esperance. It is funded jointly by WADOTE, ANTA, Curtin University, Esperance Shire, Esperance Community, Rural Telecommunications, Lotteries Commission.

The community college is an incorporated body and has representation from all partners including five members of the community on its council. There is a management committee which also is represented by all partners in addition to a representative from the library.

A co-ordinator has been appointed to manage the campus, negotiate funding and guide shared decision-making. Although the university provides the administrative framework for the partnership, the teaching facilities are shared. The shire council has funded the capital works, the car-parking facilities and the library.

Issues about the different forms of assessment practised within the different institutions have led to some disagreements.

Associations and regional networks

Joondalup Education Precinct

One example of this type of inter-sectoral co-operation is demonstrated by the Joondalup Education Precinct. Here the West Coast Institute of TAFE campus is located next to the Joondalup campus of Edith Cowan University. In addition, a new police academy is also situated on the same site. A child-care centre is available to clients from all sectors, and there is free on-site parking. A specially-built flexible-delivery building is on the TAFE campus.

The institutions operate independently as separate institutions and only come together where the courses of one articulate into the courses of another, or to undertake joint projects. There are also linkages set up with industry. For example, the Joondalup Campus retail staff have, in the past, provided training and workplace assessment for KMART managers in Western Australia and New South Wales. Today they are responsible for providing traineeship and manager training for KMART on a national basis. Joondalup campus is also responsible for delivering training to Hong Kong through the Young Mens Christian Association (YMCA). A memorandum of understanding has been set up with Distd Stamford College in Penang Malaysia to deliver courses.

In 1998, the Joondalup TAFE campus signed a memorandum of understanding with Edith Cowan University. An Alliance Steering Committee whose purpose was to identify opportunities for collaboration, and to maintain an oversight of the alliance was subsequently established. A co-ordinator from each institute was appointed to manage the alliance to develop collaborative initiatives. In 1999, a joint Memorandum of Association (MOA) was signed between the West Coast College, WA Police Service and Edith Cowan University, for the joint planning, promotion, delivery and use of resources.

Students who study a UniTAFE select program undertake TAFE and university programs concurrently and then choose to follow a TAFE or university course with full credit being given for prior study.

Rockingham Regional Campus

Another example of inter-sectoral collaboration is demonstrated by Murdoch University and South Metropolitan TAFE at the Rockingham Regional Campus. The campus is located on 75 hectares of land with grounds for a sports field and a university campus. The library, administered by the university, but funded jointly by TAFE and the university, serves the needs of the university, TAFE and the local community. There is one general teaching block which houses lecture theatres and tutorial rooms, a building for arts/commerce, a small administration block, and an engineering complex.

The campus has close links with its community with access to legal advice provided by students from the law school, and use of space and facilities by community agencies, chamber of commerce, and the local high school. The university has also linked up with the engineering industry, where it has leased space for research and development in pilot engineering. There are two articulated courses which are offered.

Coffs Harbour Education campus

The Coffs Harbour Education campus is a partnership between the Department of Education and Training, the TAFE Commission and Southern Cross University. The institutions which form part of the campus are the Coffs Harbour Senior College, North Coast Institute of TAFE and Southern Cross University. Capital works of 43 million dollars have been undertaken jointly, and students from all three sectors have access to lecture theatres, library, computing and multimedia centre, gymnasium, student facilities, playing fields and a technology-based learning centre. There is also a residential college on site and a special English Language Centre (ELICOS) has also been established in conjunction with a private provider. The shire council has also provided some funding.

Student administration, support staff, and the management of facilities are shared between the three sectors. However, each sector is responsible for its own admissions centre. Although each partner supervises the performance of its own staff, guidelines for this performance are jointly established.

There is a board of governors made up of the chief executive officers (CEOs) of each of the participating institutions and two community members appointed by the NSW Minister for Education. Policy is established by a cross-sectoral campus executive which, is made up of the CEOs of each of the institutions. Matters related to finance and budget, information technology, administration, and academic issues are also decided by issue-specific cross-sectoral committees.

Students in the secondary sector are able to undertake their HSC on a full-time or part-time basis. They can also select vocational courses that contribute to the HSC as well as to full TAFE certificates. These are Information Technology (certificate III) and Child Studies (certificate III) and the Joint Secondary School TAFE (JSST) programs in Hospitality, Child Studies, Automotive, Office Skills, Tourism and Accounting. In addition, they may select courses which provide credit for HSC as well as for university. These are units in business, retail, information technology and hotel and catering management.

Although there are joint mechanisms for making decisions on academic issues there are still difficulties regarding the calculation of student hours in TAFE and university and separate access to the internet.

Central Queensland University and Central Queensland Institute of TAFE

Central Queensland University (CQU) and Central Queensland Institute of TAFE (CQIT) are co-located within the same building at Emerald, with CQU renting space from CQIT. There has been the informal sharing of equipment on an as-needs basis. In 1997, a formal articulation agreement—the Joint Activity Agreement—was signed. The aim of the agreement was for the two institutions to work together to make available a comprehensive range of education opportunities as well as to outline the specific roles of each of the partners.

The two institutions are separate entities and have separate decision-making processes and advisory councils. However, a joint activity committee with high representation from both institutions (Director CQIT, Vice-Chancellor CQU and two members from each institution) manages the partnership. The role of this committee is to identify potential problems and discuss progress.

The campus director is funded by CQIT and by CQU. As yet there are no TAFE teachers who teach university courses, or real joint research endeavours. A joint hand-book outlining dual Awards, credit transfer, articulation and recognition of prior learning has been published.

Problems have been experienced with the accreditation requirements of professional associations like the Australian Computer Society, the Chartered Accountants Society, and the Institute of Engineers. Other tensions relate to the fact that although the university is represented on the CQIT's college council, there is no TAFE representation on the university's campus advisory councils.

Ballarat University

Ballarat University can be considered to be multi-sectoral. It has a university sector with nine schools and a TAFE sector with five schools. These schools are across five campuses. Teaching is organised across dual-sector lines. There is one central administration, operating a single financial accounting system, and cross-sectoral facilities and services. There are also a variety of learning centres which are linked to a local network whose server located at the School of Mines.

There is an Academic Board and Board of Technical Studies and an external TAFE Board. A Vice-Chancellor's Advisory Forum comprising heads of schools and principal officers from both sectors consider cross-sectoral issues and strategies for the development of required linkages. In addition, Deputy and Pro-Vice Chancellors have responsibilities across both sectors.

Joint committees established by the two internal boards comprise the Joint Program and Admissions Committee, Joint Statutes and Regulations Committee, and the Combined Curriculum Committees. Programs are organised along Field of Studies lines with program managers from TAFE and co-ordinators of higher education courses coming together to form field of study groups. Students have access to articulated courses, dual sector Awards, nested Awards and enhanced learning pathways.

The university has implemented an assessment process in which students in competency-based programs are given a competency-based result and are also graded on their performance according to extra criteria.

The university also has connections with the school sector. A student mobility project has been established with the local high school to enable students to undertake a TAFE qualification as part of the Victorian Certificate of Education. In addition, students are guaranteed admission into the second year of the nested program, and admission into a combined degree in the following year.

Ballarat University has been instrumental in the development of a 'learning city' in the Ballarat region. There are diverse learning centres linked to the Distributed Learning Network including individual learning centres, industry and community learning centres, and Ballarat campus learning centres. The hub of the network—the regional server—is located at the School of Mines. It allows access to information across the region and the development of cross-sectoral partnerships.

IBM also has a close link with the university. As well as helping to develop IT businesses in its business incubator at Technology Park, IBM is represented on the Joint Course Committee and co-sponsors scholarships and the Chair of Information Technology.

Appendix C: List of participants

DETIR and TAFE Queensland

Jenny Cranston, General Manager, Strategic Directions, DETIR

Rob Setter, Acting General Manager, Planning and Purchasing, DETIR

Rachel Hunter, Public Service Commissioner, Premier and Cabinet (Rachel Hunter was until recently the Chair of the Board of TAFE Queensland and Director, Southbank Institute of TAFE.)

Education Queensland

Julie Arthur, Principal Policy Officer, Strategic Policy Branch

Brad Swan, Director, Strategic Policy Branch

Noel Haupt, Post-compulsory Unit

Margaret Prentice, Post-compulsory Unit

Julie Straughair, Office of Higher Education

Statutory Authorities

Ian Fyfe, Queensland Board of Senior Secondary School Studies

Bernadette Roberts, Director, Office of the Tertiary Entrance Procedures Authority

Janet Porter, Office of the Tertiary Entrance Procedures Authority

Mary Weaver, Office of the Tertiary Entrance Procedures Authority

Qld Catholic Education Commission

Tony Harkness, Executive Officer, Curriculum, QCEC

Association of Independent Schools of Queensland

Lorrie Maher

Queensland University of Technology

Vice Chancellor Professor Dennis Gibson

Deputy Vice Chancellor, Paul Clarke

Associate Director of Student Administration, Helen Cook

Vi McLean, Dean of Education

Linda Clay, TAFE Project Officer

University of the Sunshine Coast

Vice Chancellor, Professor Paul Thomas

Deputy Vice Chancellor, Paul Clarke

Cooloola Sunshine Institute of TAFE

Maroochydore Campus

Mary Mills, Director, Studies

Arthur Hartley, Associate Director—Commerce and Business

Ariane Ritchie, Lecturer, Community Services

Linda Schlanger, Associate Director, Arts, Tourism and Sport

Tropical North Queensland Institute of TAFE

Jim May, Institute Director

Ana Rodger, Director, Tablelands College

John Charles, Business Unit Manager, Technology

Joann Pyne, Business Unit Manager, Tourism & Hospitality

Wendy Ludwig, Business Unit Manager, ATSI Studies

Julia Metcalfe, Business Unit Manager, Business

Luella Chapman, TAFE-SEC

Vocational education groups

Bobbie May, Manager, Vocational Partnership Group

Leigh Schelks, Project Officer, Alliance of Cape York Schools.

Rhonda Scorey, Manager, Gulf Education, Training and Employment Management (Getem)

James Cook University

Professor Robin McTaggart, Pro Vice-chancellor

Professor Paul Ryder, Executive Dean

Jo Balatti, School of Education

Southbank Institute of TAFE

Craig Sherrin, A/Director, Southbank TAFE, Chair of Board of TAFE Queensland

Sally Lamoin, Assistant Director, Technology and Engineering

Greg Larsen, Assistant Director, E-Technology

Suzanne Jordan, Assistant Director, Access and Language

Ros Cheales, Assistant Director, Community Services and Health

Gary Kieseker, Assistant Director, Tourism, Hospitality, Indigenous People and the Arts

Norm Jagger, Director of teaching and learning

Julie Morgan, Assistant Director, Business Services and Health

Pat Morgan, Assistant Director

Tracye Cashman, Business Director

North Point Institute of TAFE

Kirsty Kee, Director, North Point Institute of TAFE

Sue Lund, A/Director, Business Services

Ken Musson, Business Manager, Technology, Language and Literacy Studies

Maree Thorne, A/Business Manager, Tourism and Human Development

University of Queensland

Professor Allan Luke, Dean of Education

Ray Land, consultant

Gatton campus:

Associate Professor Bob Beeton, Head of School, School of Natural and Rural Systems Management

Associate Professor John Harden, School of Natural and Rural Systems Management

Dr Len Bahnisch, Director of Studies, Natural Resources, Agriculture and Veterinary Science

Moreton Institute of TAFE

John Swete Kelly, Institute Director

Les Macdonald, Director, Corporate Services

Kirstine Harvie, Director, General and Applied Studies

Carol Christie, Schools VET directorate

Glenn Porter, Engineering and Technology directorate

Ian Lawrence, Business Directorate

Department of Employment, Training and Industrial Relations (now Department of Employment and Training)

Peter Henneken, Deputy Director-General, Training