Mixed sector tertiary education — support document

Leesa Wheelahan

The University of Melbourne

Contents

Mixed sector tertiary education: universities and private providers

Interview questions for the private provide peak body

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: About you & your role

1.1 Can you please briefly outline your experience in tertiary education?
1.2 What is your role in private provide peak body?

Section Two: Impact of the sectoral divide on institutions and programs

2.1. Why are private providers offering both VET and higher education programs?
2.2. How are these private providers different to single sector private providers?
2.3. What role (if any) does the sectoral divide play in the private tertiary education *sector*?
2.4. Does (and if so how) the sectoral divide between VET and higher education impact on private providers that offer both higher education and VET?
2.5. Is (and if so how) this different from or similar to the impact the sectoral divide has on TAFEs and universities?
2.6. How are higher education/VET programs offered at private providers different to those offered at universities and TAFEs?
2.7. What are the benefits and limitations of dual-sector kind of provision in private providers?

Section Three: Challenges in program provision

3.1. What are the key challenges for private providers that offer both VET and higher education?
3.2. What kinds of arrangements are needed to maintain the quality of programs and standards of outcomes?
3.3. What specific development is required for those who have to teach and assess in these programs?

Section Four: Likely educational and institutional implications

4.1 What are the key challenges for the private provide peak body in promoting the interests of single sector and multi sector providers?
4.2 In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?
4.3 How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?
4.4 What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make?
Thank you for contribution to this research.

Mixed sector tertiary education: companies with multiple providers

Institutional leaders

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: about you and your institutional structure

1.1 Can you please briefly outline your experience in tertiary education?
1.2 Why are private institutions offering both higher education and VET programs?
1.3 When we think of multi-sector educational providers, we usually think of one provider, can you please explain your model of provision and how it works?
1.4 Your corporation has providers that are single sector and cross-sector – why do you have both types? How are they similar and different?
1.5 What are the advantages and disadvantages of the model that you have?

Section Two: Kinds and qualities of these programs

2.1. How are HE/VET programs offered at cross-sector providers like yours different to those offered at universities and TAFEs?
2.2. What are the key challenges for private providers that offer both VET and HE and how are these challenges similar to or different from those for universities that offer VET and TAFEs that offer HE?
2.3. How important is the sectoral divide between VET and HE and does it play any role in corporation like yours? Does it play any role in your providers that offer both VET and HE? Does the sectoral divide have a similar or different impact on your providers compared to TAFEs and public universities?
2.4. What are the benefits and limitations of dual-sector provision in private providers?

Section Three: Partnerships and pathways

3.1 What kind of partnerships do you have:
      between providers within your corporation?
      with external providers (public and private)?
3.2 What kinds of pathways do you have for students
      within your cross-sectoral providers?
      between providers within your corporation?
      to external providers (public and private)?

3.3 What role do pathways play in your corporate strategies and how do you go about developing pathways in all these different contexts?

Section Four: Program development & program provision

4.1. How do you go about deciding about the types of programs you want to develop within each provider?

4.2. How have external stakeholders, such as industry, the VET recognition authority and Office of Higher Education shaped program objectives, content and assessment practices? What should their role be?

4.3. What impact, if any, do the different sectoral funding, reporting, and quality assurance arrangements have on the development of programs in your institution?

4.4. Are there any other industrial, governance or broad policy frameworks that either constrain or enable the development of programs in your providers?

4.5. What kind of staffing arrangements do you have for your teaching and what kind of professional development do they need for HE and VET programs?

Section five: Likely educational and institutional implications

5.1 In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?

5.2 How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?

5.3 What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make?

Thank you for contribution to this research.

Melbourne Graduate School of Education HREC: 1034158.1; **Date:** 2/11/11; **Version:** 03

The University of Melbourne Victoria 3010 Australia
T: +61 3 8344 8285 **F:** +61 3 8344 8529 **W:** www.edfac.unimelb.edu.au

Mixed sector tertiary education: universities and private providers

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: About you & your role

1.1 Can you please briefly outline your experience in tertiary education?
1.2 How has this changed in recent years?
1.3 What is your role in registering providers and accrediting programs and in quality assurance?

Section Two: Kinds and qualities of these programs

2.1. Why are universities (or their affiliates) offering VET programs? Why are private providers offering both VET and higher education programs?
2.2. How is this provision similar to or different from public VET provision in TAFEs and higher education provision in universities?
2.3. What are the benefits and limitations of this kind of provision?

Section Three: Challenges in program provision

3.1. What are the key challenges for universities that offer VET? What are the key challenges for private providers that offer both VET and higher education? How are these challenges similar to or different from single sector providers?
3.2. What kinds of arrangements are needed to maintain the quality of programs and standards of outcomes of VET programs in universities and in private providers?
3.3. What specific development is required for those who have to teach and assess in VET programs?
3.4. What kinds of challenges do teaching staff in each type of institution have in maintaining industry currency?

Section Four: Likely educational and institutional implications

4.1 In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?
4.2 How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?
4.3 What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make?
Thank you for contribution to this research.

Mixed sector tertiary education: universities and private providers

Interview questions for students

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: About you

1.1 What are you studying now?
1.2 What is your age?
    1.2.1   under 25 years
    1.2.2   25 – 29 years
    1.2.3   30 – 34 years
    1.2.4   35 – 39 years
    1.2.5   40 years and over
1.3 Are studying full-time or part-time?
1.4 Do you work in paid employment? If so, could you please tell us what kind of work you do (part-time, full-time etc)
1.5 How did you find out about this program?
1.6 Have you studied in other institutions (other than school) and if you have, what was your experience like?
1.7 Why did you decide to study this program?
1.8 What do you hope to do when you finish it?
1.9 Why did you choose to study this program at this institution?

Section Two: Your experience as a student

2.1. What are the benefits of studying your program at this institution?
2.2. What are the drawbacks of studying your program at this institution?
2.3. What did you expect studying at this institution would be like? Has it turned out the way you expected?
2.4. What kind of contact do you have with:
    2.4.1. other students studying the same program?
    2.4.2. students studying other programs?
    2.4.3. with your teachers?
2.5. What have you found to be challenging in studying at your institution?
2.6. What have you found has helped you in your studies at this institution?
2.7. How do you describe your studies to friends, family and acquaintances?

3.1. What would you change about this program if you could make changes? Why?
3.2. What would stay the same? Why?
3.3. What advice can you give us about how we can improve the kind of program you are studying in?
3.4. Would you recommend to your friends that they do this course? Why or why not?

Are there any final comments that you would like to make?
Thank you for contribution to this research.

Melbourne Graduate School of Education HREC: 1034158.1; **Date:** 2/11/11; **Version:** 03

The University of Melbourne Victoria 3010 Australia
T: +61 3 8344 8285 **F:** +61 3 8344 8529 **W:** www.edfac.unimelb.edu.au

Mixed sector tertiary education: private providers

Institutional leaders

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: about you and programs in your institution

1.1 Can you please briefly outline your experience in tertiary education?
1.2 Why are private institutions like yours offering both higher education and VET programs, and why does your institution offer both?
1.3 Has your institution always offered both?
1.4 What types of programs would you like to see developed in your institution? (e.g. extent and areas)?
1.5 What kind of staffing arrangements do you have for your teaching?

Section Two: Kinds and qualities of these programs

2.1. How are higher education/VET programs offered at institutions like yours different to those offered at universities and TAFEs?
2.2. How important is the sectoral divide between VET and higher education and does it play any role for private providers like yours? How is it similar to or different from the way it impacts on TAFEs and public universities?
2.3. What are the benefits and limitations of dual-sector provision in private providers?

Section Three: Processes of program development & program provision

3.1 What are the key challenges for private providers that offer both VET and higher education and how are these challenges similar to or different from those for universities that offer VET and TAFEs that offer higher education?
3.2 How have external stakeholders, such as industry, the VET recognition authority and Office of Higher Education shaped program objectives, content and assessment practices? What should their role be?
3.3 Given that your institution offers both VET and higher education, do you have pathways for students between qualifications and if you do, how do you develop them?
3.4 What kinds of partnerships does your institution have with other educational institutions?
3.5 What governance, administrative and quality assurance arrangements has your institution developed to support your VET and higher education provision? Do you have separate arrangements for your VET and higher education provision, or are your arrangements integrated?
3.6 What impact, if any, do the different sectoral funding, reporting, and quality assurance arrangements have on the development of programs in your institution?

3.7 Are there any other industrial, governance or broad policy frameworks that either constrain or enable the development of programs in your institution?

3.8 What specific development is required for those who have to teach and assess in these programs?

Section Four: Likely educational and institutional implications

4.1. In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?

4.2. How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?

4.3. What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make?

Thank you for contribution to this research.

Melbourne Graduate School of Education HREC: 1034158.1; **Date:** 2/11/11; **Version:** 03

The University of Melbourne Victoria 3010 Australia
T: +61 3 8344 8285 **F:** +61 3 8344 8529 **W:** www.edfac.unimelb.edu.au

Mixed sector tertiary education: VET teachers/academics in private providers

Interview questions for teachers/academics

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: About you

1.1 Please briefly outline your experience as a teacher/academic.
1.2 What programs are you teaching in now?
1.3 To what extent is teaching in this institution your 'main' job? Do you have other employment, and if so, could you please tell us a little bit about it?

Section Two: Kinds and qualities of these programs

2.1. Why are private institutions like yours offering both higher education and VET programs?
2.2. How are higher education/VET programs offered at institutions like yours different to those offered at universities and TAFEs?
2.3. What are the benefits and limitations of this kind of provision?

Section Three: Teaching

3.1. What are the differences and/or similarities between VET and higher education provision at your institution?
3.2. If you have experience of teaching in both sectors or currently teach in both sectors, what are the differences and/or similarities between students who study VET and higher education programs at your institution?
3.3. In your experience, how do students who do your programs see themselves? To the extent of your knowledge, what do they tell people that they do?
3.4. How do you describe your teaching job here to your family and friends?
3.5. How do you think teaching VET and higher education in your institution should be organised and structured? Why?
3.6. What are the key challenges for teachers/academics teaching in mixed-sector institutions like yours?
3.7. How do you see your own future as a teacher/academic?

Section Four: Program provision

4.1. What are the key challenges for private providers that offer both VET and higher education?
4.2. What kinds of arrangements are needed to maintain the quality of programs and standards of outcomes?
4.3. What specific development is required for those who have to teach and assess in these programs?
4.4. How can the kind of teaching that you do be supported?
4.5. What kinds of educational pathways for students do we need? Do they exist in your institution?

Section Five: Likely educational and institutional implications

5.1. In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?
5.2. How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?
5.3. What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make about higher education provisions within TAFE?

Thank you for contribution to this research.

Mixed sector tertiary education: universities with VET or affiliates

Institutional leaders

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: about you and programs in your institution

1.1 Can you please briefly outline your experience in tertiary education?
1.2 Why are universities now offering VET programs in their own right or through affiliate institutions, and why does your university (or affiliate) offer VET? About how long have you offered VET?
1.3 What type of registered training organisation does your university have?
1.4 What types of programs would you like to see developed in your institution/RTO? (e.g. extent and areas)?

Section Two: Kinds and qualities of these programs

2.1. How are VET programs offered by universities different to those offered by TAFE on the one hand, and private VET providers?
2.2. How important is the sectoral divide between VET and higher education and does it play any role in your institution/RTO? Can you please compare the situation in your institution with your perception of the dual-sector universities and private dual-sector institutions?
2.3. What are the benefits and limitations of multi-sectoral provision?

Section Three: Processes of program development & program provision

3.1 What are the key challenges for universities or their affiliates that offer VET and how are these challenges similar to or different from the dual-sector universities, TAFEs that offer higher education and private providers that offer both?
3.2 How have external stakeholders, such as industry and the VET recognition authority, shaped program objectives, content and assessment practices? What should their role be?
3.3 Given that your institution or affiliate offers VET, do you have pathways for students between qualifications and if you do, how do you develop them?
3.4 Does your university or affiliate have partnerships with other educational institutions? If you do, could you please tell us something about them?
3.5 What kind of staffing arrangements do you have for your teaching?
3.6 Could you please describe the governance, administrative and quality assurance arrangements your institution has developed to support your VET provision? Do you have separate arrangements for your VET provision, or are your arrangements integrated with the university's broader governance and administrative arrangements?

3.7 What impact, if any, do the different sectoral funding, reporting, and quality assurance arrangements have on the development of programs in your institution?

3.8 Are there any other industrial, governance or broad policy frameworks that either constrain or enable the development of programs in your institution?

3.9 What specific development is required for those who have to teach and assess in these programs?

Section Four: Likely educational and institutional implications

4.1. In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?

4.2. How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?

4.3. What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make?

Thank you for contribution to this research.

Melbourne Graduate School of Education HREC: 1034158.1; **Date:** 2/11/11; **Version:** 03

The University of Melbourne Victoria 3010 Australia
T: +61 3 8344 8285   **F:** +61 3 8344 8529   **W:** www.edfac.unimelb.edu.au

Mixed sector tertiary education: VET teachers/academics in universities

Interview questions for teachers/academics

This interview is part of a project that has been funded by National Vocational Education and Training Research and Evaluation (NVETRE) program. It is researching the provision of vocational education and training (VET) in universities, and private providers that offer both VET and higher education. Please contribute freely. All the data gathered will be confidential and presented anonymously.

Section One: About you

1.1 Could you please briefly outline your experience as a teacher/academic.
1.2 What programs are you teaching in now?
1.3 To what extent is teaching in this institution your 'main' job? Do you have other employment, and if so, could you please tell us a little bit about it?

Section Two: Kinds and qualities of these programs

2.1. Why are universities now offering VET programs in their own right or through affiliate institutions?
2.2. How are VET programs offered by universities different to those offered by TAFE and other VET providers?
2.3. What are the benefits and limitations of this kind of provision?

Section Three: Teaching

3.1. What are the differences and/or similarities between VET and higher education provision at your institution?
3.2. If you have experience of teaching in both sectors or currently teach in both sectors, what are the differences and/or similarities between students who study VET and higher education programs at your institution or at other institutions in which you have taught?
3.3. In your experience, how do students who do your programs see themselves? To the extent of your knowledge, what do they tell people that they do?
3.4. How do you describe your teaching job here to your family and friends?
3.5. How do you think teaching VET in your institution should be organised and structured? Why?
3.6. What are the key challenges for teachers/academics teaching in VET in universities or their affiliates?
3.7. How do you see your own future as a teacher?

Melbourne Graduate School of Education HREC: 1034158.1; **Date:** 2/11/11; **Version:** 03

The University of Melbourne Victoria 3010 Australia
T: +61 3 8344 8285   **F:** +61 3 8344 8529   **W:** www.edfac.unimelb.edu.au

Section Four: Program provision

4.1. What are the key challenges for universities or their affiliates in offering VET programs?
4.2. What kinds of arrangements are needed to maintain the quality of programs and standards of outcomes?
4.3. What kinds of relationships do teachers/academics need to have with external stakeholders to best support VET in universities or their affiliates?
4.4. What specific development is required for those who have to teach and assess in these programs?
4.5. How can the kind of teaching that you do be supported?
4.6. What kinds of educational pathways for students do we need? Do they exist in your institution?

Section Five: Likely educational and institutional implications

5.1. In what ways will relations between tertiary education sectors change as TAFE institutions offer higher education, universities offer VET, and private providers offer both?
5.2. How should policy and practices within the post-compulsory education sector in Australia be changed to support these kinds of programs?
5.3. What will be the legacy of these changes in ten years' time?

Are there any final comments that you would like to make about higher education provisions within TAFE?

Thank you for contribution to this research.

Statement for participants:
Mixed sector tertiary education: Universities and private providers

This project is researching working and studying in universities that offer vocational education and training programs (VET) and private educational institutions that offer both higher education and VET programs. We are calling these 'mixed-sector institutions'. They are new types of institutions in Australia, and the purpose of this project is to advise policy-makers and educational institutions on how they can support students in these programs.

This project is funded by the National Centre for Vocational Education Research (NCVER), and is being undertaken by researchers from the LH Martin Institute for Higher Education Leadership and Management and the Centre for the Study of Higher Education, both at the University of Melbourne and RMIT University.

We are inviting you to take part in an interview in which you will be asked about your experiences in tertiary education in a mixed sector (VET and higher education) environment. If you agree to participate, you will be asked to take part in an interview that will last between 45 minutes to one hour. With your permission, the interview will be recorded to ensure that we make an accurate record of what you say. We will protect your anonymity and the confidentiality of your responses to the fullest extent possible, within the limits of the law.[1] While we may quote you in the reports, this will be done in such a way as to ensure your anonymity and confidentiality. If necessary, we will change any contextual information that may indirectly identify you. The only people who will have access to your interview notes or audio recording are the researchers who are directly engaged on the project. Please be advised that your participation in this project is completely voluntary and everything you say will be confidential. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice and you do not have to provide reasons for your decision to do so. You will be asked to sign a consent form prior to or at the time of the interview indicating that you have read and understood this information.

Information gathered from our interviews will be used for a report to the NCVER, as well as possible academic journal articles and/or conference presentations. You will be advised by email about how you can access these reports.

This project has approval from the University of Melbourne Ethics Committee. The Ethics Project ID number is: 1034158.1. The University of Melbourne requires that data generated from this study be stored securely so that only the researchers may access it, to protect your confidentiality. Data will be held for a period of five years, after which they will be disposed of in a confidential manner, shredding all hard copy documents and deleting electronic information.

Should you require any further information, or have any concerns, please do not hesitate to contact the lead researcher, Associate Professor Leesa Wheelahan on 03 9035 5547 or email leesaw@unimelb.edu.au. Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne, on ph: 03 8344 2073, or fax, 9347 6739, quoting the Ethics Project ID number 1034158.1

We hope you can help us on this important project, and we would like to thank you for your involvement.

Yours truly,

Leesa Wheelahan

Associate Professor Leesa Wheelahan

On behalf of the research team which includes:
Dr Gavin Moodie, RMIT University
    Associate Professor Sophia Arkoudis and Dr Emmaline Bexley from the Centre for the Study of Higher Education, University of Melbourne
    Dr Emma Curtin, LH Martin Institute for Higher Education Leadership and Management, University of Melbourne

---

[1] It is possible for data to be subject to subpoena, freedom of information request or mandated reporting by some professions.

Melbourne Graduate School of Education HREC: **1034158.1**; **Date:** 2/11/11; **Version:** 03

This project is researching working and studying in universities that offer vocational education and training programs (VET) and private educational institutions that offer both higher education and VET programs. We are calling these 'mixed-sector institutions'. They are new types of institutions in Australia, and the purpose of this project is to advise policy-makers and educational institutions how they can support students in these programs.

This project is funded by the National Centre for Vocational Education Research (NCVER), and is being undertaken by researchers from the LH Martin Institute for Higher Education Leadership and Management and the Centre for the Study of Higher Education, both at the University of Melbourne and RMIT University.

We are inviting you to take part in an interview in which you will be asked about your experiences in studying at your institution. If you agree to participate, you will be asked to take part in an interview that will last up to 30 minutes. With your permission, the interview will be recorded to ensure that we make an accurate record of what you say. We will protect your anonymity and the confidentiality of your responses to the fullest extent possible, within the limits of the law.[1] While we may quote you in the reports, this will be done in such a way as to ensure your anonymity and confidentiality. If necessary, we will change any contextual information that may indirectly identify you. The only people who will have access to your interview notes or audio recording are the researchers who are directly engaged on the project. Please be advised that your participation in this project is completely voluntary and everything you say will be confidential. There will be no impact on your studies or your academic results. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice and you do not have to provide reasons for your decision to do so. You will be asked to sign a consent form prior to or at the time of the interview indicating that you have read and understood this information.

Information gathered from our interviews will be used for a report to the NCVER, as well as possible academic journal articles and/or conference presentations. You will be advised by email about how you can access these reports.

This project has approval from the University of Melbourne Ethics Committee. The Ethics Project ID number is: 1034158.1. The University of Melbourne requires that data generated from this study be stored securely so that only the researchers may access it, to protect your confidentiality. Data will be held for a period of five years, after which they will be disposed of in a confidential manner, shredding all hard copy documents and deleting electronic information.

Should you require any further information, or have any concerns, please do not hesitate to contact the lead researcher, Associate Professor Leesa Wheelahan on 03 9035 5547 or email leesaw@unimelb.edu.au. Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne, on ph: 03 8344 2073, or fax, 9347 6739, quoting the Ethics Project ID number 1034158.1

We hope you can help us on this important project, and we would like to thank you for your involvement.

Yours truly,

Leesa Wheelahan

Associate Professor Leesa Wheelahan

On behalf of the research team which includes:
Dr Gavin Moodie, RMIT University
    Associate Professor Sophia Arkoudis and Dr Emmaline Bexley from the Centre for the Study of Higher Education, University of Melbourne
    Dr Emma Curtin, LH Martin Institute for Higher Education Leadership and Management, University of Melbourne

---

[1] It is possible for data to be subject to subpoena, freedom of information request or mandated reporting by some professions.

Melbourne Graduate School of Education HREC: **1034158.1**; **Date:** 2/11/11; **Version:** 03