Dual Sector Collaboration

PATHWAYS AND ARTICULATION
PART OF THE CDU COLLABORATION STORY
Presenting:

Part of the CDU Collaboration Story

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(alongside Dr Susan Bandias & Prof Don Fuller)
Compulsory Reading

Interested in Collaboration?

The Inaugural DUAL SECTOR Forum
28th & 29th October 2010
RENAZVOUS HOTEL, MELBOURNE

The Dual Sector Collaboration Project is supported by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) under the auspices of the Duality and Structural Adjustment Program. The lead agency is the University of Tasmania in partnership with Swinburne University of Technology, in collaboration with the National Tertiary Education Union and the Australian Education Union.

The Forum investigates the ways the dual sector universities need to transform governance structures, effective and efficient institutional arrangements and policies, collaboration and partnerships, and the role of external stakeholders.

DAY ONE
THURSDAY 28TH OCTOBER 2010

8:30  Registration and welcome coffee
8:40  Opening remarks by chair
9:00  Welcome message from CEO, necessary role for DUAL Sector Universities

DRIVERS & DEVELOPMENT
6.05  Dual-sector universities: Challenges and opportunities

- Policy, structure and procedures
- The extent and nature of governance
- The role of external stakeholders

9:45  A framework for the dual sector

RATIONALS
10:05  Why become dual?

- The strategic thinking and development of policy - value added opportunities for wider participation, competition and collective bargaining
- The implications of organisations and management structures

11:00  The role of external stakeholders

FUTURE DUAL SECTOR COLLABORATION
11:40  Challenges for collaboration

- Current activities and future directions
- Opportunities for collaboration

INDUSTRIAL RELATIONS
4.00  The DUAL SECTOR - future directions

- Professional education
- Organisational culture
- Workforce development

END OF DAY ONE

Five (5) Dual Sector Universities

• Charles Darwin University (CDU)
• Royal Melbourne Institute of Technology (RMIT)
• Swinburne University of Technology (SUT)
• University of Ballarat (UB)
• Victoria University (VU)
Federal Motivation

“\textit{The Government has set out an ambitious target to raise the proportion of young people achieving Year 12 or an equivalent qualification to 90 per cent by 2015 and announced an ambition to enrol and complete an additional 217,000 students at bachelor level or above by 2025, equating to 40 per cent of all 25 to 34 year olds.}”

“additional 217,000 students” – how?

- Increase in transitions of Year 12’s to University
- Increased number of transitions from vocational quarters.

Flag for HE/TAFE collaboration
• … economies of scale & scope … optimal delivery…

• Recognition that collaborations between TAFE/VET and HE can and will drive the achievement of national participation goals

Government tasked the Australian Qualifications Framework Council with improving the articulation and connectivity between HE and TAFE and thus the pathways/movements between the two
The Bubble burst and enrolments in ICT courses declined by an average 66% nationally.
Approx 10% Under 35

NT ICT Already Struggling to Attract Young People
The Writing is on the wall!
Telling Us
The Elephant is in the Room!
Charles Darwin University (CDU)

- CDU is a dual sector organisation
- Five Campuses
  - Alice Springs
  - Casuarina
  - Katherine
  - Nhulunbuy
  - Palmerston
CDU implementing changes to improve the interaction of VET and HE relative to:

- Recognition of award/certifications
- Bidirectional teaching (HE ↔ VET)
  - pay scales, qualifications, teaching standard...
- Pathways (e.g. Cert IV ↔ DipNE)
  - concept & progression mapping

**Note**
For the most part the VET & HE organisations have been separate under one banner.
• VC and Pro VC instruct Darius and Bob to “Go Forth and Collaborate”
• Formation of the VET-HE IT Collaboration Team
  – Days/nights of reading
  – Hours and hours and hours … of meetings
  – Despair
  – Anxiety
  – Anger
  – Resignation
  – All the other emotions
Factors Impacting IT Collaboration

a) Staffing
- Teaching loads (HE at max, VET almost at max!)
- VET & HE teaching certifications
- Pay scales (changing to one scale)
- Staff attitudes (Them and Us)

b) Anticipated student numbers relative to teaching capacity (space and staffing).
c) Course structures:
   • sequences of concepts
   • timing (VET intakes and teaching periods, and HE terms and semesters)
   • current pathways and course entry systems.

d) ACS accreditation policies and curriculum frameworks

e) VET course accreditation requirements
Factors Impacting IT Collaboration

f) Lethargic two year course/unit approval process (CARP)

(g) Federal and local government restrictions (e.g. training funding and immigration policy)

h) Products attractiveness to market place

i) Continuous VET IT intake such as that for apprentices (onsite testing...)
Responses to Impacting Factors

a) & b) Staffing Issues and Student Numbers

One Teacher Two Classes – Where possible implement strategies that see mixed classes of HE and VET students

c), d) & f) Sequence, Timing & Pathways – ACS – Lethargic CARP

Work with current offerings (*little to no change*) – focus on HE and VET Units that closely match in structure and delivery
e) VET Course Accreditation

Work with current offerings (little to no change)

Although predicted to be more flexible need to wait for the new Information and Communications Technology Training Package (ICA10) (due by Dec 2010)

g) Government Policy (Local & Fed)

To hard - Ignore for this round (VET funding, immigration...?)

h) Market Attractiveness

No Issue – Industry feedback suggests

Its Attractive!

(HE – Competencies, VET– The WHY)
Responses to Impacting Factors

i) Continuous VET IT intake
   Not a short term issue. Addressed by conceptual and temporal spaces mapping work underway (lots of work).

Medium to Long Term Responses
   TBA - requires more:
   • Days/night of reading
   • Hours and hours of meetings
   • Despair
   • Anxiety
   • ....
HIT171 & HIT271 Networking (HE) – CISCO CCNA 1 & 2 (VET)

- HE deliver lectures at the start of a VET sessions
- VET competencies taught by VET
- HE students do VET sessions as lectures, tutes & workshops

**Result**

- VET have more students
- VET students **can** learn more WHY (if take note of the lectures)
- Reduced HE staff load
- **VET & HE students interact**
- Shared facilities (**CISCO labs**)
HIT162 IT Concepts (HE) – IT Essentials (VET)
• VET deliver to HE and VET students
• HE supply materials, teaching, student support

Result
• Reduced HE staff load
• Spare VET capacity utilised
• Breakdown academic barriers
• Shared facilities (one hardware lab not two)
HIT234 DB Concepts (HE) – Database (VET)

- VET and HE deliver to VET and HE students
- HE supply materials support

Result

- VET have more students
- Reduced HE staff load
- Spare VET capacity utilised
- VET students can learn more
  WHY (if take note of the lectures)
- Breakdown academic barriers
- Shared facilities
Them and Us

• A VET teacher to co-supervise an honours student next year

Result

• Breakdown negative attitudes between HE and VET
• Improve VET confidence in research
Thanks for Listening