Australian Council of Deans of ICT

Articulation, Pathways and HE targets

a TAFE perspective

Kevin Harris
Director TAFE NSW – Northern Sydney Institute
Board Member - TAFE Directors Australia

www.nsi.tafensw.edu.au
Australian Higher Education Targets

• 40% of the 25-34 yr olds to have a bachelor degree by 2025

• 20% of higher education enrolments are from low SES backgrounds by 2020
More of the same won’t do!

• “This aspiration will not be achieved without successful implementation of the new tertiary sector!”

• ‘New tertiary sector’! – What is it?
  – UA and TDA discussions
  – Protocols and definitions....

• Models for success!?!
Role of NSI as a TAFE NSW Institute

• Our role is to provide workforce development and vocational skills.
• Our customers are individuals seeking to improve their vocational prospects and enterprises who wish to improve productivity through workforce development.
NSI’s all points of the compass strategy...

- Improve Access
- Integrate Pathways
- Optimise Articulation
- Grow Capability as a HE provider
In partnership with selected universities

- Build and provide **optimum articulation** pathways
- Provide seamless learning experience through highly **integrated** pathways
- **Improve access** through targeting high demand, high employment outcome industry areas
- **Grow our capability** as a HE provider of community and industry services
TAFE NSW as a HE provider

• Registered Higher Education provider
• NSI’s degree programs:
  – Filling gaps in skill shortage areas
  – Capitalising on our very strong area of expertise and links with Industry
  – Further strengthening our brand as a national vocational education leader
  – Bachelor ICT (Network Engineering Security)
NSI’s University partners

• **Optimised articulation** pathways: Charles Sturt University
• **Integrated** pathways: Australian Catholic University
• **Growing capability** as a HE provider: University Western Sydney
• **Improving access** to high employment outcome industry areas: Macquarie University
**Optimised Articulation: Charles Sturt University Partnership**

**Focus on improving “Articulation”...**

- Multiple VET pathways into Bachelor Business Studies
- 2 years TAFE and 1 year conversion
- Degree delivered by NSI staff at NSI campus
- Staff and facilities approved by CSU
Optimised Articulation: Charles Sturt University Partnership

Benefits for Students

- Multiple VET pathways to a “one year to go” degree
- Guaranteed entry to degree
- Delivered at NSI by NSI teachers – no “stop VET and start Uni” study challenges
- Clearly defined qualification exit points
- Small class size
- Scholarship opportunities
Integrated pathways: Australian Catholic University Partnership

Developing highly integrated pathways

- Integrated delivery of 3 qualifications (Diploma, Advanced Diploma and Degree)
- Teaching and learning strategies developed in partnership
- Delivery is by both ACU lecturers and NSI teachers from day 1 of the program
**Integrated pathways: Australian Catholic University Partnership**

**Benefits to Students**

- One program – a seamless learning experience with VET and Degree course interwoven
- Fast track and opportunity to receive a Diploma, Advanced Diploma and Degree over 3 years
- Students gain experience in higher education studies in each year of study
Growing capability as a HE provider: University Western Sydney Partnership

• **Objective**
  – Grow our capability to achieve our mission as a VET *and* HE provider

• **Strategy**
  – Working together to develop and deliver online training – a new model for capability development for small businesses and employability skills.
Growing capability as a HE provider: University Western Sydney Partnership

Benefits to Industry, Community and Individuals

- Access to enhanced opportunities and services through university and TAFE working as one
- Access to integrated on-line/face to face services
Improving access to high employment outcome industry areas: Macquarie University Partnership

- **Objectives**
  - increase access to degree programs
  - enhance student learning experience
  - pool our connections to industry
  - grow our collective capability

- **Strategy**
  - target a high demand high employment outcome industry area
Improving access to high employment outcome industry areas: Macquarie University Partnership

Benefits for Students

• Increased opportunity to get a place in a highly competitive program
• Access to both TAFE and University facilities, resources and support services
• Places are Commonwealth Supported – students have access to HECS-HELP loans
Measure of Success??!!

• For the prospective student aged somewhere between 16 and 80++:
  – More opportunities
  – More choices
  – Savings in cost and time
  – A hands on and supportive learning environment
  – Multiple exit and re-entry points with recognition and without penalty
ICT Trends in Employment

ICT Occupations - Employment Trends
20 years to May 2007 ('000)

- ICT Professionals
- Computing Professionals
- Computing Support Technicians
- IT Managers

ICT Vacancy Index (DEWR)

ICT VACANCY INDEX - January 2002 to July 2007

November 2002 = 100
NSW Student Movement 2009

- 639,904 students
- Go to University 7.2%
- 332,477 students
- 9.6% Uni Grad to TAFE NSW

NSW VET

University
TAFE NSW Articulation Agreements

• Currently 99 ICT “Approved articulation agreements”
• For 36 TAFE courses (Dip and AdvDip)
• To 11 Universities
• No arrangement the same!!
• Go to www.tafensw.edu.au/career/pathways/tafe_to_university.htm to see the list
How do TAFE students perform?

• Conflicting, inconsistent and anecdotal advice from University partners.
  – High achievers and
  – Lack interpersonal, communication, research and problem solving skills

• Hard data needed.
Agreements – what goes wrong!?

• Most common issue is the lack of documented agreement and process descriptions so when people move on...

• Lack of maintenance and review of agreement

• Changes in “Training Packages”.
Opportunities

• Build from the ground up and the top down
• Integrated programs for seamless learning experience
• Identify the blockers and remove them
  – Underpinning mathematic skills
  – Complicated articulation leading to misinterpretation
• Capitalise on our complementing strengths
Thank you

kevin.harris@tafensw.edu.au