A meeting of the TAFE Queensland and Griffith University Links Committee was held 10.00 am – 12.00 noon on Friday, 19 June, 2009 in Room 2.01, Bray Centre, Griffith University, Nathan Campus.

MINUTES

Present:
Professor Sue Spence (Chair)
Mr Rod Arthur
Mr Fred Bevan
Ms Deb Daly (GCIT)
Ms Kathy Grgic
Ms Kaylene Harth (MSIT)
Mr Wayne Knack (BNIT)
Ms Janine Schubert
Mr Craig Sherrin (SBIT)
Ms Alicia Toohey (SBIT)
Ms Robyn Tyler (SBIT)
Ms Mary Hassard (Secretary)

Apologies:
Professor Ian O'Connor
Professor Max Standage
Ms Julie Grantham
Ms Lynne Foley
Dr Leesa Wheelahan

1.0 CONFIRMATION OF MINUTES

The Minutes of the 2/2008 meeting of the TAFE Queensland and Griffith University Links Committee were taken as read and confirmed.

2.0 CHAIRPERSON’S REPORT

Professor Sue Spence opened the meeting by welcoming all members and Institute representatives and reported on the following:

- The University has now approved the policy for its English Language Enhancement (ELE) course. International TAFE students enrolling at Griffith may be required to complete the course which will result in 10CP of degree credit. The ELE course will be marketed as a positive opportunity, introduced in response to international student feedback that insufficient English support was currently available. A Schedule, included in the policy, lists the categories of students for whom the 10CP course will be compulsory in a student’s first University semester. This Schedule will be circulated to members. The University will evaluate this new initiative and outcomes will be available for the information of members.

- Other initiatives to assist all students in the transition to University include the availability of First Year Program Advisors for student support which offers defined contact opportunities. Students are regularly monitored to identify those at risk and to provide the necessary assistance and learning support. First Year Advisors survey the students to extract data on the student experience which assists the University to improve the quality of its delivery.

- In 2010, Griffith will deliver a new program Bachelor of Environmental Design which includes architectural studies. This is an opportunity to create additional TAFE pathways.
• The University was particularly interested in increasing opportunities for Indigenous students. Whilst much project work was underway, including mentoring and on-campus visits, Griffith would very much welcome advice/contacts from TAFE Institutes who may be able to provide further assistance in this pathway area.

• The Chair concluded that this first meeting in 2009 was an opportunity for the Committee to discuss what is working well and what is required for the future to meet mutual objectives.

3.0 BRADLEY REVIEW/2009 BUDGET/STRENGTHENING THE AQF: A PROPOSAL

The Chair invited discussion on recent Government initiatives. In particular, possible impacts on University/TAFE links resulting from the major reforms announced in the Review of Higher Education by Professor Bradley and the proposals included in the consultation paper Strengthening the AQF: A Proposal. It is envisaged that a strong AQF will support improved student pathways both within and between the education sectors. Members advised as follows:

• **Griffith University** will focus on a controlled campus strategy to meet objectives of the Bradley Review with an expectation that there will be pressure to expand numbers. Universities will be required to meet the challenges of a student demand driven system with change and expansion of delivery at other Universities affecting Griffith. Issues for Griffith will vary on each campus with TAFE/University partnerships expected to increase on all campuses. Students from low socio-economic status (SES) would span the University/TAFE relationship and Griffith is keen to hear what it should be doing more of with TAFE Institutes and where.

The University was currently tracking responses to the AQF paper and at this stage there appeared to be significant difference. Griffith’s response was available on the Vice Chancellor’s website in the Higher education policy section. Other current papers of relevance included the AUQA discussion paper Setting and monitoring academic standards for Australian higher education. An increase in private providers delivering degrees is inevitable and the government will monitor performance via a new national regulatory body responsible for regulating all types of tertiary education. Whilst gaining consensus for issues such as credit points and study time was difficult across the range of programs, there was certainly general agreement that a strengthened AQF should deliver standards.

• The **Academic Registrar** advised of the QUT/GU Adult Learner Support and Transition Project funded by a Federal Government grant. The joint project will provide outreach, support and transition initiatives to adult learners of low socio-economic status (SES), who are undertaking tertiary preparation. The objective of the Project is to work collaboratively to develop successful transition pathways and increase adult learner participation in tertiary education. GU was targeting the southern Brisbane corridor and QUT the northern corridor. Griffith has already much experience with students achieving University success after being admitted via the TAFE ATP program. Mature age student numbers are increasing but it is considered a difficult market for attracting students to tertiary studies. Engaging more with this group will be crucial to meeting Bradley outcomes and more links are required in this area.

• **Mr Fred Beven**, Griffith School of Education and Professional Studies, advised that VET teaching education pathways were working well through the

The Deputy Director-General advised that, at the State level, the Department is focussing on the attainment of higher level qualifications in order to support quality outcomes for both youth transitioning to work and workers returning to training and/or wishing to upgrade their qualifications. Increasing representation of Indigenous students in Diploma level qualifications was also a focus.

Reverse articulation between qualifications should be increased. This will assist in maximising the funds available to TAFE Institutes and Universities and enable the sector to make the most of what is currently available.

The AQF proposal was a timely opportunity to discuss differences including how far institutions can or should go with delivery e.g. theoretical or vocational modules, and to review the AQF levels. The Victorian Credit Matrix was already available for use when mapping pathways. A single national regulator was required for the Australian Education Sector.

The Metropolitan Institute considered that the model for the concurrent offering of the Diploma/Bachelor of Nursing worked well at Logan.

The Southbank Institute considered the nature of relationships with Universities was maturing and this has resulted in increased articulation opportunities. More dual arrangements, involving joint curriculum development, are necessary with an automatic entry point and a transparent pathway. Feedback from students indicated that a mix of pathways are required, including at the Masters level. For selected industries, Vocational Graduate qualifications can be credited towards University Master programs to enhance the skills set for students and to permit institutions to deliver to their strengths.

The Southbank Tertiary Entrance Program (STEP) was proving successful, with representation from both Indigenous and low SES students. No barriers had been encountered with a low attrition rate. The integrated nature of the program was attractive to students. Students’ progress was monitored regularly and Schools were notified if students failed to attend. Learning support was provided, including library and career pathway assistance. For this particular cohort, the program was very personalised. The experience was about engaging support, make it easy for students and they will engage with the program.

At the undergraduate level, the triple Hospitality award i.e. Dip/Adv Dip/degree works well. This pathway includes some reverse articulation. At the higher level, the embedding of a Voc. Grad. Cert. in Pharmaceuticals in the structure for the new Bachelor of Biomolecular Science will provide a professional training option for University students in their final year of study.

A new AQF will address markets, break any existing barriers and pick up the strengths of the existing sectors. Old models were already breaking down and there was a blurring between the sectors. VET and Universities were delivering in Secondary Schools and Universities were working in the vocational sector. A review of existing AQF levels was timely to accommodate all current qualifications in one sector framework and to address issues such as international transportability for Australian qualifications.
- **Gold Coast Institute** advised 8-10 scholarships (4 for Indigenous students) are now offered to secondary school students entering Diploma/Advanced Diploma programs. These students would be interested in dual offers. GCIT would welcome the opportunity to offer Griffith students who discontinued their degree studies an opportunity to gain a VET qualification. This could be partially based on reverse articulation from University studies, where appropriate. This market could be developed as a service between Griffith and GCIT. A system for identifying students who drop out of University should be developed so that these students can be engaged back into learning via TAFE studies. They then may choose to return to University studies. The Director asked the question *How can we make it happen?*

- **Brisbane North Institute** raised the question of where does TAFE fit in with Universities with students proceeding from skills and knowledge to theory and then theory to vocation. How do we develop a strategy for first year professional learning that the Government is supporting? How will it be funded? The AQF Proposal is seeking to provide strong guidelines for both accreditation and learning recognition, including international cross recognition.

The Chair thanked members for their contributions and discussion which no doubt would assist in the future planning of joint collaborative arrangements.

### 4.0 GRIFFITH UNIVERSITY/TAFE REPORTS

The Chair invited any members who wished to do so to report further on current issues affecting their roles in TAFE/Griffith University links.

- **Southbank Institute** advised:
  - An increase of 6 dual offers since last year, including 2 in the Science area. 20 dual offer arrangements are now available.
  - 18 Creative Industry students are now undertaking concurrent studies.
  - Diploma of Music – Performance is being considered as a pathway into the Bachelor of Education.
  - More linkages are being sought with high level qualifications.
  - Completion of the STEP program, which now has 250 high school students participating, provides access to dual offer Diploma programs.

**Gold Coast Institute** advised:

- More dual offers were being sought including a pathway into the new architecture degree.
- An arrangement whereby Exercise Science students would receive a Cert. IV in Fitness by reverse articulation in addition to completing some extra units at GCIT was currently being finalised. This model will enable University students to obtain paid work whilst studying and has the potential for application across other TAFE/University pathways.

**Metropolitan South Institute** informed members that:

- The Education Investment Fund (EIF) Health Centre bid had been unsuccessful but an opportunity to resubmit was possible. A joint bid with Griffith, rather than just a letter of support, may attract a more positive response. The joint bid, in part, would focus on Logan Campus issues and address the social agenda initiatives targeted in the Bradley Report.
The Director, Product Services advised:

- The unit was working with the University of Southern Queensland on a project *Integrated Articulation and Credit Transfer* with funding provided through the Diversity and Structural Adjustment Program. The project is designed to develop an improved cross-sectional workforce educational model responsive to industry, regional and individual needs for skills and knowledge. Integrated articulation pathways enable rapid responses by Vocational and University sectors to address skills shortages. The project aims to provide stakeholders with the infrastructure required for cross-sectoral design and delivery of industry-relevant education and training to support articulation between sectors. The Director will keep the Committee informed on the progress of this project.

Mr Fred Beven advised:

- He was involved in a project with 60 high school students who are being mentored by Griffith students leading into the QTAC application process. As a result of participating in this project, the high school students will be better informed of the process and tertiary options and it was envisaged that this would result in a higher uptake of tertiary offers.

The Chair thanked members for their contributions.

5.0 STATISTICS – TAFE ARTICULATION

Members noted that 625 students were awarded credit transfer, on the basis of prior TAFE studies, in semester 1, 2009, towards Griffith degree programs. Attachment A provided a breakdown of this information by TAFE Institute and GU program of enrolment. Members were pleased to note that the total of 625 represented an increase of 18% on semester 1, 2008 figures.

6.0 OTHER BUSINESS

6.1 The Chair suggested that items for the Agenda for the 2/2009 meeting would be most welcome from TAFE Members.

6.2 GCIT Director offered to report on matters of interest to members from TAFE Directors Australia meetings which she chaired.

6.3 The Chair advised that Griffith was keen to explore what others are doing to meet the Government’s equity challenge. Griffith already has established a fine record of achievement in this area, with special emphasis at the Logan Campus, but wishes to build further utilising the existing strong TAFE/University partnerships. The University’s Principal Advisor, Student Equity will be invited to the 2/2009 meeting to report on this social agenda issue, including joint aspiration building initiatives.

6.4 Members advised that the definition of “low socio-economic status” was currently under discussion. An update would be of interest to the 2/2009 meeting.
7.0 NEXT MEETING

The Chair thanked members for their attendance and continuing contribution to TAFE Queensland and Griffith University Links. Members were asked to note that the next meeting for 2009 would be held on Monday 16 November 12.00 noon – 2.00 pm in Room 2.01 Bray Centre, Nathan Campus.

Confirmed:……………………………………  Date:     16 November, 2009
Professor Sue Spence (Chair)

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DISTRIBUTION LIST

Chairperson of the Committee and Deputy Vice Chancellor (Academic) - Professor Sue Spence
Vice Chancellor and President - Professor Ian O'Connor
Director-General, Department of Education and Training - Ms Julie Grantham
Academic Registrar, Griffith University - Ms Kathy Grgic

Griffith Representatives
Professor Max Standage, Provost Gold Coast and Logan Campuses
Mr Fred Beven, School of Education and Professional Studies
Dr Leesa Wheelahan, School of Education and Professional Studies

TAFE Representatives
Mr Rod Arthur, Deputy Director-General, Department of Education and Training
Mr Craig Sherrin - Institute Director and CEO, Southbank Institute of Technology
Ms Janine Schubert – Director, Product Services
Ms Deb Daly – Institute Director and CEO, Gold Coast Institute of TAFE
Ms Kaylene Harth - ADirector, Metropolitan South Institute of TAFE
Ms Lynne Foley- Director, Brisbane North Institute of TAFE

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