TAFE QUEENSLAND AND GRIFFITH UNIVERSITY LINKS COMMITTEE

A meeting of the TAFE Queensland and Griffith University Links Committee was held between 10.00 am – 12.00 noon on Friday, 28 May, 2010 in Room 2.02, Bray Centre, Griffith University, Nathan Campus.

MINUTES

Present:

Professor Sue Spence (Chair)
Ms Lynne Foley (BNIT)
Mr Aaron Devine (GCIT)
Ms Janine Schubert (VET Development)
Ms Alicia Toohey (SBIT)
Ms Robyn Tyler (SBIT)
Mr Peter Laing (MSIT)
Professor Gillian Bushell
Ms Kathy Grgic
Professor Max Standage
Mr John Miles

Ms Mary Hassard (Secretary)

By invitation:

Ms Siobhan Richardson, Pathways Officer

Apologies:

Vice Chancellor
Director-General, Education and Training
Ms Deb Daly, Training Queensland
Mr Craig Sherrin (SBIT)
Ms Kaylene Harth (MSIT)
Mr Fred Bevan

1.0 CONFIRMATION OF MINUTES

The Minutes of the 2/2009 meeting of the TAFE Queensland and Griffith University Links Committee were taken as read and confirmed.

2.0 CHAIRPERSON’S REPORT

2.1 The Chair welcomed Members and Institute representatives.

2.2 Professor Gillian Bushell was welcomed to the meeting by the Chair who proposed that Professor Bushell be invited to fill a University vacancy left by Associate Professor Leesa Wheelahan who had resigned from the University. The Chair advised members that Professor Bushell’s role of Deputy Chair, Academic Committee was a key senior academic link for Griffith’s TAFE Partnerships. With the support of Members in attendance, Professor Bushell accepted the vacancy.

2.3 Members also expressed appreciation to Associate Professor Wheelahan for her valuable contribution to TAFE Queensland and Griffith University links since joining Griffith in 2006. The Chair acknowledged Leesa’s enormous contribution to the Committee and, whilst her move to the LH Martin Institute for Higher Education Leadership and Management, University of Melbourne was considered a great loss to Queensland University/TAFE links, members noted that she will continue to influence cross sectoral links in her new role in Victoria.
2.4 The Chair advised members that the University was facing new challenges with the introduction shortly of the Tertiary Education Quality and Standards Agency (TEQSA). The primary task of this independent body, with powers to regulate university and non-university higher education providers, monitor quality and set standards, will be to ensure students receive a high quality education. The My University website will also contribute to more transparency of education for students. Universities are expecting increased bureaucracy with the required additional reporting and combined with the new Australian Qualification Framework (AQF), changes to the structure of University degree programs is an expected possibility.

2.5 Griffith had extended its Uni Reach program for low SES high schools to lift year 8 and 9 student aspirations to higher education. Griffith is recognised nationally for its program of activities to encourage the higher education aspirations of students in the Logan and Gold Coast regions, where historically there has been limited participation in university, by supporting them through high school, university admission and their first year of study. These integrated activities promoted as Uni-Reach include: an outreach program comprising in-school activities, resources and on-campus University experiences, an admission and scholarship scheme and a first-year transition program.

3.0 GRIFFITH OFFICE OF STUDENT RECRUITMENT – TAFE PARTNERSHIPS STRATEGY

3.1 The new Griffith University Office of Student Recruitment has been tasked with developing a TAFE Partnerships Recruitment Strategy. An objective is to improve, whilst at TAFE, the awareness of TAFE students of opportunities for University study and also to inform these students about the University student experience. To identify how well Griffith is currently communicating with TAFE students, their awareness of University study options and when they are making University study decisions, current Griffith/ex TAFE students were surveyed.

3.2 The Director, Mr John Miles, outlined to the Committee the findings of this survey which included:

- a 17% response rate
- 71% of students said they lodged a credit application with the University after being accepted into Griffith
- 58% made the decision to go to university early, either before or during their TAFE studies
- 36% considered Griffith only, when considering applying to a University
- major influencers for students were being offered a place at Griffith and the convenient location of the University
- 68% did not attend any University events whilst studying at TAFE
- 65% did not have any contact/communication with the University (other than attending events or looking at the website)
- 36% were aware of dual offers i.e. TAFE/University
- 31% were aware of work-integrated learning as part of a Griffith University degree
- 91% who are currently enrolled at Griffith intended finishing their degrees at Griffith.

www.griffith.edu.au/committees
3.3 The University’s conclusions from this survey were:

- Griffith needs to more proactively communicate with TAFE students whilst they are studying at TAFE.
- Dual offers need to be highlighted more so that students are aware of such opportunities.
- Communication could take the form of a TAFE/Griffith Pathways Guide, more involvement by Griffith in providing prizes for presentation at end of year TAFE Graduations Ceremonies and TAFE/University Days that offer an insight into the University experience for TAFE students.
- A specially designated Griffith TAFE Liaison Person should be considered.

3.4 Members discussed how Institutes and the University can better communicate University pathway opportunities for TAFE students, especially those who have not completed Year 12. Dual marketing with Partnership TAFEs was considered a viable option. Currently “whole of TAFE” marketing is conducted by TAFE Qld, including the publication TAFE and university pathways - getting the credit you deserve.

3.5 Mr Miles advised that Griffith was currently updating its website to ensure that TAFE information was more readily available and easier to find in a TAFE and Tertiary Partners section.

3.6 The Chair thanked Mr Miles for his report on this survey and encouraged Institutes to provide further feedback to the University of any opportunities within Institutes which will assist Griffith to communicate better with TAFE students whilst they are studying at TAFE.

4.0 CHALLENGES TO ENHANCING UNIVERSITY-TAFE PARTNERSHIPS

4.1 The findings from the recent report on Queensland stakeholder interviews for the Integrated Articulation and Credit Transfer Project confirmed that, on the whole, a fundamental desire to collaborate exists across all education sectors in Queensland but it is/was acknowledged that implementation can prove more difficult. Members were invited to discuss the barriers, including fees and funding, with a view to brainstorming some solutions to improve the development of student pathways for the mutual benefit of our institutions.

4.2 Members discussed the proposed changes to the Australian Qualifications Framework (AQF), including any impact on cross sectoral links. It was considered that the new requirements for the construction of AQF qualifications will drive change in delivery in both sectors. The Pathways Policy and AQF Register of all approved AQF qualifications will be of interest and benefit to both students and institutions. It is expected that additional transparency of institutional articulation arrangements will occur as a result of new AQF compliance measures.

4.3 The Committee discussed joint bids to the Government’s Structural Adjustment fund. The fund aims to improve the overall quality of the higher education system. It encourages collaboration between universities who choose to consolidate with other institutions e.g. TAFE Institutes, in order to improve their long-term sustainability. Griffith’s next bid relates to the Logan area.

4.4 The Chair raised a barrier that Griffith was experiencing when supporting the embedding of VET qualifications in Griffith degrees programs. A Commonwealth supported student could not enrol at a TAFE Institute and
continue to be supported by HECS. Funding arrangements for University and the VET system are different and a University student, attending both sectors concurrently, have to pay to the respective sectors which disadvantages a Commonwealth supported degree student.

4.5 Members noted that students concurrently studying from VET to HE could take advantage of a Commonwealth supported place with the option of deferring payment, but a HE student wishing to concurrently study HE courses at VET must pay upfront fee for service. Institute members considered an interim solution was contractual arrangements between HE and VET which cover the student contribution. However, the University considered that this may not comply with governance issues within Universities. It was agreed that student funding issues would need to be resolved to the satisfaction of all parties, before Universities can consider embedding VET qualifications in degrees to enable students to concurrently study from HE into VET.

5.0 GRIFFITH UNIVERSITY/INSTITUTE REPORTS

The Chair invited members to report on current issues affecting their Institute roles in TAFE Queensland/Griffith University links.

5.1 Gold Coast Institute of TAFE Director reported that:

- Creative Industries programs will be delivered at the Coomera Campus commencing in January, 2011.
- The Certificates III/IV in Fitness embedded in the Griffith Bachelor of Exercise Science is an excellent example of reverse articulation working well. The retention rate of the 20 students who enrolled is excellent and all students are expected to complete the VET Certificates at the end of 2010.

The Director requested feedback from Griffith in regard to the University’s experience with the Queensland Academy of Health Science located adjacent to the University Gold Coast Campus and if any of these high school students would be interested in completing VET studies. Also, feedback on any impact that Griffith is experiencing from the international market would be welcome.

5.2 Griffith Members responded:

**Queensland Academy of Health Science**
- The relationship is working well.
- The Academy’s entry benchmark was high, students completed the International Baccalaureate and aspired to receiving high entry University offers.
- Some students accepted places at Griffith, whilst others opted to enrol in other Brisbane Universities.
- 130-150 students in Grades 10-12 were currently studying at the Academy, of whom many are from Brisbane and further north.
- No data was available, regarding the interest of these students in VET study. The concurrent Exercise Science program may be of interest.

**International Marketing**
- Overall, 25% of students at Griffith are international fee paying students.
- Growth in the recruitment of international students has slowed to a 2% increase.
- Griffith’s strategy was not to grow, but to disperse students across academic disciplines to achieve a balance with domestic students.
Griffith has increased the academic admission criteria for students entering from the Queensland Institute of Business and Technology so as to increase quality, not quantity. An International Centre Building is being constructed on the Gold Coast Campus for QIBT (now NAVITAS) which should be operational in 2012.

Griffith recruited in a range of countries to achieve a diverse international student population.

Griffith is over enrolled domestically and needs more buildings to accommodate extra students.

5.3 Metropolitan South Institute representative informed members that:

- MSIT Health enrolments had increased in 2010.
- MSIT were diversifying its products and services e.g. the inclusion of creative industries qualifications and pathways for the international market was a priority.
- International students now represent 10% of total MSIT enrolments.
- MSIT was discussing with Mr Terry Hogan from Griffith a joint bid for federal funding for the Logan Campus.
- Discussions were continuing with Mr John Miles from Griffith in regard to online pathway programs.
- Students enrolled in the Cert IV in Adult Tertiary Preparation unit University Studies Skills course are achieving good academic results.
- New Cities to be built to the south and west of Brisbane (in the MSIT catchment area) will be home to an additional 250,000 people. MSIT and Griffith have to plan for this increased demand for education and skills training.
- 70% of Loganlea students are female and this had to be taken into consideration when deciding on program delivery.

5.4 Brisbane North Institute Director reported:

- BNIT Business programs are experiencing strong enrolments, and Accounting and Information Technology qualifications are also well enrolled.
- Enrolments overall were growing in Cert IV and Diploma programs.
- Strong growth has been experienced in the delivering of aged care qualifications with $3.5 million worth of contracts.
- International markets are still a challenge for BNIT. More work has to be completed in the marketing of VET articulations.
- With the number of higher English levels now being required, revenue has declined and it is necessary for the Institute to regroup to build international income.
- Agents have lost interest and possibly confidence in the Australian market because of long processing times on visas and the amount of funds required by a student to have in a bank account before they can be enrolled.
- Open learning programs are very popular, particularly business. In fact you could say sky rocketing.
- BNIT experiences female enrolments as dominant in the northern corridor. Male and female students have different aspiration plans and this must be considered by the Institute.

5.5 Southbank Institute of Technology representatives reported:

- 2010 Institute enrolments were strong.
- Griffith dual offers continued to increase, with 4 new arrangements.
- QCA creative industries quotas for concurrent SBIT students were filled in 2010.
Overall, the Institute has 122 pathways available to students from diploma level and above.

VET FEE-HELP for pathway programs will be introduced from Sem. 2.

Business qualifications are attracting low government funding.

STEP (Southbank Tertiary Entrance Program) for Yr 11 and 12 students who concurrently complete units from Diploma pathways.

Uptake in dual offers for 2005 was 33 students and in 2010 193, with 246 students accepted in 2009.

Areas that experienced lower demand include Justice Administration, Nursing, Multimedia and Laboratory Technician.

Southbank Institute considered that many TAFE students are opting for the workplace and then continue to study part-time at University, especially the 24-30 age group. The economic climate was considered a major factor.

Students were looking for accelerated programs and open learning was expected to be a preferred choice. Many students were opting for part time face to face learning in the beginning and then on line studies to complete the degree.

Southbank Institute was of the view that 2011 enrolment numbers would present a significant gauge for indicating demand for VET/HE pathways.

SBIT product rationalisation has been completed. The vertical product line now is 114.

5.6 Director, Queensland VET Development Centre reported on the Integrated Credit Transfer and Articulation Project funded by DEEWIR and a partnership between USQ, ACPET, Careers Australia Group and DET. The project now entering its second year had either completed the following topics or they were currently underway:

- literature review
- a report on stakeholder interviews regarding current collaboration on pathway models
- a student awareness survey of pathways had been completed with 17,000 responses
- model development for student transition from VET to University
- the extent to which Federal and state legislation, policies and initiatives have implications on the project
- an investigation of best practice transferability across the sectors
- industry determined models are being developed e.g. pathology and agri-food sustainable pathways
- determine if new models being piloted are transferable to other disciplines
- dissemination of project learnings through research papers and development of resources and conference presentations.

5.7 The Chair thanked all members for their reports and encouraged them to continue to work in partnership with Griffith University for the mutual benefit of both sectors in the challenging times ahead to increase participation in both sectors and across sectors.

6.0 PARTNERSHIP INSTITUTE AGREEMENTS/STATISTICS

6.1 The University’s Manager, Academic Credit Transfer provided an overview of current pathways, including additions and current proposals received from Institutes in response to the University’s request for 2011 requirements.

6.2 Members noted that all Institutes have pathway arrangements for VET qualifications in Accounting, Business, Management, Marketing, Human Resource Management, Business Administration, International Business, Events, Hospitality and Tourism, Justice, Nursing, Community Services Work,

6.3 For the information of members, Griffith University statistics for Semester 1, 2010 by Institute and GU academic group were provided. Attachment A listed 593 students who received credit transfer, 50 students who had commenced concurrent studies, 47 students who commenced at University with prior studies in the Cert IV in Adult Tertiary Preparation program and 223 commencing students identified with prior TAFE studies who had not applied for credit transfer.

6.4 The Chair noted the array of existing arrangements available to students wishing to articulate into Griffith University upon completion of a Partnership Institute Diploma program and encouraged Institutes to continue to work with Griffith to both increase the number of pathways and also to widen participation for students across all available areas.

7.0 NEXT MEETING

Members were asked to note that the 2/2010 meeting would be held on Friday, 19 November, between 10.00 am and 12.00 noon, in Room 2.02 N54 Bray Centre, Nathan Campus.

Confirmed:……………………………………  Date:  19 November, 2010.

Professor Sue Spence (Chair)
DISTRIBUTION LIST

COMMITTEE MEMBERS

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
Mr John Miles, Director, Office of Student Recruitment
Professor Gillian Bushell, Deputy Chair, Academic Committee

TAFE representatives
Deb Daly, Chief Operating Officer, Office of Training Queensland and Regional Operations
Mr Craig Sherrin - CEO, Southbank Institute of Technology
Ms Janine Schubert – Director, Queensland VET Development Centre, Department of Education and Training
Mr Aaron Devine – Director and CEO, Gold Coast Institute of TAFE
Ms Kaylene Harth - Director, Metropolitan South Institute of TAFE
Ms Lynne Foley- Director, Brisbane North Institute of TAFE

Ms Mary Hassard – Secretary

Ms Donna Kalaentzis, Secretariat – information copy.
Ms Alicia Toohey (SBIT) – information copy.
Mr Peter Laing (MSIT) – information copy.