TAFE QUEENSLAND AND GRIFFITH UNIVERSITY LINKS COMMITTEE

A meeting of the TAFE Queensland and Griffith University Links Committee was held 10.00 am – 12.00 noon on Friday, 19 November, 2010 in Council Chamber, Griffith University, Nathan Campus.

MINUTES

Present:
Professor Sue Spence (Chair)
Mr Mike Diezmann (BNIT)
Ms Helen Bulle (SkillsTech)
Ms Alicia Toohey (SBIT)
Mr John Martin (SBIT)
Mr Ian Findlay (SBIT)
Ms Janine Schubert
Mr John Miles
Ms Deidre Stein (GCIT)
Professor Gillian Bushell
Mr Peter Laing (MSIT)

Ms Mary Hassard (Secretary)

By invitation:
Ms Siobhan Richardson, Pathways Officer
Dr Sue Muloin, Project Officer, Adult Learner Social Inclusion Project
Ms Suzanne Wilkinson, Griffith Student Equity Services

1.0 CONFIRMATION OF MINUTES
The Minutes of the 1/2010 meeting of the TAFE Queensland and Griffith University Links Committee were taken as read and confirmed.

2.0 CHAIRPERSON’S REPORT
The Chair welcomed members, Institute representatives and those attending by invitation and reported on the following:

3.0 ADULT LEARNER SOCIAL INCLUSION PROJECT
QUT and Griffith University are undertaking a joint project to provide outreach, support and transition initiatives to adult learners of low socio-economic status, who are undertaking tertiary preparation with training providers in Brisbane’s Northern and Southern corridors. The objective of the Project is to work collaboratively to develop successful transition pathways and increase adult learner participation in tertiary education. This joint initiative has been supported by a Federal Government Grant of $1.15million. The Project commenced in mid 2009 and will run until the end of 2011.
The Principal Adviser, Griffith Student Equity Services, Suzanne Wilkinson and Dr Sue Muloin, Project Officer, updated members on the project’s progress which included the following:

- **Completed Activities** – community outreach (flyers, posters and newspaper advertisements for 2010 student intake); development of a website (www.bridgetostudy.com.au) providing online resources; free career counselling and workshops in career development; careers forum for career counsellors; learning support allocations to partners; presentations to student enrolled at partner institutions; QTAC workshops; $250 bursaries for enrolled students; ‘Futures Cafes’; surveys and data collection; newsletters and review of the collaborative process.

- **Remaining Activities** – leading up to the completion of the project in 2011, continuation of learning support, bursaries and activities; ongoing research and data analysis; updating project website and positioning for post-project work.

- **Outcomes** – The project will benefit both the universities and the partner institutions by providing research evidence on the experiences and aspirations of adult learners undertaking the Adult Tertiary Preparation and other programs and insight into ‘good practice’ collaborative processes, including more information on adult learners and their transition to higher education.

Members thanked Ms Wilkinson for the presentation, considered that the project would contribute to improving retention rates for ATP students moving into higher education and expressed interest in receiving data on any measurement of retention.

### 4.0 TRANSITION SUPPORT FOR VET ARTICULATORS

Southbank Institute of Technology has asked the University to report on initiatives which provide transition support to VET articulators who enter the University degree at an advanced level and who therefore may have adjustment challenges different from first year University students. Griffith advised of the following student support programs offered to commencing students, including pathway students:

- For first year students, good support is available in the form of First Year Advisors, an orientation week induction program, a tracking system for early intervention of students experiencing learning difficulties, student surveys regarding engagement with the University and funding available to provide special tutoring groups for low SES students.

- Difficulties may arise if TAFE and other students who have been granted credit identify themselves as other than first year and do not link in with support opportunities for first year University students. More work by the University is needed to firstly identify these students and then provide appropriate support.

- Areas where good practice examples of transition support is available for cohorts of students entering with credit transfer are:
  - Queensland Institute of Business and Technology students (600+) are provided with comprehensive transition workshops prior to enrolling at Griffith;
  - Diploma of Nursing students are offered special transition workshops at time of entry to Griffith and provided with bridging tutorials in identified areas where TAFE Nursing Graduates experience gap difficulties in second year University Nursing studies;
- *Preparing to succeed at Uni* for pathway students on the University’s website includes an interactive resource tool to assist with transition, including academic writing, referencing and library resources.
- Programs such as Uni-key set-up specifically for Equity groups are available with pre-orientation workshops, peer mentoring and student services support.

Institute staff were pleased to hear that Griffith presently offers a range of options to assist with transition into University and aims to continuously improve and extend transition for TAFE articulating students. It was always a continuing concern to the University how students cope in first year in their degree program.

### 5.0 GRIFFITH UNIVERSITY/INSTITUTE REPORTS

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

#### 5.1 Gold Coast Institute of TAFE representative reported that:

- The reverse articulation opportunity for the Bachelor of Exercise Science students to complete gap training at GCIT and exit with Certificates 3 and 4 in Fitness was working well with close to 100% retention and an indication that numbers may double in future.

- The GCIT Coomera Campus will open in 2011. Tours of the Campus are available. Griffith has decided not to co-locate but is keen to provide an articulation for every GCIT offering on this campus.

- GCIT and Griffith are currently working on an articulation into the BEng (Electrical).

- An 80% take up of FEE HELP opportunities had been experienced. GCIT will be extending these opportunities for their students in 2011.

#### 5.2 Southbank Institute of Technology representatives reported:

- SBIT dual offers with Universities have experienced a slight decrease in student numbers. However, student numbers proceeding on to University in 2011 are looking good. Nursing numbers in particular had increased.

- Strong demand continues for Griffith College of Art concurrent programs, particularly Design, for which transition to University is guaranteed and transition built into the concurrent structure of the pathways.

- VET FEE HELP for which Griffith has provided support to Southbank Institute continues to attract strong student uptake. One further area for consideration is Dental Technology Prosthetics/oral Health Dental Science.

- Creative ways for Universities and VET Institutes to engage, for the purposes of developing a single pathway for students, should continue to be investigated.

#### 5.3 Brisbane North Institute representative reported that:
The majority of its articulation activity was with QUT and University of the Sunshine Coast.

Expansion was expected in the Graphic Design and Visual Arts areas.

Numbers continue to grow in Business and IT qualifications.

5.4 **Metropolitan South Institute** representative reported that:

- MSIT pathways from TAFE into University had increased.
- FEE HELP was not yet available for MSIT programs.
- A number of Visual Arts pathways were now available into College of Art programs.
- Graduation prizes from Griffith University had been positively received. Sponsorship was also a plus as well as University visits to TAFE.
- A demographics survey of clients had revealed a major cohort in the 25-35 age group. It is predicted that this group would benefit from transition support. Many have been employed and seeking to undertake higher education.
- MSIT has commenced rationalisation and streamlining of its project range.

5.5 **Director, VET Development Centre** reported that:

- Significant work is being carried out to streamline Training Packages and VET Products.
- A Template for the essential elements of a qualification is being developed, including assessment evidence. Credit arrangements will be included in the endorsed component.
- Industry Skills Councils will use the template as a model for simplifying qualifications.
- Training Packages will link in with the new AQF register.

5.6 **SkillsTech representative** provided a written overview of activities, including:

- Currently Griffith only has a small number of articulations with Skills Tech. However, there is much capacity to extend and increase activity in this area, particularly considering the many new initiatives being undertaken.
- A foundation course to provide a stronger pathway for students in Electrical is being developed. The course will include higher level maths competencies. Industry indicators reveal high demand for works with both technical application skills and a higher education degree.
- Skills Tech has developed significant links in UAE in addition to forging links in Argentina, Uruguay and Brazil.
Accreditation with Engineers Association of Australia is being obtained for the Advanced Diploma of Engineering Technology – Electrical.

New area of interest for an articulation would be the Vocational Graduate Certificate in Master Trade Applications – Sustainability Projects which is the first of its kind on offer in Australia. The new qualification addresses environmental challenges facing the trade and technician sector.

Government funding has enabled the building of improved facilities.

The Chair thanked all Members for their reports and their continued support to Griffith University/TAFE Qld links. This feedback will assist the University in its pathway planning and support to students entering degree programs from Institutes.

6.0 PARTNERSHIP INSTITUTE AGREEMENTS/STATISTICS

For the information of members, statistics of students who had commenced at Griffith in 2010, by Institute and GU academic group, were provided. Attachment A listed 845 students who had been identified as having completed TAFE studies.

Attachment B was an update on articulation arrangements available to Institutes as at the end of 2010.

7.0 NEXT MEETING

Members noted that the 1/2011 meeting date would be held on Friday 27 May, Bray Centre, Nathan Campus.

Confirmed:...................................... Date: 23 / 9/2011
Professor Sue Spence (Chair)

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 Gillian Bushell, Deputy Chair, Academic Committee

TAFE Representatives
Ms Deb Daly, Deputy Director-General, Training and Tertiary Education Queensland, Department of Education and Training
Ms Janine Schubert – Director, Queensland VET Development Centre, Department of Education and Training
Ms Robyn Tyler - Director and A/CEO, Southbank Institute of Technology
Mr Aaron Devine – Director and CEO, Gold Coast Institute of TAFE

www.griffith.edu.au/committees  page 5 of 6
Ms Kaylene Harth - A/Director, Metropolitan South Institute of TAFE
Ms Lynne Foley - Director, Brisbane North Institute of TAFE
Ms Mary Campbell – Director, SkillsTech Australia.

Ms Mary Hassard – Secretary

Secretariat – information copy.