TAFE QUEENSLAND AND GRIFFITH UNIVERSITY LINKS COMMITTEE

A meeting of the TAFE Queensland and Griffith University Links Committee was held between 12.00–2.00 pm on Tuesday 18 October, 2005 at Skyline Restaurant, Southbank.

MINUTES

PRESENT:
Chair – Professor John Dewar
Dr Lyn Holman
Ms Deb Daly
Professor Sharon Bell
Mr Fred Beven
Ms Leesa Wheelahan
Mr Craig Sherrin
Ms Janine Schubert
Mr Greg Harper
Mr John Blakeley
Mr Greg McMillan
Ms Carol Elliott
Ms Deidre Stein

Secretary – Mary Hassard

APOLOGIES:
Professor Ian O’Connor
Mr Scott Flavell
Mr Colin McAndrew
Mr Sam Ragusa
Mr Chris Robinson
Mr Steve Ghost

1.0 CONFIRMATION OF MINUTES
The minutes of the 1/2005 meeting of the TAFE Queensland and Griffith University Links Committee having been circulated were taken as read and confirmed.

2.0 CHAIRPERSON’S REPORT

2.1 The Chair thanked Mr Craig Sherrin for hosting the meeting and providing lunch at the Southbank Skyline Restaurant. Ms Carol Elliott, Regional Director, Department of Employment and Training was welcomed as a visitor attending by invitation. Professor Sharon Bell, Pro Vice Chancellor (Equity and Community Partnerships) was introduced as a new Committee member and the Chair thanked out-going Pro Vice Chancellor, Professor Marilyn McMeniman, for her contribution to the Committee, in particular, TAFE links with the South Bank Campus.

2.2 The Chair advised that the paper Building Griffith’s relationship with TAFE in the Brisbane Gold-Coast corridor was now official after much discussion within the University community. The University’s Academic Committee supported the objectives and strategies for developing GU’s relationship with TAFE and implementation had commenced.

Institute Directors were asked to note and pass on to TAFE students the increase in admission rankings available as a result of the introduction of the Griffith University TAFE Partnership Admissions Scheme and the Chair would be writing to all Institute Directors shortly confirming dual offer approvals for 2007 entry.
3.0 GRIFFITH UNIVERSITY DISCUSSION PAPER

3.1 Ms Leesa Wheelahan, Policy Adviser to the Deputy Vice Chancellor on cross sectoral links and author of the Discussion Paper - Building Griffith’s relationship with TAFE in the Brisbane Gold-Coast corridor explained that the paper:

- was designed to persuade the University community of the advantages of strengthening links with TAFE Institutes in the Brisbane Gold Coast corridor, had been written from a Griffith University perspective and the tone was very much collaborative;

- was considered necessary to improve traditional pathways and encourage new initiatives that build qualifications, in partnership, which are innovative and related to the needs of regions and linked to new and emerging industries; and

- proposed that the University engage with TAFE in the areas of teaching, learning and research and assist TAFE staff to obtain a research higher degree.

3.2 Considering the current education environment and the reforms proposed in a Green Paper Queensland’s proposed responses to the challenges of skills for jobs and growth, the University was suggesting that opportunities existed to build both University and TAFE businesses by not competing but focusing on individual strengths and building complementary offerings with regional participation.

As a result of discussions and feedback with each TAFE Institute, the paper suggests four elaborating principles for development of close institutional partnerships with TAFE Institutes within the Brisbane Gold Coast corridor with the following three objectives:

- develop dual offers with each TAFE Institute;
- develop pathways and credit arrangements in each broad field of education that Griffith offers; and
- develop an “exemplar” pathway in each field of education, that incorporates innovative curriculum design and work-integrated learning, and involves industry partners with the design and development of the pathway.

To achieve these objectives, the paper suggests that some supporting strategies could include Griffith and TAFE Institutes working together to:

- embed a VET qualification as part of a degree early in studies;
- develop qualifications to assist TAFE students to access Fee-HELP; and
- build shared understandings among teaching staff in both sectors.

3.3 The Griffith Paper and supplementary tables include data on the performance of TAFE articulators compared to all other categories of students admitted to Griffith University. The figures indicate that TAFE articulators who complete their TAFE studies succeed at University (though not necessarily in the high range), show greatest academic improvement in their final year and stay at University in higher numbers than other categories of students. The academic performance of TAFE students who do not complete their TAFE studies is not as high. Griffith aims to maintain this standard by continuing to build pathways which assist TAFE articulators in their transition from TAFE studies to University studies.
3.4 The Regional Director indicated that these findings were consistent with the Department’s past experience that once a TAFE articulator “breaks the barrier” of transition into University, then good performance in third year is usually assured. The Department endeavours to keep abreast of curriculum both in TAFE Institutes and Universities.

3.5 Members were particularly interested in the proposal to deliver VET qualifications in degrees. Several institutions have already achieved this by jointly developing curriculum. The University was warned that difficulties could be experienced in attempting to bring University content and TAFE units of competency together and the level of rigidity encountered in the mapping process would present a professional challenge. Due to the amount of change happening in the sector, it was agreed that any new innovative proposals could now be considered.

3.6 Issues of mutual interest raised in the Griffith Paper and discussed, included:

- more students are seeking two qualifications, one for the workplace and another for career progression e.g. Diploma/degree or degree/diploma or degree/postgrad VET qualification;
- identifying specific outcomes of TAFE and University qualifications would assist students in the selection of pathways;
- research with TAFE in product areas;
- development of discipline area skills for TAFE teachers;
- encouraging sessional teaching at University as professional development for TAFE teachers.

3.7 Members expressed support for the strategies and objectives included in the Griffith Paper which will strengthen the University’s relationship with TAFE in the Brisbane Gold Coast corridor.

3.8 Ms Deb Daly advised that the Griffith Discussion Paper had been included in feedback to the Green Paper and would undoubtedly assist in informing the White Paper.

3.9 The Chair thanked Ms Wheelahan for her excellent work in producing this paper and comparative data which has enabled the University to develop a strategy for deepening and extending its partnership with TAFE in Queensland.

4.0 GRIFFITH UNIVERSITY/TAFE REPORTS

4.1 Mr Craig Sherrin tabled a report on all current Griffith University links with Southbank Institute of TAFE. Articulation pathways exist for the TAFE areas of Children’s Services, Hospitality Management, Applied Science, Laboratory Technology, Visual Arts, Business, Sport and Recreation and Multimedia. Griffith University and Southbank Institute of TAFE continue to work together to increase pathways available between institutions.

4.2 Mr John Blakeley advised that the Open Learning Institute was currently finalising the resource materials for the Diploma of Business Studies which allows students to commence in year 2 of a Griffith Business program. Open Learning is also developing Vocational Graduate Certificates and Diplomas.
4.3 Ms Janine Schubert of the Centre for Innovation and Development advised that articulation pathways were about to be finalised for the Diploma of Community Welfare Work with the Griffith University Bachelor of Human Services and Bachelor of Social Work.

4.4 Mr Greg McMillan advised that Moreton Institute of TAFE and Griffith were working towards improved pathways for students for 2007 by targeting areas of mutual strength. In particular, Fred Beven was thanked for his work with developing an enhanced pathway for the Diploma of Training and Assessment/Bachelor of Training which should result in more TAFE teachers obtaining the degree qualification.

4.5 Mr Fred Beven reported that this new improved pathway developed in collaboration with Moreton Institute of TAFE will not only assist in alleviating skills shortages in the VET teacher sector but will assist VET teachers to meet the challenges and demands the new developments in the sector will bring.

4.6 Ms Deidre Stein advised that Gold Coast Institute of TAFE had finalised 8 pathways which will attract dual offers with Griffith and was keen to work with Griffith to maximise recruitment opportunities to enable students to continue their studies into a University degree.

4.7 Mr Greg Harper advised that Logan Institute of TAFE and Griffith University had commissioned a project to review, develop and extend pathways between the two institutions, to provide more opportunities for the Logan community to participate in tertiary education. Issues to be considered included how the Logan Tertiary Access Program serves pathways and the needs of the Logan community.

4.8 Ms Leesa Wheelahan advised that this project was also addressing issues such as should Diploma modules be embedded in the Tertiary Access Program, the national priority of skills shortages and the bridging capacity of the Tertiary Access Program.

4.9 Professor Sharon Bell reported whilst the Tertiary Access Program has been very successful, it was now necessary to look at ways of achieving a higher retention rate especially in the Science and Information Technology stream. Students are prepared to take the risks to succeed and every effort should be made to support the students with pathways that better articulated into University programs. The joint project presented an opportunity to rethink the Program, both strengths and weaknesses, and how best to better prepare the students to achieve a higher success rate.

4.10 Dr Lyn Holman advised that although many pathways were available to achieve entry to University, often students experienced difficulties with the perceived complexities of gaining admission and the view that higher education was too expensive. Information evenings are available at Griffith to assist potential students with how to get a place at University and the Griffith Uni-Start Scheme offers scholarships which assist with fees for Higher Education.
5.0  **GRIFFITH UNIVERSITY TAFE PARTNERSHIP ADMISSION SCHEME**

Members noted the new TAFE Partnership Admission Scheme which provides a minimum admission rank of 87 for a Diploma and 93 for an Advanced Diploma for students from the 5 Partnership Institutes. Students can also increase these rankings by sitting the STAT test or by graded assessment at TAFE. This Scheme not only offers increased admission ranks but should also give access to TAFE Graduates to an increased range of Griffith University programs.

6.0  **OTHER BUSINESS**

Professor Dewar advised that the meetings held earlier in the year with individual TAFE Directors were of great assistance to the University in developing the discussion paper and in finalising the dual offer arrangements. It was agreed that these meetings should continue annually, usually leading into the first Committee meeting of the year.

7.0  **NEXT MEETING**

Members agreed that the next meeting of the Committee should be held in the first part of 2006.

Confirmed: ..............................................

  Professor John Dewar (Chair)

Date: ..................................................
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Chairperson of the Committee
Deputy Vice Chancellor (Teaching and Learning) and Deputy President
Professor John Dewar

Vice Chancellor and President
Professor Ian O’Connor

Director-General, Department of Employment and Training
Mr Scott Flavell

Pro-Vice Chancellor (Administration), Griffith University
Mr Colin McAndrew

Academic Registrar, Griffith University
Dr Lyn Holman

Director, Office of Facilities Management, Griffith University
Mr Sam Ragusa

One group Pro-Vice Chancellor nominated by the Vice Chancellor
Professor Max Standage (Community Partnerships)

Up to two members of the academic staff of the University nominated by
the Deputy Vice Chancellor (Teaching and Learning) and Deputy President
Mr Fred Beven, School of Vocational Technology & Arts Education
Ms Leesa Wheelahan, School of Vocational Technology & Arts Education

TAFE representatives nominated by the Director-General,
Department of Employment and Training and the Chair, TAFE Queensland
Mr Chris Robinson – Deputy Director-General, Department of Employment and Training
Mr Craig Sherrin – Director, Southbank Institute of TAFE
Ms Janine Schubert – Director, Product Services, Centre for Innovation and Development, TAFE Qld.
Mr Greg Harper – Director, Logan Institute of TAFE
Mr Steve Ghost – Director, Yeronga Institute of TAFE
Mr John Blakeley – Director, Open Learning Institute of TAFE
Ms Linda Brown – Director, Moreton Institute of TAFE
Ms Deb Daly, - Director, Gold Coast Institute of TAFE

By Invitation
Ms Carol Elliott, Regional Director, Department of Employment and Training

A/Secretary
Ms Mary Hassard, Credit Transfer and Articulations Manager, Griffith University

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