Integrated Articulation and Credit Transfer Project

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Research Projects:

- Consultation with Education Providers
- Student Awareness Survey
- Tripartite Approach to Articulation
Consultations with Providers

- How partnerships evolve
- Student articulation
- Relationships with Industry
- Models
Consultations: Findings

- 75% of Private RTO’s have an MOU with a University
- Articulation arrangements are ad hoc at best
- Trust is a major element for building relationships
- Lack of co-ordinated and purposeful transition strategies
- Paucity of industry representation
- Models of articulation are predominately end-on
Student Survey

- Web based – Qld VET and HE
- 12,500 responses – 416 from RTO’s
- Most students (71%) were aware of the concepts of credit transfer, articulation or RPL
- Teachers, friends and Career Guidance - common sources of information
Student Survey

- 46% indicated they would be enrolling in HE
  - 30% into Bachelor
  - 3% Graduate Certificate
  - 4% Graduate Diploma
  - 12% Masters or Doctorate

- Of the 9,561 currently enrolled in HE, 4% were considering enrolling in a RTO program.
Industry Research

- Definition and understanding of ‘industry’
- Key roles that industry can play
- The role of articulation pathways in workforce planning
- The education and training sector’s level of understanding
- Barriers and enablers the development of articulation pathways;
- Mechanisms required to enable the sustainability of articulation agreement;
- Potential role of professional organisations
- Tripartite linkage and governance models.
Industry Engagement:

1. Provide evidence of current and future skills shortages for their industry area;
2. Map out career planning and up-skilling points for their industry area (and particularly where an articulation pathway could support this);
3. Identify industry partners essential to an articulation partnership;
4. Provide advice on qualifications to target for the articulation pathway;
5. Have a working knowledge of the key education and training providers involved in the delivery of qualifications;
6. Be willing to provide advice, input, and guidance to the articulation model.
IACT Project

HUB - MANY ⇒ MANY

- HE Provider
- Workforce Council
- VET Provider
- Professional Organisation
- Industry Reps.
- HE Provider
- HE Provider
- VET Provider
- VET Provider
- VET Provider

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Existing model - A backward integration

HE  ↔  VET  ↔  Industry
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Tripartite Model

Industry

Articulation Pathway

Skills Shortages/Future Workforce Demands

VET

HE
IACT Project

Key Findings - Industry Engagement

- There is a lack of industry involvement in the negotiation of **articulation arrangements** between the VET and HE sectors;
- This is at odds with the importance placed on the involvement of industry in **curriculum development** and delivery, and in developing career pathways which are industry-relevant.
For more information:

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