Dual Sector Collaboration

~~PATHWAYS AND ARTICULATION~~

PART OF THE CDU
COLLABORATION STORY

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Dr Darius Pfitzner
Theme Leader of IT
School of Engineering an IT

also

Head of the VET-HE IT Collaboration Team
(alongside Mr Bob Dewhurst)

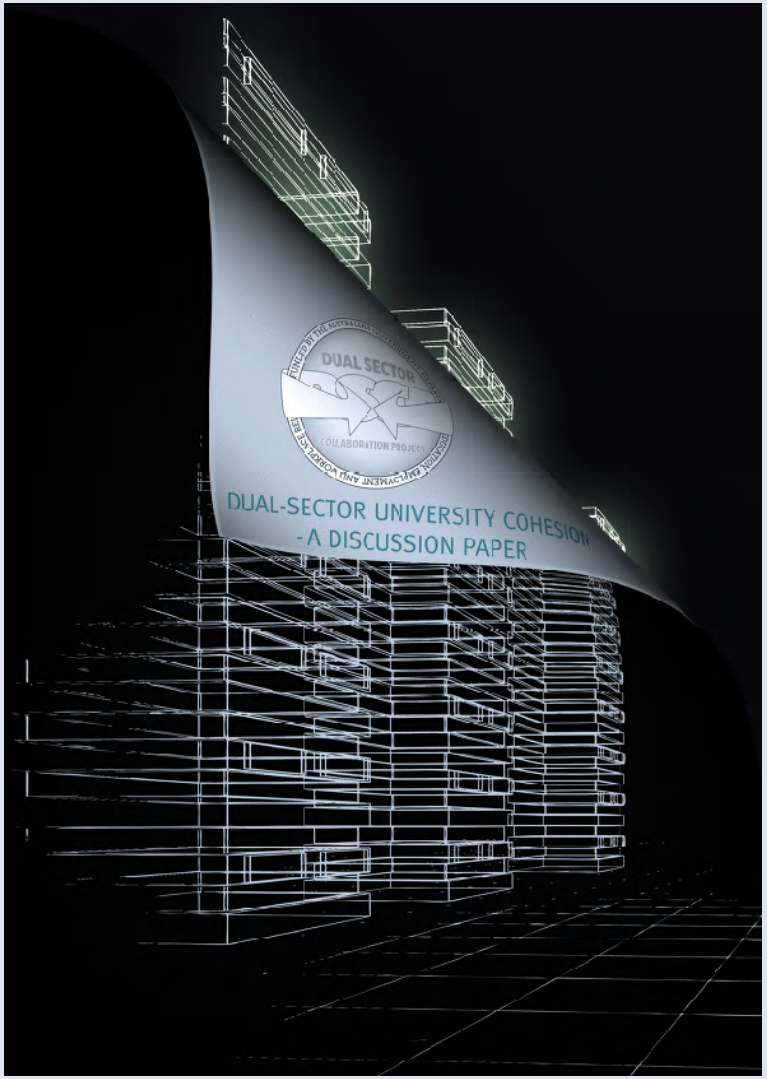
&

Member of the CDU Collaboration Research Team
(alongside Dr Susan Bandias & Prof Don Fuller)

Presenting:

Part of the CDU Collaboration Story

Interested in Collaboration?



Compulsory Reading

University of Ballarat and Swinburne University of Technology, (2010) "*Dual-sector university cohesion: a discussion paper*", Academic research centre, APO Member, source: http://www.apo.org.au/node/21757, 01/08/2010.

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Interested in Collaboration?

The Informa Higher Education Series presents

The Inaugural

DUAL SECTOR Forum

28th & 29th OCTOBER 2010 | **RENDEZVOUS HOTEL, MELBOURNE**

The Dual Sector Collaboration Project is supported by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) under the auspices of the Diversity and Structural Adjustment Fund. The lead agency is the University of Ballarat in partnership with Swinburne University of Technology and in collaboration with the National Tertiary Education Union and the Australian Education Union.

The Project investigates the ways the dual-sector universities could evolve to become more cohesive, effective and agile organisations that build upon the connection between their Technical and Further Education (TAFE) and Higher Education (HE) sectors in a period of dynamic policy and economic change. A discussion paper was released in June this year which explored the external environment and drivers of change and the major internal problems faced by dual-sector universities; considered the ways dual-sector universities can position themselves to be distinctive and best serve the public good; and, identified the barriers and how they might be overcome to achieve these aspirations. The paper canvassed these matters in three sections: Education Environment, Collaborative Programs, and Governance both internal and external. A call for public submissions closed on 6 August 2010 although the Project continues to seek feedback and guidance.

This conference, additional research and consultation will inform the Project as it prepares a position paper to present to the Commonwealth Government in early 2011.

Professor Peter Matthews,
Project Director, Dual Sector Collaboration Project

International presentation

Professor Bruce Macfarlane, Associate Professor of Education, **Hongkong University** & Senior Fellow, **UK Higher Education Academy**

Speakers include

Professor Denise Bradley AC, Interim Chair, **TEQSA**

Professor David Battersby, Vice Chancellor, **University of Ballarat**

Professor Ian Young, Vice Chancellor, **Swinburne University**

Professor Scott Bowman, Vice Chancellor, **Central Queensland University**

Dr Barry McKnight, Pro Vice Chancellor VET, **Charles Darwin University**

Dr Anne Jones, Deputy Vice Chancellor and Director – TAFE, **Victoria University**

Professor Joyce Kirk, Pro Vice Chancellor and Vice President, **RMIT**

Professor Peter Matthews, **Dual Sector Collaboration Project**

Professor Dale Murphy, **Dual Sector Collaboration Project**

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The Inaugural DUAL

DAY ONE
THURSDAY 28TH OCTOBER 2010

8:30 Registration and welcome coffee

8:50 Opening remarks from Chair
Professor Kwong Lee Dow, Honorary Fellow & Former Vice Chancellor, **University of Melbourne**

DRIVERS & DEVELOPMENT

9:05 **Dual-sector universities – Challenges and possibilities**
- History and importance of dual-sector universities
- The current policy context and dual-sector universities
- Challenges and barriers - from IR to jurisdictional issues
- Possibilities and potential of dual sector universities

Professor David Battersby, Vice Chancellor, **University of Ballarat**

9:45 **A framework for the dual sector**
- Understand the external environment and major internal problems that dual universities face
- Consider the ways that dual sector universities can position themselves to be distinctive and best serve the "public good"
- Identify the barriers

Professor Peter Matthews, **Dual Sector Collaboration Project**
Professor Dale Murphy, **Dual Sector Collaboration Project**

10:30 Morning tea

RATIONALE

10:50 **Why become dual?**
- The strategic thinking and evolution of rationale – value addition, opportunities for wider participation, competition and constraints
- Exploring the implications on organisational and management structures

Professor Scott Bowman, Vice Chancellor, **Central Queensland University**

11:30 **TAFE in HE – Partnerships or competition?**
- Defining TAFE contribution to the national tertiary targets
- The importance of applied learning and new pathways and models of HE/TAFE partnership
- Why TAFEs should offer degrees
- Strategies for success – identifying areas of demand and supply gaps

Pam Christie, Deputy Director General, **NSW TAFE and Community Education**

11:50 **PANEL DISCUSSION: TAFE FUTURES**
- Where the sector heading and what are the drivers of change?
- Difficulties faced in bridging the VET/HE divide
- Understanding the TAFE dynamic in the dual sector
- Polytechnics – growing relevance in a student demand driven ecosystem
- A look at some of the successful alternate models

Session Chair: Virginia Simmons AO, Director, **Virsis Consulting**
Belinda McLennan, CEO, **Tasmanian Polytechnic**
Pam Christie, Deputy Director General, **NSW TAFE and Community Education**
Wayne Collyer, Managing Director, **Polytechnic West**

12:35 Lunch

WHAT WORKS, WHAT DOESN'T

1:35 **Challenging boundaries: international perspectives**
- Reflections on the Thames Valley University experiment (UK) and the university colleges of British Columbia, Canada
- A consideration of the challenge of mimetic isomorphism or 'academic drift'
- An analysis of unitary and binary models of duality
- Understanding the challenges of duality from institutional, academic and student perspectives

Bruce Macfarlane, Associate Professor of Education, **Hong Kong University** & Senior Fellow **UK Higher Education Academy** (Former Vice Chair, **Society for Research into Higher Education, UK**)

2:25 **How VU does it**
- What the dual sector can contribute to the workforce of the future – meeting learner, industry and social needs
- Balancing between sectoral convergence and divergence
- An architecture that meets multiple missions within a coherent framework

Dr Anne Jones, Deputy Vice Chancellor and Director – TAFE, **Victoria University**

3:05 Afternoon tea

3:25 **The challenges for collaboration**
- Inherent difficulties in the HE/VET collaboration proposition
- Difference in language, culture, academic and operational models for TAFE and HE
- Cross institutional pathways – tensions and roadblocks
- Does the VET part of the partnership stand the risk of being less than equal?

Dr Tom Karmel, Managing Director, **NCVER**

INDUSTRIAL RELATIONS

4:00 **PANEL DISCUSSION: IR – dual regimes**
- Bold approaches for staffing in the dual sector
- Issues for cohesive operation in the dual landscape and implications for cross sectoral efficiency
- Is convergence of conditions feasible or desirable?
- Will we eventually need a new classification or a combined classification to allow for the same staff to teach across the VET/Higher Ed divide – can this lead to genuine productivity improvements?

Ian Argall, Executive Director, **AHEIA**
Pat Forward, Federal TAFE Secretary, **AEU**
Matthew McGowan, Secretary - Victorian Division, **NTEU**

5:00 Summary – Chair

5:10 End of day one

SPONSORSHIP OPPORTUNITIES

If you would like to showcase your company at this dedicated dual sector forum contact:
Anji Kurian
Phone: (02) 9080 4188 or
Email: anji.kurian@informa.com.au

www.informa.com.au/dualsector

Dual Sector Unis Poised to Lead the Way

Five (5) Dual Sector Universities

- Charles Darwin University (CDU)
- Royal Melbourne Institute of Technology (RMIT)
- Swinburne University of Technology (SUT)
- University of Ballarat (UB)
- Victoria University (VU)

Why Collaboration?

Federal Motivation

"The Government has set out an ambitious target to raise the proportion of young people achieving Year 12 or an equivalent qualification to 90 per cent by 2015 and announced an ambition to enrol and complete an additional 217,000 students at bachelor level or above by 2025, equating to 40 per cent of all 25 to 34 year olds."

Commonwealth of Australia, Department of Education, Employment and Workplace Relations, (2009), "*Transforming Australia's Higher Education System*", p.43. (http://www.deewr.gov.au/highereducation/Pages/TransformingAustraliasHESystem.aspx last viewed 01 Aug 2010).

Why Collaboration?

"additional 217,000 students" – how?

- Increase in transitions of Year 12's to University
- Increased number of transitions from vocational quarters.

Flag for HE/TAFE collaboration

Why Collaboration?

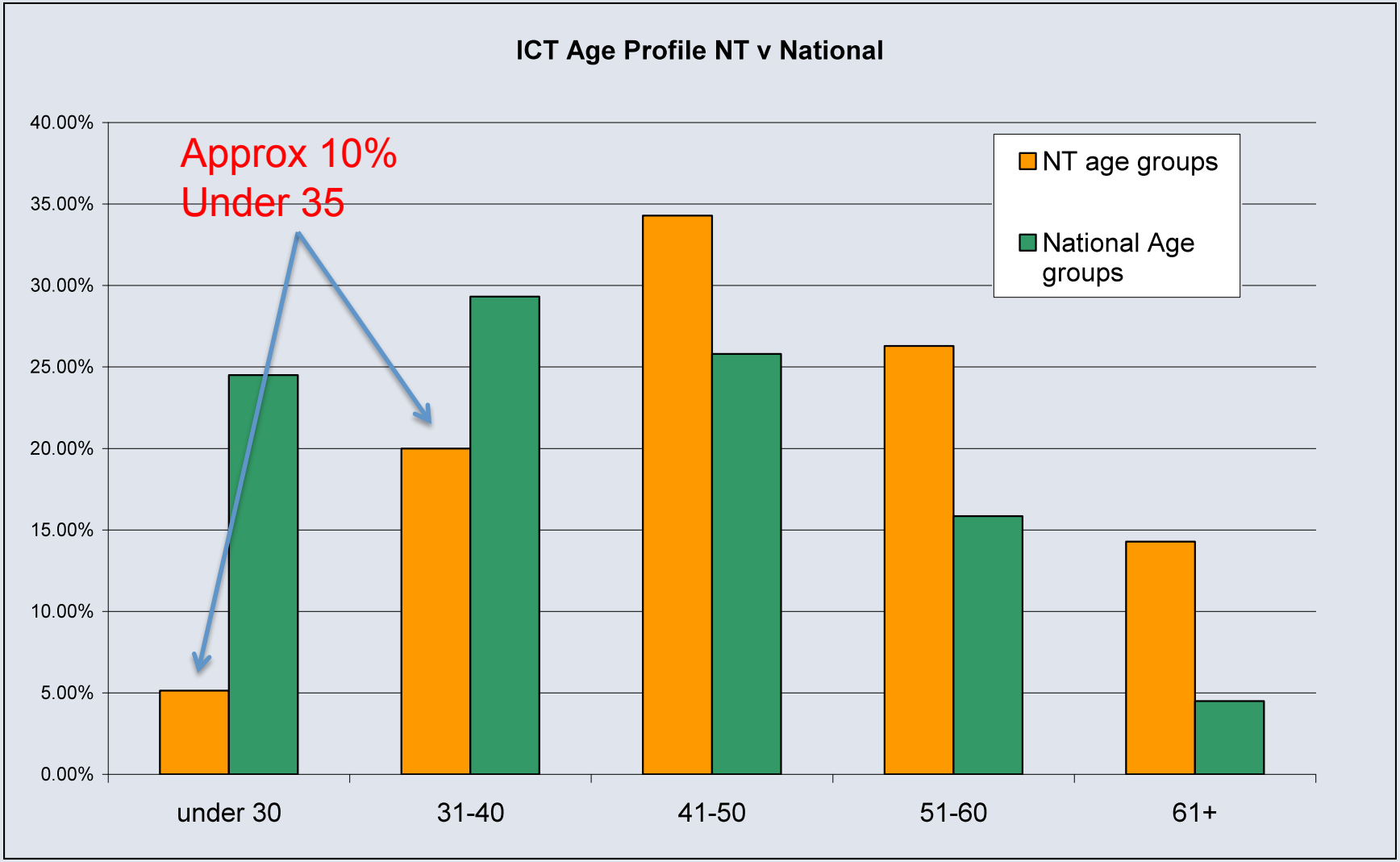
- … economies of scale & scope … optimal delivery…
- Recognition that collaborations between TAFE/VET and HE can and will drive the achievement of national participation goals

Government tasked the Australian Qualifications Framework Council with improving the articulation and connectivity between HE and TAFE and thus the pathways/movements between the two

ICT Enrolment Decline

The Bubble burst and enrolments in ICT courses declined by an average 66% nationally

NT ICT Already Struggling to Attract Young People



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The Writing is on the wall!
Telling Us
The Elephant is in the Room!

Charles Darwin University (CDU)

- CDU is a dual sector organisation
- Five Campuses
  - Alice Springs
  - Casuarina
  - Katherine
  - Nhulunbuy
  - Palmerston

CDU to Accommodate Collaboration

CDU implementing changes to improve the interaction of VET and HE relative to:

- Recognition of award/certifications
- Bidirectional teaching (HE↔VET)
  - pay scales, qualifications, teaching standard...
- Pathways (e.g. Cert IV ↔ DipNE)
  - concept & progression mapping

Note

For the most part the VET & HE organisations have be separate under one banner.

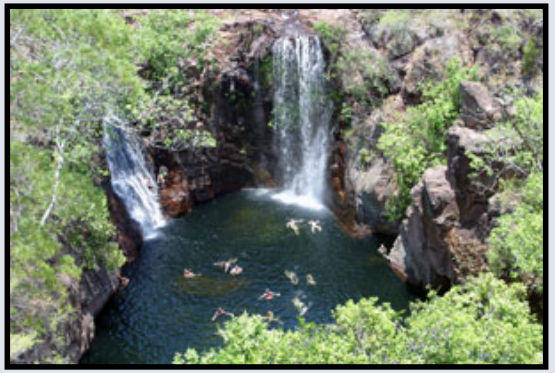
CDU IT Collaboration

- VC and Pro VC instruct Darius and Bob to
  "Go Forth and Collaborate"
- Formation of the VET-HE IT Collaboration Team
  - Days/nights of reading
  - Hours and hours and hours … of meetings
  - Despair
  - Anxiety
  - Anger
  - Resignation
  - All the other emotions

Factors Impacting IT Collaboration

a) Staffing
   - Teaching loads (HE at max, VET almost at max!)
   - VET & HE teaching certifications
   - Pay scales (changing to one scale)
   - Staff attitudes (Them and Us)

b) Anticipated student numbers relative to teaching capacity (space and staffing).



Factors Impacting IT Collaboration

c) Course structures:
   - sequences of concepts
   - timing (VET intakes and teaching periods, and HE terms and semesters)
   - current pathways and course entry systems.

d) ACS accreditation policies and curriculum frameworks

e) VET course accreditation requirements

Factors Impacting IT Collaboration

f) Lethargic two year course/unit approval process (CARP)

g) Federal and local government restrictions (e.g. training funding and immigration policy)

h) Products attractiveness to market place

i) Continuous VET IT intake such as that for apprentices (onsite testing...)

Responses to Impacting Factors

a) & b) Staffing Issues and Student Numbers

One Teacher Two Classes – Where possible implement strategies that see mixed classes of HE and VET students

c), d) & f) Sequence, Timing & Pathways – ACS – Lethargic CARP

Work with current offerings (little to no change) – focus on HE and VET Units that closely match in structure and delivery

Responses to Impacting Factors

e) VET Course Accreditation

Work with current offerings (little to no change)

Although predicted to be more flexible need to wait for the new Information and Communications Technology Training Package (ICA10) (due by Dec 2010)

g) Government Policy (Local & Fed)

To hard - Ignore for this round (VET funding, immigration...???)

h) Market Attractiveness

No Issue – Industry feedback suggests

Its Attractive!

(HE – Competencies, VET– The WHY)

Responses to Impacting Factors

i) Continuous VET IT intake

Not a short term issue. Addressed by conceptual and temporal spaces mapping work underway (lots of work).

Medium to Long Term Responses

TBA - requires more:

- Days/nights of reading
- Hours and hours of meetings
- Despair
- Anxiety
- ....

The Simple Plan

not rocket science (KISS)

HIT171 & HIT271 Networking (HE) – CISCO CCNA 1 & 2 (VET)

- HE deliver lectures at the start of a VET sessions
- VET competencies taught by VET
- HE students do VET sessions as lectures, tutes & workshops

Result

- VET have more students
- VET students **can** learn more WHY (if take note of the lectures)
- Reduced HE staff load
- **VET & HE students interact**
- Shared facilities (CISCO labs)

The Simple Plan

not rocket science (KISS)

HIT162 IT Concepts (HE) – IT Essentials (VET)

- VET deliver to HE and VET students
- HE supply materials, teaching, student support

Result

- Reduced HE staff load
- Spare VET capacity utilised
- Breakdown academic barriers
- Shared facilities (one hardware lab not two)

The Simple Plan

not rocket science (KISS)

HIT234 DB Concepts (HE) – Database (VET)

- VET and HE deliver to VET and HE students
- HE supply materials support

Result

- VET have more students
- Reduced HE staff load
- Spare VET capacity utilised
- VET students **can** learn more

  WHY (if take note of the lectures)
- Breakdown academic barriers
- Shared facilities

The Simple Plan

not rocket science (KISS)

Them and Us

- A VET teacher to co-supervise an honours student next year

Result

- Breakdown negative attitudes between HE and VET
- Improve VET confidence in research

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Thanks for Listening