



# *Beyond* Articulation

## A sustainable model for collaboration

Report of the Collaboration and Structural Reform (CASR) Fund project  
University of Canberra and Canberra Institute of Technology  
October 2005 - August 2008

# FINAL REPORT

**Beyond Articulation: A sustainable model for collaboration**

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## Executive summary

The *Beyond Articulation* project built on long-term collaboration between the University of Canberra and Canberra Institute of Technology. Funded by a Collaboration and Structural Reform (CASR) grant in 2005, the project has fostered improved teaching and learning arrangements, enhanced outcomes for students and the implementation of sustainable systems in both institutions. The achievements of the project can be summarised through the eight objectives of the CASR grant.

1. Students have been provided with additional choices, opportunities and improved pathways from CIT to UC. Over 180 articulation arrangements are now available to students, with 66 arrangements added since 2005. Six new industry linked cross-sectoral programs have been developed. A complementary reverse articulation program from UC to CIT is due for completion in 2008.
2. Students and stakeholders are provided with consistent and timely information to enable them to make informed choices. A web interface to a dynamic database is provided through the Pathways website, at <http://www.canberra.edu.au/cit-pathways>, which has received over 85,000 visits since September 2006. Brochures, publications, workshops and field days are also used to disseminate information to potential students.
3. Improvements in teaching and learning arrangements have been achieved through the collaborative mapping of knowledge, skills and assessment activities at CIT and UC. The majority of articulation pathways lead to dual-sector awards and linked single-sector awards. The effectiveness of these pathways is demonstrated through above average rates of student success and retention and stronger than average levels of student satisfaction and enjoyment.
4. Joint professional development opportunities have been increased through facilitated meetings, workshops, staff exchange and subsidised formal study. These joint activities have fostered a shared understanding of cross-sectoral planning, resourcing, delivery and assessment.
5. Sustainable systems in both institutions have been achieved through the coordination of governance, evaluation, benchmarking and process improvement processes. Program quality and student opportunities have been enhanced through the adoption of guidelines developed by the AVCC/Universities Australia and compliance with the MCEETYA Good Practice Principles. CIT graduates who articulate into UC report declining difficulties with adjusting to university life as a result of the *Beyond Articulation* program.
6. Economies of scale have been investigated through the strategic blending of individual strengths in each institution. The sharing of high quality facilities and academic expertise in specialist areas such as Health and Forensics has benefited students in both institutions. The libraries, student administration offices and student unions continue to operate separately but contribute complementary student support. Five Collaborative Grant projects have opened new opportunities for realising economies of scale.
7. Innovation in structural reform has been achieved through cross-sectoral policy and processes for articulation and credit transfer arrangements, enrolments and admissions processes. A shared focus on quality has resulted in enhanced consistency, reliability and student satisfaction with the process of articulating to UC.
8. The *Beyond Articulation* project provides a model of successful cross-sectoral collaboration that is both scalable and adaptable to other regions and institutions. The model is sufficiently robust and flexible to operate within emerging developments for the Higher Education sector in Australia.

Dissemination of research findings has already occurred through the delivery of papers at two national industry relevant conferences.

**Introduction**

**SECTION 1**

## Introduction

The *Beyond Articulation* project was awarded a three-year Collaborative and Structural Reform (CASR) grant in 2005. The overall project objective was

*'to build on the current relationship between the University of Canberra (UC) and Canberra Institute of Technology (CIT) through a coordinated and systemic approach to collaboration that will increase student choice and opportunities. The project centres on the establishment of an office of Cross-sectoral Collaboration located at UC which will facilitate reforms in the culture, structures and systems of both institutions with respect to resource sharing and pathways facilitation.'*

### Application for CASR Grant, UC 2005

The specific aims of the project in 2005 were to:

- build on and expand existing successful collaboration between the two institutions to develop a shared understanding of post-secondary education
- address a research gap to better understand cross-sectoral transition in the ACT from the perspective of the student experience
- develop a dynamic and user-friendly Web-based articulation information environment to provide information for students and staff on choices, opportunities, options and pathways
- support development of an innovative ACT policy on educational provision incorporating cross-sectoral arrangements
- establish systems for sharing a range of resources, facilities and systems including library resources, staff development, curriculum development and collaborative research.

Credit transfer arrangements between the University of Canberra (UC) and Canberra Institute of Technology (CIT) have been operating through a Memorandum of Understanding (MOU) since 1989. The most recent MOUs describe both the kinds of arrangements the institutions will pursue and the ideal levels of advanced standing UC would grant to students completing CIT qualifications.

The *Beyond Articulation* project was officially launched at UC on 3 May 2006. This report describes how the project has extended the benefits of existing relationships and expanded educational opportunities for students during the period 2006 to 2008.

## Research project

A research project 'Exploring the experiences of students articulating from CIT to UC' was established in March 2006 to analyse the achievements of the *Beyond Articulation* program from the student perspective, with the University of Canberra taking oversight of ethics clearance and project management. The research project has gathered both quantitative and qualitative data from four sources:

- UC Commencing Student Questionnaire (with customised questions added to gather information about the articulation experience in 2006)
- focus groups with CIT graduates enrolled at UC
- the CIT statistics office
- the UC statistics office.

Quantitative data collected by CIT and UC over the period 2004-2008 has been collated and then disaggregated to identify patterns of participation, success, retention and experience for students admitted to UC on the basis of a CIT qualification.

A qualitative analysis of students' views of CIT-UC articulation arrangements, and of the cross-sectoral practices that were designed to streamline the credit transfer process, has revealed three major areas of interest to students:

- how articulation is managed and credit granted to students
- how information is presented and made available
- how articulating students are supported through their transition from vocational to university studies.

These concerns are consistent with the findings of recent national reports prepared by Harris et al. (2005) and PhillipsKPA Pty Ltd (2006b).

Information gathered for the research project has been used to identify both positive trends and areas for improvement. Details of these findings are included in the *Outcomes* sections of this report.

## **Definitions**

Cross-sectoral arrangements can take many forms. The *Beyond Articulation* project has adopted the definitions used in the 2006 MCEETYA-sponsored report 'Giving credit where credit is due: A national study to improve outcomes in credit transfer and articulation from Vocational and Technical Education to Higher Education' (ibid).

The broad definitions are reproduced below with a description of how these have been combined with the 'Groups' defined in the UC-CIT MOU.

Credit transfer arrangements are processes used by institutions or faculties/ schools/ departments to determine the type and amount of credit to be granted to a student on the basis of relevant prior or concurrent studies. Credit transfer arrangements may be structured (ie. advertised at course level) or unstructured (ie. where individual students apply for credit).

For UC-CIT Pathways, structured credit transfer arrangements are equivalent to 'Group C' courses in the MOU.

Articulation arrangements are regarded as a continuum of structured credit transfer arrangements, as they involve the explicit design of pathways by staff from both sectors.

For UC-CIT Pathways, collaborative curriculum development results in pathways to create:

- new dual sector awards, which may be sequential or concurrent
- separate, linked dual-sector awards
- nested awards with multiple exit and entry points.

These arrangements are considered as 'Group A' and 'Group B' courses in the MOU.

**PhillipsKPA 2006b**





**Project achievements**

**SECTIONS2**

## Project achievements

This section reports on the performance of the *Beyond Articulation* project against the eight objectives of the 2005 CASR grant.

### Outcome 1

Provide students with additional choices, opportunities and improved pathways facilitated by an increase in effective articulation and credit transfer arrangements

In July 2008, 188 articulation arrangements were listed in the UC-CIT database, an increase of 66 arrangements since November 2005. Current arrangements enable students from 90 different CIT programs to articulate into 40 UC undergraduate degree programs (or double degrees that include these courses) with credit granted automatically at enrolment. A full list of Pathways that arise from articulation arrangements is provided as Appendix A.

Students have benefited from the *Beyond Articulation* project both through an increase in the quality and number of articulation arrangements and through enhanced opportunities gained from more effective articulation and credit transfer arrangements.

#### 1.1 Increase in number and quality of articulation arrangements

The number and type of articulation arrangements available to CIT students between 2005 and 2008 are illustrated in Table 1. During the first year of the *Beyond Articulation* project, new pathways tended to *broaden* the base of *existing* articulation arrangements. For example, many of the new articulation arrangements developed in 2006 were created through the addition of CIT programs into an existing pathway; alternatively, nominated CIT programs articulated into additional courses at UC.

From 2007, however, better collaboration between faculty staff enabled the development of *new courses and specialist degree programs*, often with input from an industry partner. This resulted in new suites of articulation programs being developed for courses addressing identified areas of skills shortage such as IT in Mainframe Computing, Building and Construction Management, Forensic Science and Justice Studies. A new Games Development program is under development.

Table 1. Number and type of CIT-UC articulation arrangements, 2005-2008

Year (Dec)	No. of CIT-UC articulation arrangements	No. of CIT programs with articulation pathways <sup>1</sup>	Description of additional pathways
2005	122 arrangements	73	
2006	146 arrangements	77	Accounting, IT, Sports development, Hotel & Hospitality Management and Tourism
2007	166 arrangements	86	IT (Mainframe), Sports Science, Forensic Science, Psychology, Building & Construction; plus additional co-teaching arrangements
June 2008	180 arrangements	90+	Justice Studies plus additional co-teaching arrangements

<sup>1</sup>Two undergraduate degrees (Education in Primary Teaching and Science in Psychology) offer credit to CIT students with any Diploma or Advanced Diploma qualification.

The quality and suitability of CIT-UC articulation pathways are demonstrated through the popularity of the *Top 10* pathways. Table 2 lists the most popular programs over the period 2006-2008. The centre column notes the number of credit points granted by UC and demonstrates that, except where there are limitations imposed by industry registration bodies (eg. Accounting; Teaching), the nationally recommended number of credit points is offered.

As this list combines numbers of student articulators over a three-year period, the newest articulation pathways do not yet feature in the Top 10 list. However, an increasing number of students are taking advantage of cross-sectoral teaching programs such as Forensic Studies.

*Table 2. Top 10 articulation pathways, 2006-2008*

CIT Program (most popular)		UC Course (credit points)	No. of CIT articulators into UC course*
Diploma of Children's Services	→	Bachelor of Education in Early Childhood Teaching (co-taught)	> 150 co-taught + articulators
Advanced Diploma of Accounting	→	Bachelor of Commerce (33 cps)	60
Advanced Diploma of Interior Design	→	Bachelor of Interior Design (48 cps)	38
Advanced Diploma of Design	→	Bachelor of Graphic Design (48 cps)	23
Diploma of Sport (Development)	→	Bachelor of Education in Secondary Teaching (Health & Physical Education) (12+ cps)	23 plus co-enrolled students
Diploma of Hospitality Management	→	Bachelor of Tourism Management (24 cps)	22
Advanced Diploma of Building Design	→	Bachelor of Arts in Architecture (up to 36 cps)	21
Advanced Diploma of Communication and New Media	→	Bachelor of Communication in Media/Multimedia Production (36 cps)	19
Advanced Diploma of Community Services Management	→	Bachelor of Community Education (36 cps)	17
Any Diploma	→	Bachelor of Education in Primary Teaching (12 cps)	17

**\*Note: Actual numbers of students will be higher, as the table does not capture students who enrol in double degrees.**

## ***1.2 Increased opportunities for students through effective articulation and credit transfer arrangements***

In the period 2002-2007, a total of 1690 students were admitted to the University of Canberra on the basis of a CIT qualification. Nationally, the proportion of TAFE graduates who continue to university studies is estimated at nine or ten per cent (Harris et al. 2005, Ryan 2000 p.30, Macey et al. 2006 p.9). A MCEETYA-sponsored report in 2006 noted that movement from VET to Higher Education (HE) may occur 'during, immediately following or some considerable time after VTE studies' (PhillipsKPA Pty Ltd 2006a p.9).

Longitudinal data on student movement between CIT and UC suggests that the percentage of CIT graduates moving to UC alone surpasses the national average (see Table 3). While most students articulate in the year following their CIT graduation, a significant number enrol in university studies between two and four years after gaining their VET Diploma. Significantly, even though the number of students graduating from CIT at Diploma or Advanced Diploma level has fallen since 2004, the number of CIT student enrolments at UC has risen steadily.

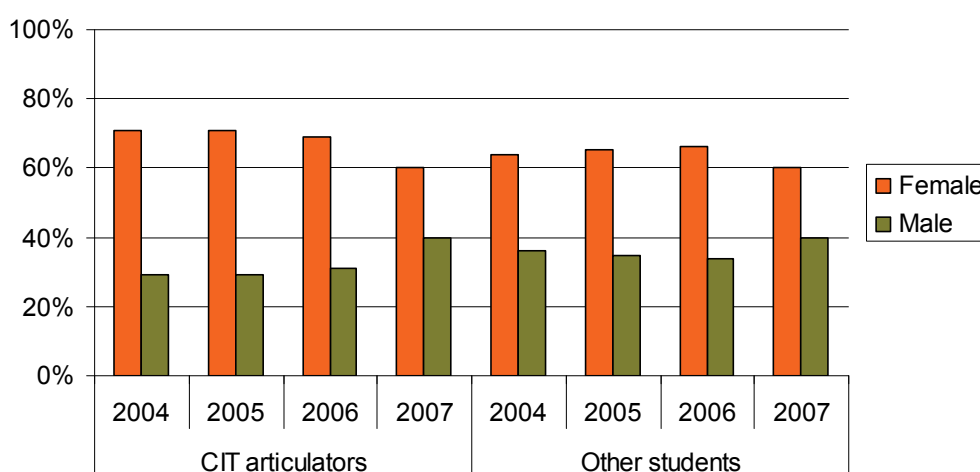
*Table 3. Percentage of CIT graduates, 2004-2007, who enrol at UC within three years*

Year of CIT graduation	2004	2005	2006	2007
CIT Dip Graduates	989	742	937	839
CIT Adv Dip Graduates	383	363	325	359
<b>Total CIT Graduates</b>	<b>1372</b>	<b>1105</b>	<b>1262</b>	<b>1198</b>
No. enrolled at UC in 1 yr	86	112	117	133
% enrolled at UC in 1 yr	6.27%	10.14%	9.2%	11.10%
No. enrolled at UC in 2 yrs	106	136	141	
% enrolled at UC in 2 yrs	7.73%	12.31%	11.17%	
No. enrolled at UC in 3 yrs	123	146		
% enrolled at UC in 3 yrs	8.9%	13.21%		
No. enrolled at UC in 4 yrs	130			
% enrolled at UC in 4 yrs	9.48%			

### Student characteristics

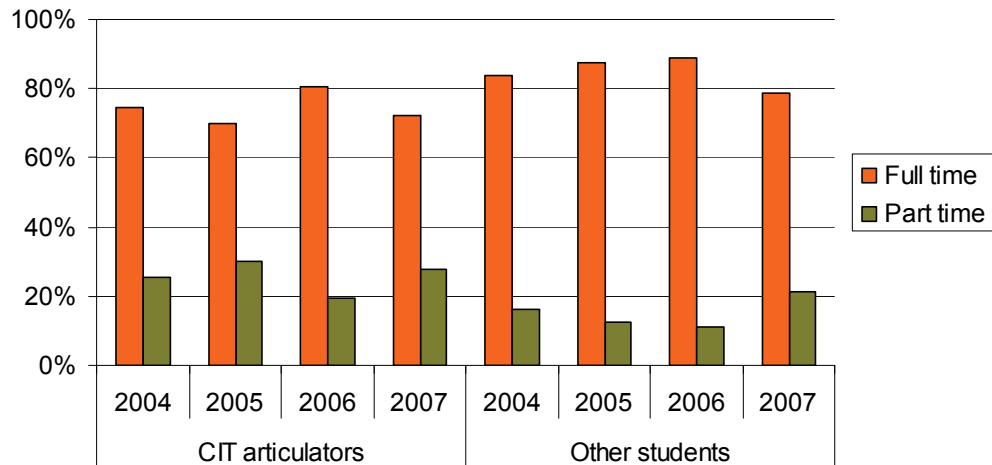
Students who enrol at UC on the basis of a CIT qualification tend to be older than the average university student, with the majority aged 20 to 24. Females have made up around two-thirds of articulating students, slightly higher than the university average, although the proportion of females has declined in 2007 (see Figure 1). The demographics of CIT students at UC align with the national age and gender distributions reported by Harris et al. (2005).

*Figure 1. Gender of students at UC, 2004 – 2007*



Fewer than eighty per cent of articulating students study full-time; this figure is slightly lower than the UC average (see Figure 2). The relatively high proportion of students studying part-time corresponds with a national trend for students to take a less than full-time load (Ryan 2000). Focus group interviews at UC have revealed that many CIT graduates are employed in semi-professional roles while pursuing their university studies.

*Figure 2. Study load of students at UC, 2004 – 2007*



### Two-way articulation

To bring the project in line with current national priorities for two-way articulation and credit transfer (eg. see Harris et al. 2005), the project has initiated structured 'reverse articulation' pathways. UC students who have completed or partially completed a degree have been able to apply for credit points in a CIT program for some time. However, credit for tertiary study has been granted on an individual basis at CIT, and students have not been aware of their credit entitlements.

Strategies adopted by the *Beyond Articulation* project to facilitate reverse articulation for students who have completed some university studies have been informed by research undertaken by Albrecht (2005) in the Hunter region of New South Wales. Strategies adopted by the Joint Status Committee at the July 2008 meeting include:

1. Changes to the Student Registration Form at CIT to obtain information about prior university study.
2. Analysis of UC courses with high numbers of first year students and/or lower than average retention rates to uncover a potential cohort of reverse articulation students. As UC retention rates are one of the highest nationally, this analysis has not identified significant numbers of potential students.
3. Joint identification of:
  - industry-linked courses in which students might enrol sequentially or concurrently (eg. CAD, Project Management, Laboratory Technology)
  - professionally based courses such as the Certificate IV in Training and Assessment
  - leisure courses popular with graduates, eg. lower level Certificates in languages.
4. Strategic meetings between CIT Centre Directors and UC Associate Deans Education to target further areas in which students would benefit from cross-sectoral studies.

Issues to be negotiated during the second half of 2008 include: which course groups should be targeted for reverse credit transfer arrangements, how credit will be granted, how arrangements will be promoted to stakeholders and which data fields will be added to the CIT Registration Form.

## Outcome 2

Provide students with access to information which will enable them to make informed choices

Harris et al. (2005 p.37) have reported that 23% of students moving from VET to higher education experience difficulty getting advice from university staff. To ensure the provision of consistent advice to students, a database-driven website has been created specifically for managing and publishing CIT-UC articulation agreements. The database not only enables students to make informed choices but also contains links to course study programs so that study timetables can be planned ahead of time.

The public view of the UC database provides both a summary and a link to each articulation arrangement (Figure 3).

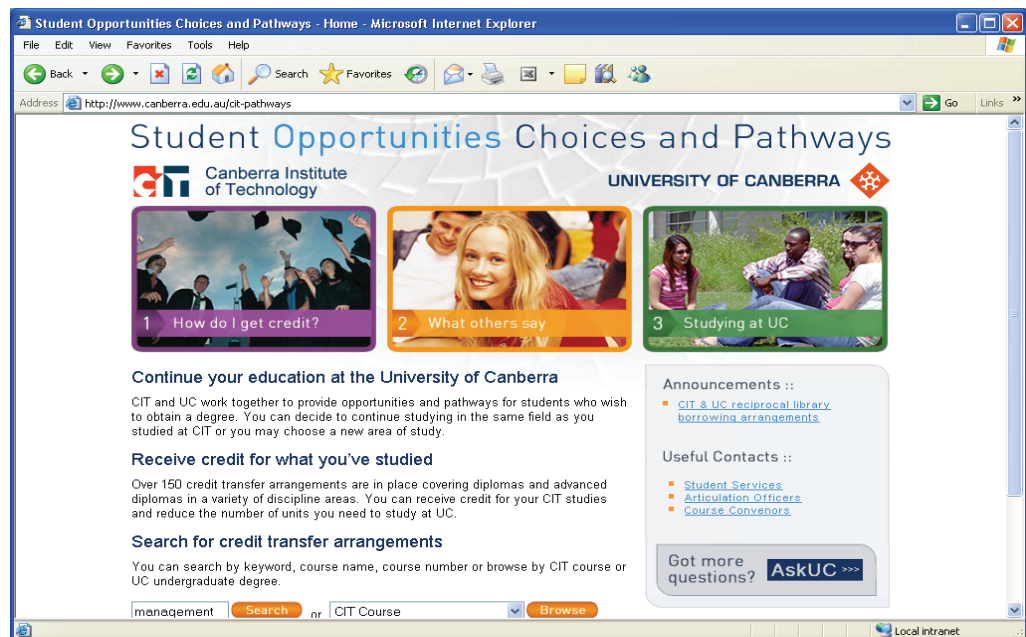
Figure 3. Extract from the UC Articulation database

3	UC Course:	706AA – Bachelor of Business Informatics
	External Course:	AD2D25 – Advanced Diploma of Accounting
	External Institution:	Canberra Institute of Technology
	<a href="#">View Credit Transfer Arrangement</a>	
4	UC Course:	762 – Bachelor of Commerce
	External Course:	AD2D25 – Advanced Diploma of Accounting
	External Institution:	Canberra Institute of Technology
	<a href="#">View Credit Transfer Arrangement</a>	

### 2.1 Information available through the Pathways website

The website *Student Opportunities Choices and Pathways* was launched in September 2006, following input from articulating students – see <http://www.canberra.edu.au/cit-pathways/>. In addition to providing access to the searchable database, the Pathways website contains information about the process for receiving credit, student life at UC (with information about support programs) and feedback from former students.

Figure 4. The Pathways website



The Pathways website has proven to be a successful information resource. Over 85,000 visits to the website have been recorded since its launch in September 2006, with 37,100 hits during the first nine months, 20,380 in the period July-December 2007 and 28,185 hits from January-June 2008.

Table 4 illustrates the number of visits to the site by month for the period July 2007 to June 2008. The figures demonstrate that the site is popular at all times, with the number of hits highest during student application, enrolment and orientation periods.

*Table 4. Visitor statistics for the Pathways website, July 2007 - June 2008*

2007						2008					
July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
4295	4134	3451	3123	2703	2673	3876	4014	3262	3067	4118	4828

## 2.2 Additional types of information available for stakeholders

In addition to the Pathways website, information about CIT-UC articulation arrangements is disseminated through publications, workshops and brochures.

### CIT Pathways Guide

The *CIT Pathways Guide* provides credit transfer information for student movement both *into* CIT, from schools, colleges and communities, and *from* CIT to UC and other universities. The Guide is distributed as a printed booklet in November of each year, and is available in electronic format from the CIT website at: <http://www.cit.act.edu.au/future/pathways/>.

### Workshops and field days

Since 2006, CIT and UC have jointly promoted the *Beyond Articulation* program at School Careers Advisors forums, institutional Open Days and student /parent evenings. Members of the Project Advisory Group have helped distribute promotional material to regional stakeholders, including College Principals in the ACT Region and the ACT Board of Senior Secondary Studies (BSSS).

### Brochures and newsletters

Three *Beyond Articulation Newsletters* have been produced for distribution throughout the ACT Region. In addition, brochures designed for students, parents and Careers Advisors are supplied to each institution for distribution through their regular contacts.

### ACT Government Information Portal

Links to the CIT Pathways site have been added to the ACT Government Information Portal ([www.act.gov.au](http://www.act.gov.au)), in the following sections:

- Topics/ Education and training/ Qualifications and certification, and
- Topics/ Education and training/ Vocational education and training.

This broadens the base of information for students and stakeholders seeking information about vocational study opportunities and CIT-UC articulation arrangements.

## Outcome 3

Improve teaching and learning arrangements, particularly in relation to key cross-sectoral issues in curriculum design and assessment

### 3.1 Models of articulation and credit transfer

The MOU establishes the importance of collaborative course design in the development of all new cross-sectoral pathways. The MOU also describes the four Groups of cross-sectoral articulation arrangements which inform articulation and enrolment practices at CIT and UC (see Appendix B for details).

Wherever possible, CIT-UC learning arrangements embody *articulation arrangements*, which involve the explicit design of learning and assessment pathways by staff from both sectors, rather than simply providing *credit transfer*. In 2006, in principle support was given to 'hybrid model articulation pathways marketed as joint programs' as the preferred approach. The model allows for a variety of structured pathways that include nested and dual sector awards, but recognises the cost effectiveness of linked single sector awards. While these represent the majority of articulation programs today, recent collaborations have explored more student-centred models wherever possible.

The model adopted for the creation of new articulation and credit transfer arrangements between CIT and UC supports the Phillips KPA findings (2006b) and is illustrated in Figure 5.

Figure 5. Credit transfer and articulation models (groups) for UC-CIT collaboration

Term and Definitions	Pathways		UC/ CIT Program
Credit Transfer  Processes to determine the type and amount of credit to be granted on the basis of relevant prior or concurrent studies	Structured Advertised at course level		GROUP C
	Unstructured Negotiated at student level		
Articulation arrangements  A process of collaborative curriculum development and/or course design negotiated by staff from institutions in each sector	Dual-sector Award	Sequential	GROUP A
		Concurrent	
	Linked single sector awards		GROUP B
	Nested awards		GROUP A

Improvements in teaching and learning arrangements that have arisen from collaborative curriculum development, learning design and assessment design are most easily demonstrated through case studies. Three case studies are presented:

- Concurrent dual-sector awards (Early Childhood Teaching)
- Sequential dual-sector awards (Interior Design) and
- Popular linked single-sector awards.



### Case study 1. Concurrent dual-sector awards: Diploma of Children's Services (CHC50302) and Bachelor of Education in Early Childhood Teaching (CIT)

Concurrent dual-sector awards require the highest level of collaboration in terms of curriculum design and assessment. The Bachelor of Education in Early Childhood Teaching (CIT), located at UC, allows for students to enrol, take lectures and undertake assessment concurrently in VET and HE programs of study. Students are taught and assessed by staff from both CIT and UC on the University campus. This cohort of students graduate with a Diploma of Children's Services after 2 years and a Degree in 4 years. An alternative entry pathway is available for students who prefer to study the programs sequentially.

The joint program is the product of over a decade of collaboration between staff in both institutions. Sectoral dichotomies in curriculum and assessment have been addressed through an advanced curriculum mapping process. In the first two years, for example, CIT-based units of competence are integrated into composite university units that are taught by CIT teachers (see 'CIT\*' units in Figure 6).

Figure 6. First two years of study in the four-year Bachelor of Education in Early Childhood Teaching

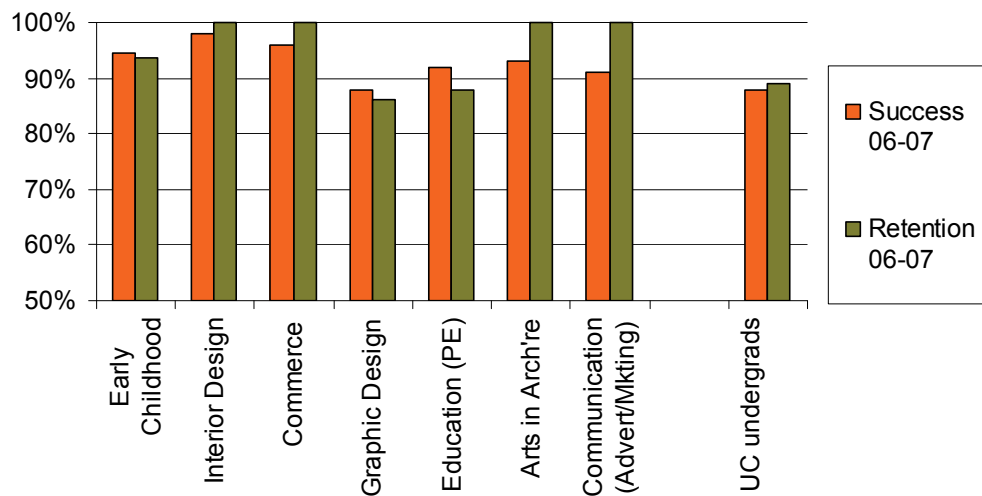
	Semester 1	Semester 2
Year 1	Education Foundations Literacy for Teachers Introduction to Early Childhood Teaching CIT* Health Practices in Early Childhood CIT*	Indigenous Education: What Works Information Technology & Education Reconstructing Mathematical Understanding Human Development & Early Childhood Pedagogy 1 CIT*
Year 2	Responding to Individual Needs in Education Science Education 1 Arts Education 1 Human Development & Early Childhood Pedagogy 2 CIT*	Language Education 1 Mathematics Education 1 Early Childhood Curriculum Studies CIT* Human Development & Early Childhood Pedagogy 3 CIT*
Diploma of Children's Services awarded		

Integrated units contribute to students' achievement of a nationally portable VET qualification in Children's Services. As an example, the unit 'Health Practices in Early Childhood (CIT)' is taught in Semester 1 of Year 1 and integrates the following CIT subjects and competencies:

- Ensure children's health and safety (CHCCN1C)
- Participate in workplace safety procedures (CHCOHS301A)
- Identify and respond to children and young people at risk of harm (CHCCHILD1C)
- Respond to illness, accidents and emergencies (CHCCN4C)
- First Aid.

The structure of this dual-sector program responds directly to national social, political and industry demands for highly qualified staff in early childhood centres. The program, which has been continuously refined to meet client needs, attracts over 50 students a year. Positive outcomes for Early Childhood students are demonstrated through the high levels of success and retention for this cohort (see Figure 7).

Figure 7. Success and retention rates for students in CIT-UC articulation programs, 2006-07



### Case study 2. Sequential dual-sector awards: Advanced Diploma in Interior Design (CIT program AD-2G26) into Bachelor of Interior Design

The Bachelor of Interior Design is described in the UC course database as 'an articulated program of study offered jointly by the Canberra Institute of Technology (CIT) and the University of Canberra' (UC website, 2008). The course is offered only as a two-year plus one-year program: the first two years of study lead to an Advanced Diploma in Interior Design at CIT; the third year comprises two semesters of full-time study at UC. Teaching and assessment are programmed so that studies in each year build on the knowledge and skills already acquired and ensure that students graduate with a broad repertoire of professionally relevant skills in Interior Design.

This articulation program has been offered since the late 1980's and is attracting 20 to 25 students each year. Student outcomes are one measure of the success of the program. In 2006 and 2007, third year students passed over 98 percent of their units (104 units of study) and *all* students completed the course (see Figure 7).

### Case study 3. Popular linked single-sector awards

Linked single-sector awards, shown as 'Group B' courses in Figure 5, represent fields of study with a high degree of compatible content between the vocational and higher education study programs. Each articulation program is developed through cross-institutional mapping of related courses to determine:

- the comparability of skills and knowledge
- potential gaps or difficulties for articulating students
- the amount and type of credit to award.

The development process also allows for customisation to suit the needs of each student cohort.

The five most popular linked single-sector award courses offered in the years 2006-2007 were: Commerce, Arts in Architecture, Communication in Advertising and Marketing, Education in Health & Physical Education and Graphic Design. As shown in Figure 7, the success and retention rates for students enrolled in these courses tend to be comparable to or better than the rates for all UC students.

### 3.2 Students' responses to improved learning and teaching arrangements

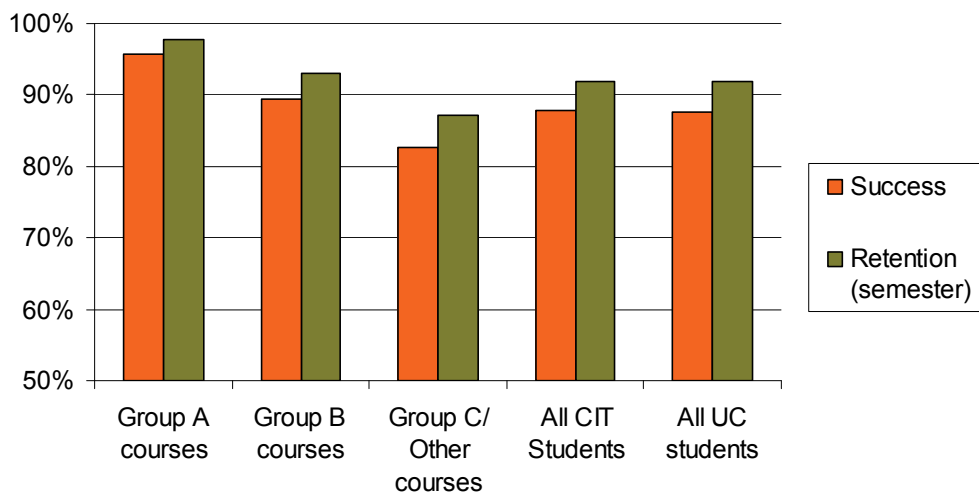
Articulation arrangements involving dual sector and linked single sector awards (Groups A and B) are currently the most popular courses of study. In 2007, 263 students were enrolled in 47 UC undergraduate programs following enrolment on the basis of completed or co-enrolled CIT studies. Enrolments were distributed as follows:

- 41 students (16 %) were enrolled in Group A 'dual-sector' courses such as Early Childhood and Interior Design
- 192 students (73 %) were enrolled in 'linked single-sector' Group B courses; of these, 85 were enrolled in the five most popular Group B courses shown in Figure 7
- Only 30 students (11 %) were enrolled in courses offering 'credit transfer', classified as Group C<sup>2</sup>.

Figure 8 summarises student outcomes for each of the articulation course Groups. Student outcomes are described in terms of (a) successful completion of units of study and (b) semester 1 to semester 2 retention.

Comparisons are made with student outcomes for all CIT students at UC and all UC students in the period 2006-2007.

Figure 8. Success and retention rates for CIT graduates by course group, 2006-2007



The figures suggest that success and retention rates for CIT graduates enrolled in collaboratively developed articulation programs (Groups A and B) at UC are higher than the average success and retention rates for all CIT articulators and for all UC students. Conversely, success and retention rates for students enrolled in the Group C courses, which are not characterised by the same level of curriculum and assessment mapping, are generally lower than for other groups of courses.

While success and retention rates for the period 2006-2007 varied for different courses of study, it is evident that students who articulated to UC on the basis of a CIT qualification achieved at least as well as other UC undergraduate students. Retention rates for CIT graduates reach 100% in some courses, even when students have failed some units of study.

<sup>2</sup> Group C courses are characterised by looser curriculum mapping and less intense levels of collaboration than Group A and B courses. These courses offer low credit and attract limited numbers of students with CIT qualifications.

### 3.3 Impact of learning arrangements on the students' experience

Students' perceptions of their university experience have been gathered through the UC Commencing Student Questionnaire, which is conducted annually. As Figures 9 and 10 illustrate, satisfaction and enjoyment levels for CIT articulators have improved and strengthened since the establishment of the *Beyond Articulation* program. These results suggest that the quality of the learning experiences created through *Beyond Articulation*, and the additional support provided to students as they articulate, has had a positive effect on students' satisfaction with and enjoyment of university study.

#### UC prize at CIT

In recognition of the 'pathways students are able to access in pursuit of their educational needs', UC provides an annual prize to a CIT student for *Academic Excellence from a Diploma or Advanced Diploma which articulates into UC*. A perpetual trophy records the names of prize-winning students, who are also presented with an individual trophy and a cash prize.

Figure 9. Articulating student responses to statement: "I am satisfied with the quality of experience at UC"

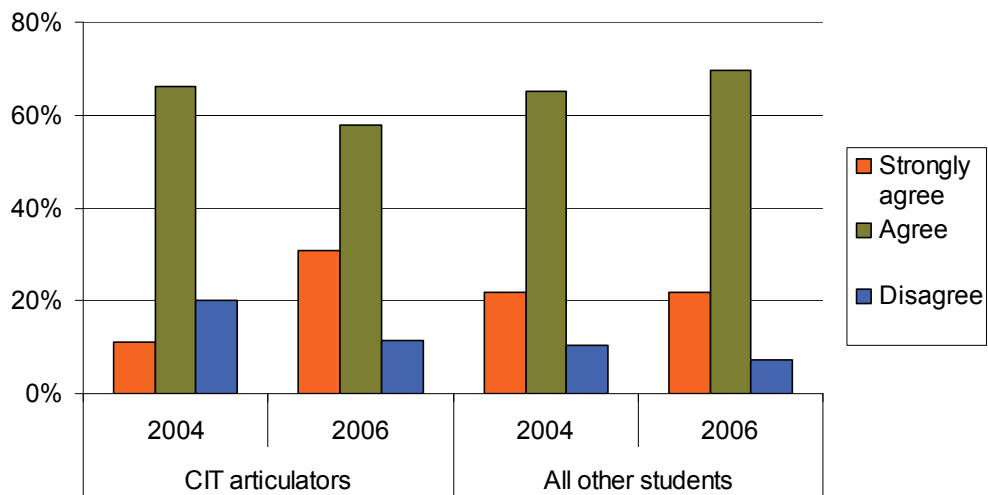
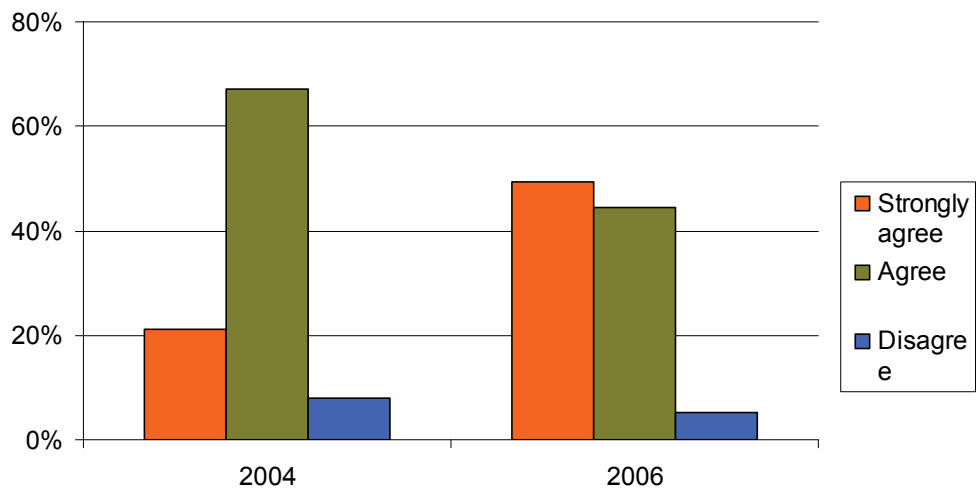


Figure 10. Articulating student responses to statement: "I enjoy being a student at UC"



## Outcome 4

Increase joint professional development opportunities to foster a shared understanding of critical issues such as current approaches to resourcing, curriculum design and assessment

Joint professional development opportunities facilitated through the *Beyond Articulation* program have fostered a shared understanding of critical issues such as resourcing, curriculum design and assessment through:

- structured collaboration between UC and CIT staff
- shared workshops and seminars for CIT and UC staff
- joint enrolment in professional training and development programs
- joint faculty-based workshops
- staff exchanges and social activities.

### 4.1 Structured collaboration between UC and CIT staff

**The Gaggle:** This forum for educational developers in the ACT Region was initiated by the University of Canberra in 2006. Gathering quarterly, participants share strategies for planning, implementing and evaluating learning design and educational technologies. Institutional initiatives are described and discussed with the group, and issues concerning curriculum and online assessment are workshopped.

**Reframing the Future:** In 2007, the *Beyond Articulation* Program Manager facilitated a CIT Reframing the Future project 'Assessment Validation with Industry', which involved teachers and coordinators from Childcare, Aged Care and Disabilities Services. The project focused on establishing shared future directions for assessment, including 'What students think is valid assessment' and 'What industry thinks is valid assessment' across the range of industries represented in the group. The achievements of this project are described under Outcome 6.

### 4.2 Shared workshops and seminars for CIT and UC staff

In addition to regular Higher Education Forums, several joint workshops and seminars have been organised by the Flexible Learning Centre at CIT in the period 2005 to 2008. These include:

- Social Web: Weaving together teachers and learners (connecting knowledge and know-how)
- M-learning: Using mobile phones to enhance interactive learning
- The Australian Flexible Learning Framework and Flexible Learning Toolboxes (<http://www.flexiblelearning.net.au/flx/go>).

### 4.3 Joint enrolment in professional training and development programs

**Certificate IV in Training and Assessment:** In 2006, two staff from the UC Library studied the Certificate IV in Training and Assessment at CIT alongside colleagues from the CIT Library. The aim of this initiative was to broaden UC Library staff understanding of the learning styles that CIT students bring to University. The successful training was followed with a Knowledge Sharing Evening between the libraries in 2006, at which staff pooled strategies and practices for the development of information literacy skills.

**Graduate Certificate in Higher Education (GCHE):** Three CIT staff who are teaching in cross-sectoral programs have enrolled in the UC GCHE in 2007 and 2008, with fees waived. This opportunity facilitates continued interaction and sharing of educational perspectives between UC and CIT academic staff who are co-teaching and/or sharing teaching and learning resources.

#### **4.4 Joint faculty-based workshops**

The Program Manager, UC-CIT Collaborative Development, has facilitated high level meetings between CIT and UC course convenors of related fields of study since 2005. The workshops focus on the following questions:

- What skills and knowledge would be covered in the CIT program?
- What high level skills would be achieved through the CIT course – including complex technical and management skills; problem-solving; evaluation; coordination; research and analysis skills?
- How should comparability of knowledge and skills between a CIT program and a UC course be determined?

The workshops have thus promoted a shared understanding of curriculum, assessment practices and the 'gaps' between skills and knowledge covered in each sector. Examples of major fields of study covered in these workshops are: Accounting, Communication, Education, Design, Environmental Science, Engineering, Information Technology, Health Sciences, Landscape/Horticulture design, Media/Multimedia Studies, Sports Science, Forensic Science, Tourism Management, Social Science in Justice Studies.

Outcomes of the faculty-based workshops include:

- joint strategies for addressing skills shortages
- decisions about which courses/programs should be involved in articulation arrangements
- the amount of credit that would be granted for each
- any specific and/or additional support that articulating students might require (in either institution)
- opportunities for collaborative research and training with industry partners, including the creation of new industry-related courses in Building and Construction, IT in Mainframe Computing and Forensic Science/Investigation.

#### **4.5 Staff exchanges and social activities**

The MOU between CIT and UC promotes staff exchanges between the institutions to pursue professional and technical development opportunities. Governance documents were established in 2006 to manage shared staff placements and a six month secondment at UC was successfully undertaken by a CIT Information Technology specialist. Today, many staff share academic or technical roles between UC and CIT – although, in most cases, these are separately arranged by the staff members concerned.

## Outcome 5

Implement sustainable systems in both institutions to improve program quality and student opportunities involving evaluation, policy and planning, and monitoring

Continuous improvement in governance, evaluation and benchmarking has ensured a high level of sustainability for UC-CIT collaborative development programs. Key structural achievements that have contributed to both program quality and student opportunities are described below.

### 5.1 Policies and implementation

#### Governance

The governance structures of the *Beyond Articulation* project sustain the quality and breadth of cross-sectoral programs. The credit transfer and articulation policy at UC was reviewed and revised in 2007 to ensure alignment with national initiatives. Both policy and process have been streamlined to enhance efficiencies in the application and enrolment process.

Joint committees established through the MOU play a major governance role; the roles and membership of the main committees are described in Appendix C. The Joint Status Committee (JSC), for example, oversees the development of policies and procedures for the negotiation of articulation arrangements and monitors the progress of students benefiting from these arrangements. This Committee takes responsibility for ensuring that policy is well written, publicised and endorsed. In addition, the JSC monitors all new articulation arrangements and all amendments. The project Advisory Group, with members from each institution as well as representatives from ACT and national education agencies, ensures that the project is aware of and able to respond to political, social and economic drivers in the ACT Region.

#### Customised orientation

In response to student feedback, changes have been made to the orientation of CIT students at UC. During UC O-Week, representatives from UC and CIT jointly deliver a two-hour 'CIT Student Orientation' session, which includes presentations from the UC Library, the Academic Skills Program (ASP) and a former student. Individual enrolment advice, ASP workshops and library tours are offered to students as part of the orientation.

The aim of the customised orientation is to provide CIT articulators with an integrated message concerning:

- the University environment, general support and O-Week activities
- typical experiences facing students articulating from CIT (given by a former student)
- how credit transfer works during enrolment
- services and support offered by the UC Library
- services and support offered by the Academic Skills Program
- unit enrolment information (provided by Course Convenors)
- opportunities for social interaction and a rich campus life.

The number of students attending the CIT Student Orientation is continually rising and reached over 90 students in 2008. Students not only report that they derive great value from the University's Orientation program, but also demonstrate increasing usage of library information resources as well as increasing participation in training activities and workshops delivered by the ASP.

The *Beyond Articulation* research project has found that CIT students now decide to articulate to UC early in their CIT studies. The management of student expectations is thus supported by both institutions through coordination of information, the Pathways website and the customised Orientation Program.

## 5.2 Systematic evaluation

Systematic evaluation of the achievements of the *Beyond Articulation* program from the student perspective has been managed through the research project 'Exploring the experiences of students articulating from CIT to UC'.

The analysis of student questionnaires and focus groups has provided insight into which elements of the program are supporting students and which are causing concern. For example, students in 2007 reported that their transition from CIT to University had been generally positive and had been specifically supported through:

- provision of information about articulation and credit transfer while at CIT
- informed course convenors in both institutions
- preparation for university studies while a CIT student
- support and advice from Student and Academic Services staff
- opportunities for workplace practice during their studies.

Student concerns raised in focus groups and the Commencing Student Experience Questionnaire in 2006 resulted in a number of continuous improvement projects. Specific projects established in response to student feedback addressed:

- management and granting of credit
- presentation of consistent information
- support programs for articulating students.

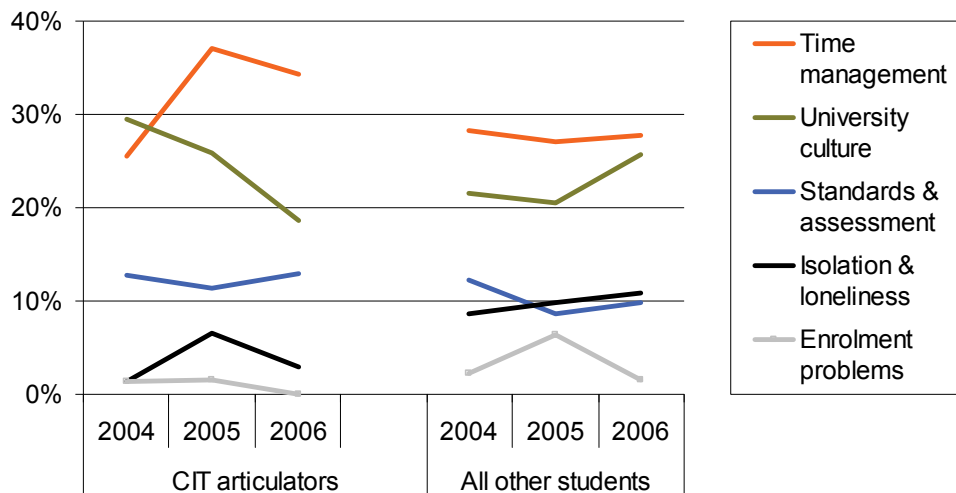
Outcomes of the continuous improvement projects are described throughout this report.

### Declining problems faced by articulating students

Student feedback indicates that articulating students in their first year of study at UC in 2007 are adjusting more easily to campus life and study than earlier students did. Students report declining difficulties with adjustment to university culture and study and increasing awareness of campus support services. In many cases, articulating students have coped better than other students.

While time management remains the main problem for many CIT articulators, this group expresses less concern than other students with enrolment processes and isolation/loneliness and are adapting well to university life. Figure 11 compares trends in the reported problems of articulating students with other UC students<sup>3</sup>.

Figure 11. Main problems reported by students at UC, 2004-2006



<sup>3</sup> Aggregated data from the 2007 Commencing Student Questionnaire is not yet available.



### 5.3 Monitoring and benchmarking

The development of sustainable systems is ensured through monitoring and benchmarking against national guidelines. National studies used for benchmarking the *Beyond Articulation* project include:

1. MCEETYA 'Good practice principles for credit transfer and articulation from VET to higher education' (2005) and 'Principles for good practice information provision on credit transfer and articulation from Vocational Training and Education to Higher Education' 2006).
2. The PhillipsKPA Pty Ltd (2006) Final Report 'Giving credit where credit is due: A national study to improve outcomes in credit transfer and articulation from Vocational and Technical Education to Higher Education'.
3. Universities Australia: AVCC National TAFE-University Credit Transfer Schemes (2000).

Full references are provided at the end of this report.

#### MCEETYA Good Practice Principles

Compliance with each of the eight MCEETYA *Good Practice Principles* has been achieved over the past three years. An analysis of the compliance for *Beyond Articulation* is provided as Figure 12.

*Figure 12. Compliance with Good Practice Principles*

The *Beyond Articulation* project complies with the following Good Practice Principles:

- Comparability between learning achievements at CIT and UC has been determined for articulation and credit transfer arrangements.
- Formal vertical and lateral pathways for credit and articulation have been identified, both in the design of new programs of study and during the upgrading of existing programs; these pathways are widely publicised.
- Decisions to grant applications of credit and articulation between CIT and UC have general applicability for all eligible students; automatic admission has been guaranteed for all articulation arrangements to date.
- Governance structures concerning the granting of credit or advanced standing are transparent and publicly available to intending students at both institutions prior to submissions of enrolment; credit is granted automatically at enrolment to UC.
- Arrangements for articulation and credit transfer ensure that students are not unfairly advantaged or disadvantaged compared to those students who enter directly; this occasionally requires a reduction in credit points granted to ensure student success at University.
- Arrangements for credit transfer and articulation take account of industry-wide, state-wide, regional and institutional agreements and benchmarks, wherever possible.
- The effectiveness of CIT-UC credit transfer and articulation arrangements are continuously evaluated, based on collated statistical data and student feedback.
- Policies and practices for all types of credit transfer and articulation into UC have been revised to support the MCEETYA principles.

Additional benchmarking related to admissions, assessment, reporting and credit transfer regimes has been achieved through visits to other cross-sectoral providers, conference attendance and presentations to stakeholders. A site visit to the Hunter Institute in NSW in 2007 provided strategies for enhancing two-way articulation. The articulation and credit transfer models adopted by UC and CIT have also been presented at two national conferences; details of these presentations are provided under Outcome 8. At national conferences and workshops attended by *Beyond Articulation* managers, feedback has been sought from fellow researchers and practitioners and recommendations incorporated into the project. Ongoing collaboration following these interactions has provided valuable input and contributes to the sustainability of the program within the current national context.

## Outcome 6

Investigate ACT economies of scale in resourcing the infrastructure of the two institutions

The *Beyond Articulation* project has introduced two major initiatives to investigate economies of scale in the sharing of infrastructure:

1. Arrangements for sharing facilities, support units and teaching resources
2. Small Collaborative Grants to identify and facilitate strategic cross-sectoral opportunities.

Members of the Project Management Committee outlined the benefits of current resource sharing between CIT and UC at an invited presentation to the ACT Advisory Group in 2007.

### **6.1 Arrangements for sharing facilities, support units and teaching resources**

In 2006, a templated *Agreement to Share Resources* was developed and approved. This document described terms and conditions for cross-sectoral resource sharing as well as mechanisms for managing staffing and Intellectual Property. The agreement includes a timeframe (generally to 2009), fees (where applicable), staff contacts and insurance coverage. A broad range of resource sharing arrangements have been implemented.

#### **Sharing of laboratories**

An initial reciprocal agreement was signed in Semester 2 2006 to allow UC Physiotherapy students to access the Anatomy laboratories at CIT; in return, UC provided CIT with a number of self-paced Anatomy learning resources. This has been extended to a range of laboratories in Health, Science, Fitness, Design and Forensic Science as well as a fitted-out Hospital Ward in the new Health Sciences building at UC.

#### **Student administration data**

Examination results for articulating students at CIT can now be provided electronically to UC so that credit can be applied in a timely manner. In addition, information concerning semester dates and timetabling is shared between the institutions, and the starting and finishing dates of co-taught units are adjusted if required.

#### **Library resources**

Reciprocal book borrowing and access rights for students were initiated for Semester 2 2006 to enable students enrolled at each institution to experience the library of the other institution. Following extensive negotiations with copyright agencies, systems planners and Admissions staff, CIT students in their final semester of study gained access to all *electronic resources* in the UC Library from Semester 2 2007. Students apply for access to these resources by completing a form that is signed by their course convenor and then applying for a temporary UC Student card. The libraries are currently negotiating shared access to information literacy resources.

#### **Media and publicity offices**

CIT and UC media offices engage in the preparation of websites, publicity material, promotional activities and media releases. This ensures that timely and consistent messages are provided to potential and existing students. Each institution contributes to the cost of printing, where required. Articles about the achievements of the *Beyond Articulation* project have been published in the UC Monitor magazine, Canberra Times and Campus Review.

## Health and Counselling

The Health and Counselling Unit at UC provides access to doctors and counsellors, with a discounted fee to CIT students who study full-time. Students who study part-time at CIT are also eligible to attend the Health and Counselling Unit with a partial discount. The provision of medical services benefits CIT students who have moved from other regions to study in the ACT, as many medical practices (including the one at UC) have 'closed their books'.

## Student Unions

An MOU was signed between the UC Union (UCU) and the CIT Students' Association (CITSA) in late 2006. The Unions provide reciprocal membership that enables students to attend social and sporting events sponsored by both institutions. Several joint social activities have also been held.

## Reframing the Future

The CIT Reframing the Future project 'Assessment Validation with Industry' invited the *Beyond Articulation* Program Manager to adopt the role of Facilitator. The project focused on establishing shared future directions for assessment across the range of industries represented in the group: Childcare, Aged Care and Disabilities Services. The choice of a cross-sectoral facilitator ensured that project outcomes were of mutual benefit to both institutions.

This Reframing the Future project was not only successful in achieving its aims, but was also assessed as 'outstanding' by the Reframing the Future Committee. The project has been selected as one of Case Studies to feature in the 2007 report 'Productivity and Participation Enhanced by VET' (S. McKenna and J. Mitchell, 2008, forthcoming).

## 6.2 Small Collaborative Grants to identify and facilitate strategic cross-sectoral opportunities

Five Small Collaborative Grants have been competitively awarded for projects that demonstrate potential to enhance cross-sectoral opportunities and economies of scale through: (a) addressing skills shortages in the ACT region and/or other national initiatives; and/or (b) exploring further potential for sharing facilities, expertise and learning resources.

A grant of \$10,000 was awarded in 2007 to support dual-sector development in Forensics. Further grants of \$5,000 each were awarded in 2007 and 2008 for collaborative development projects in Physiotherapy, Games Development, Sports Science and Justice Studies. A summary of the outcomes of each project follows.

**Forensic Science:** Staff from both institutions held several informal meetings, a two-day CIT-UC workshop and a joint one-day workshop with the Australian Federal Police (AFP). A number of significant cross-sectoral agreements resulted, including:

- joint teaching of two units of study, one delivered from each institution, with fees paid to the endorsing institution
- alignment of Semester dates for Semester 2 units of study, where there had previously been little overlap in start and finish dates
- formation of the National Centre for Forensic Studies in late 2007.

**Physiotherapy:** Meetings held between CIT and UC Physiotherapy staff have resulted in the joint development and concurrent delivery of Manual Handling Skills to CIT and UC students, in association with ACT Health. The module has been delivered for the first time in Semester 2 2008 in the UC Health Clinic. Talks are underway to extend the delivery of the Manual Handling unit to include students from all disciplines in Health Studies.

**Sports Science:** Sports Science is a growth area in the ACT region offering a broad range of opportunities in coaching/training, management, media and performance. A workshop to address business and educational models for an emerging area of collaboration was held in June 2008. Further workshops and articulation arrangements are expected in Semester 2 2008.

**Games Development:** An articulation program with nested qualifications is being investigated for the Games development industry. The growth of both the Information Technology and the Design streams of Games Development are a priority for the ACT region, and will contribute to the national Creative Industries initiative.

Formal and informal meetings and a one-day workshop have been held between CIT, UC and the Academy of Interactive Entertainment (AIE), a specialist training organisation for the Games industry. A one-day facilitated workshop in June 2008 explored business and educational complementarities in Software Development and other fields relevant to Games Development. The refinement of educational pathways for the Games Development industry is ongoing.

**Justice Studies:** A one-day facilitated workshop involving extensive curriculum and assessment mapping was held in May 2008 to explore business and educational complementarities in the teaching of the new Bachelor of Social Science in Justice Studies at UC. The workshop explored:

- multiple entry and exit points for articulation to UC from eight CIT programs, including two Certificate IV programs
- co-teaching opportunities where expertise resides in one institution
- development of new market opportunities beyond the ACT, eg. Family Courts in other states.

The curriculum mapping was endorsed in July 2008 and twelve new articulation arrangements have been added to the Pathways database.

### **6.3 Presentation to ACT Advisory Group**

Mr Bruce Lines (UC) and Mr Vaughan Croucher (CIT) presented an overview of the *Beyond Articulation* project to the ACT Advisory group in 2007. They outlined the benefits of the collaborative arrangements to the institutions, to their students and to the creation of new educational opportunities in the ACT Region. Potential economies of scale arising from collaborative activities that build on areas of strength in each institution were also discussed.

## Outcome 7

Foster innovation in structural reform particularly with reference to collaborative partnering of projects related to admissions, assessment, reporting and credit transfer regimes

### 7.1 Innovation in structural reform

A longitudinal project to streamline the design, development and implementation of articulation and credit transfer arrangements between CIT and UC was initiated in 2003. The University's policy framework was revised and an oracle database developed to track the approval stages, history and detail of the arrangements. In recognition of the achievements of the initial structural reform project, a Carrick Citation was awarded in 2006 for "innovation, and collaboration across three work units, in enhancing student learning by supporting articulation pathways between University of Canberra and Canberra Institute of Technology" (Carrick 2006).

The *Beyond Articulation* project initiated a four-part strategy to extend innovative structural reform through:

1. Understanding emerging national research in Australian post-compulsory education and training and adopting the principles of this research
2. Establishing sustainable cross-sectoral relationships between staff in each institution, including faculty and professional staff, and supporting new and emerging opportunities for collaboration
3. Developing and endorsing articulation and credit transfer arrangements that provide a range of choices, opportunities and pathways for students; monitoring the effectiveness of these arrangements, especially in terms of curriculum and assessment
4. Creating and maintaining information management systems that provide reliable and current reports using a range of technology to enable students to make informed choices.

The strategy combines the enhancement of existing systems with the development of new systems. Three of the processes and practices adopted to support innovation in structural reform are described below.

#### Credit transfer processes

Processes for the creation of articulation and credit transfer arrangement have been continuously reviewed and revised throughout the project. The process endorsed in 2008 involves the following steps:

- sharing of curriculum documentation and unit outlines
- analysis of comparability of curriculum, including knowledge, skills and assessment practices
- determination of UC course/s in which credit for CIT studies could be granted
- determination of overall amount of credit transfer for each arrangement
- determination of specified credit where possible, or block credit if appropriate
- identification of gaps and recommendations for additional study at CIT, if appropriate
- development of a part-time and full-time student plan for articulating students
- endorsement by CIT and UC course convenors and UC Academic Board
- upload of all documentation on the Pathways database.

## Dual-sector enrolment models

The *sequential* model of enrolment, in which a student enrolls in a UC award following completion of a CIT Diploma or equivalent, was adopted as the 'preferred' model in 2006. Many of the arrangements for student movement from CIT to UC have been designed sequentially. However, as a result of the Small Collaborative Grant projects, a broader range of articulation and enrolment opportunities has been considered. The institutions are now pursuing a more innovative approach which would increase the number of *concurrent* and *nested* award programs and encourage *co-teaching* of units of study.

A new set of enrolment models was endorsed in early 2008 to include concurrent enrolment, co-teaching and aligned admissions processes that comply with both HESA and AQTF requirements. The three enrolment models for the delivery of cross-sectoral award programs are:

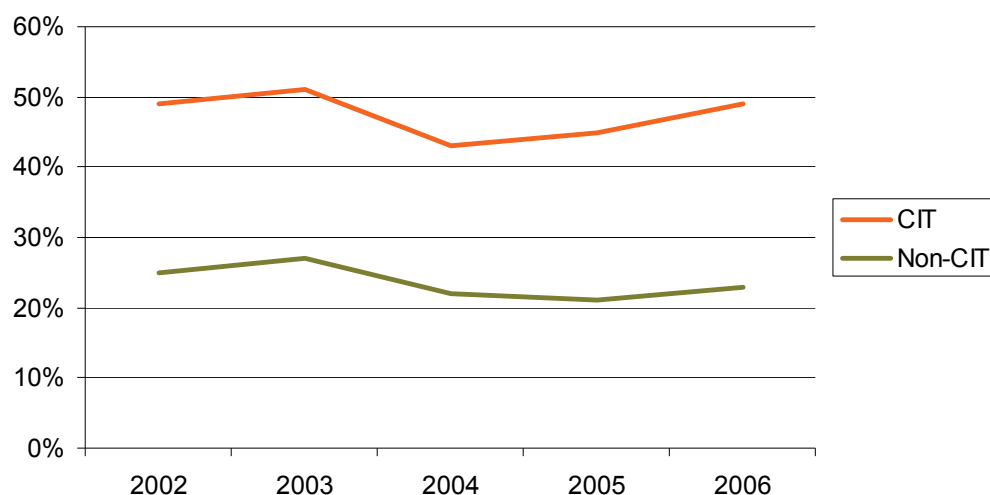
1. Sequential enrolment in VET and HE programs – resulting in achievement of a VET qualification followed by a HE qualification
2. Concurrent enrolment in VET and HE programs – resulting in two awards within a specified time period
3. Single-institution enrolment in a VET or HE program – which includes units of study that are co-taught with the other institution.

A detailed description of these enrolment models is provided in Appendix D.

## Admissions processes

Improved policies, guidelines and infrastructure have been matched with economical admissions processes. Since 2007, a student-centred approach to admission and credit transfer has *automatically* entered credit for CIT studies on the UC student database at enrolment. This approach has provided benefits to Student and Academic Services and course convenors, as well as to students, and has ensured ongoing consistency in enrolment and credit information and practices. Conversion rates from application have been consistently higher for CIT graduates than for other groups since 2002, and are currently almost 30% higher than for other applicants (see Figure 13). High levels of conversion are important in the current competitive market for university students and represent considerable cost savings for the institution.

Figure 13. Conversion rates from application at UC, 2002-2006



## Outcome 8

Provide a model of successful cross-sectoral collaboration which will contribute to broader systemic change within Australian tertiary education

The *Beyond Articulation* project approach to cross-sectoral collaboration has been influenced by social, political and economic drivers at national and local levels. As separate institutions, UC and CIT each undertake programs to meet the needs of government, community and industry in the Australian Capital Territory (ACT) and surrounding region. The project demonstrates how UC and CIT, working together, can extend their programs and collaborate strategically around national initiatives.

### 8.1 A local and regional collaborative model

The *Beyond Articulation* model has been achieved through sound planning, aligned processes and strong collaborative practices spanning two decades. The project has responded to a variety of studies which identified barriers to successful articulation and credit transfer. The PhillipsKPA Pty Ltd report (2006a), for example, noted the 'significant practical issues which students and staff involved in credit transfer arrangements, applications, and approvals actually face'.

The *Beyond Articulation* project has addressed the administrative hurdles that staff and students faced in the early days of collaboration through the strategic alignment of policy, processes and products and streamlined administrative practices. Aligned governance structures now define how student movement takes place. The MOU defines the kinds of arrangements the institutions will pursue, including the ideal levels of advanced standing UC will grant to CIT graduates. A Joint Liaison Committee monitors collaborative opportunities, the Joint Status Committee reviews and revises articulation and credit transfer arrangements and the Advisory group ensures that the project responds to business and industry needs within the ACT region. Project initiatives align closely with the ACT Skills Commission strategies for addressing issues such as *Developing local talent* and *Skilling areas of acute shortage and strategic importance*.

To avoid the national finding that 'ad hoc articulation programs are often characterised by inconsistency or lack of transparency and do not always serve students well' (MCEETYA 2005), the project has adopted national Best Practice Principles. Academic staff in each institution collaborate in the identification of articulation and joint teaching opportunities, the development of articulation arrangements and the implementation of the articulation and credit transfer model. Courses in each institution are reviewed annually to ensure that resources are not duplicated and that offerings are complementary. Jointly developed CIT-UC processes produce standardised articulation arrangements which are reviewed and updated regularly; information systems enable just-in-time publication and online browsing capability. The sharing of facilities and resources has increased over the past three years, and joint staff activities and professional development are common.

These strategies have ensured that student movement between CIT and UC has occurred successfully within a climate of inter-sectoral competition, variable understandings of cross-sectoral issues, differences in understanding of curriculum and assessment practices, and dissimilar administration and staffing structures. The *Beyond Articulation* project has also functioned effectively through the restructuring of administrative programs at UC, a restructure of management and teaching structures at CIT and an Academic review followed by further restructures at UC. The potential impact of changes to management, programs and staff in each organisation during restructure periods (2007-2008) has been mitigated by the governance structures (eg. policies, committees), information management systems and personal communication strategies developed between faculty staff.

## 8.2 A national collaborative model

The approach to cross-sectoral collaboration adopted by UC and CIT presents a sustainable model which can contribute to broader systemic change within the Australian tertiary sector. National recommendations and best practice principles have been seamlessly integrated into the project and the model is sufficiently robust and flexible to be adaptable to continuing changes in tertiary education.

The current Review of Australian Higher Education (DEEWR 2008), for example, is investigating whether the education and training system is capable of (a) contributing to the innovation and productivity gains required for long-term economic development and growth; and (b) ensuring that there is a broad-based tertiary education system producing professionals for both national and local labour needs. The *Beyond Articulation* model directly supports the training of professionals for national and local needs and contributes to the theme of 'A broad tertiary education and training sector'. The model can be adapted to suit a variety of regional and local needs, even if new levels of tertiary education (such as Polytechnics) are introduced into the system.

Research carried out on the *Beyond Articulation* project demonstrates that the model connects the VET and HE sectors in a strategic and cost-effective manner. Productivity gains are underpinned by processes that ensure consistent management of articulation arrangements, established amounts and types of credit awarded and systematic study progression. Aspects of the model that are easily transferable to other cross-sectoral collaborations include:

- the identification of an Articulation Officer to ensure that articulating and credit transfer students are identified during the application process
- provision of specialised support to articulating students
- information management strategies that ensure current and accurate resources are available to a range of audiences, including potential students, teachers, administration staff and community stakeholders
- collaboration strategies for managers and staff in both institutions to ensure that learning pathways are broad-based and responsive to national and local industry needs.

The PhillipsKPA report of 2006 noted the potential benefits to students of cross-sectoral alignment of systems and practices:

'When arrangements are structured and highly collaborative, students benefit from consistency of information, reduction in costs, expanded career and employment options and flexible entry and exit options.'

**PhillipsKPA Pty Ltd 2006b**

The *Beyond Articulation* model demonstrates how articulating students can experience stimulating and rewarding higher education programs. Student feedback from focus groups and student questionnaires has indicated that students are participating more in dedicated Orientation activities, library tours and workshops offered by the Academic Skills Program than they did before the commencement of the project in 2005. Articulating students have reported fewer difficulties with their adjustment to campus life and study since 2005 and report increasing satisfaction with their tertiary studies. The retention rate for articulating students follows the trends for all students and the success rates for this cohort is consistently higher than the University average.

The UC-CIT collaboration surpasses the national benchmark figure of 9 per cent of VET sector graduate enrolments in higher education (see Table 3) and the number of students who articulate from CIT to UC each year has risen steadily despite fluctuations in VET student graduands. Conversion rates from application to enrolment are also higher for CIT students than for other students, thus offering administrative efficiencies for this group.

The *Beyond Articulation* project demonstrates that it has not only minimised the 'roadblocks' associated with VET to HE articulation programs but can offer benefits to students, the institutions and the local region. The model provides effective administrative and academic structures and is easily adapted to cross-sectoral student movement programs across Australia.



### 8.3 Demonstrations of a successful cross-sectoral model

The accomplishments of the *Beyond Articulation* project as a model of successful cross-sectoral collaboration have been acknowledged through:

- acceptance of 'blind peer reviewed' papers which have been presented at two national conferences
- selection as a case study for the TAFE Directors Australia (TDA) Innovation Studies project.

#### Acceptance of peer-reviewed conference presentations

Two conference papers describing the infrastructure and achievements of the *Beyond Articulation* project were presented as peer-refereed papers at the Australian Vocational Education and Training Research (AVETRA) conference in Adelaide on 3-4 April 2008. These papers are available from the VOCED database, at <http://www.voced.edu.au/about/whatis.html>.

A short description of conference papers follows.

**Cram, B., Croucher, V. and Lines, B., *What's it like for students? Enhancing the student experience from VET to university*. AVETRA conference, April 2008**

The presentation outlined the achievements of the UC-CIT program from the student perspective. The paper focused on research outcomes of UC-CIT programs established to improve:

- the management and granting of credit for completed VET studies
- presentation and accessibility of information to students and stakeholders
- support for articulating students during both vocational and university studies.

The research outcomes suggest that the cross-sectoral Collaborative Development Program has enhanced the overall experiences of CIT graduates who are studying at UC. Evidence of outcomes includes greater participation in campus services, improved student satisfaction ratings and high success and retention rates for target students.

**Cram, B. and Watson, L., *Managing credit transfer from TAFE to university: the case for cross-sectoral collaboration*. AVETRA conference, April 2008**

This research explored the structures for admission of students who are holders of a CIT Diploma or Advanced Diploma into UC Degree courses. The authors examined three models for determining the credit granted for completed TAFE awards. The management of each model and the learning outcomes of articulating students under each model were analysed and compared.

The research suggests that student transition from TAFE to university is most effective when credit transfer arrangements are characterised by high levels of collaboration at the course delivery level. The authors described the nature of effective cross-sectoral collaboration and identified ways in which institutions can support collaboration to enhance opportunities for articulating students.

**Cram, B., *Cross-sectoral award programs: How do students enrol?* Paper presented at NCVET conference, Launceston, July 2008.**

A further paper that described the three dual sector enrolment models supported by the CIT-UC collaboration was presented at the National Centre for Vocational Educational Research (NCVER) conference, held in Launceston in July 2008. The presentation described enrolment models that support: (a) *sequential enrolment* in VET and higher education awards; (b) *concurrent* enrolment in cross-sectoral awards and *nested* award programs and (c) *co-taught* units (see Appendix D). The paper investigated obstacles to further development of each model and invited input from other cross-sectoral practitioners.

The presentations were attended by VET practitioners and researchers from Australia and overseas. As a result of the presentations and other discussions held at the conferences, further information about the governance and processes adopted by the UC-CIT Collaborative Development project has been provided to a range of VET and Higher Education institutions.

## **Selection as case study in TAFE Directors Australia (TDA) Innovation Studies project**

The TDA Innovation Studies project (2008) was established to collect and disseminate examples of innovative and leading practice by TAFE Institutes across Australia. The project adopts the following Innovation and Business Skills Australia (IBSA) definition:

‘Innovation is coming up with new ideas, or developing new uses for old ideas, and translating this into competitive advantage or economic value’.

The TDA has selected the *Beyond Articulation* program as a Case Study in the ‘Links with Higher Education’ section of their forthcoming report *TAFE Australia – Driving an Innovation Agenda*, TAFE Directors Australia, Canberra, Interim Report April 2008.

## **Summary**

Discussions with staff involved in the *Beyond Articulation* program note that effort involved in establishing cross-sectoral relationships requires sound governance, effective processes and sponsorship from the executives of each institution. Members of staff often require additional resources and time to establish and maintain cross-sectoral relationships and to undertake the curriculum mapping and course design work that is a feature of successful models of articulation. In Canberra, this support has been provided under the auspices of a long-standing MOU between CIT and UC which has been aided by strong cross-institutional commitment.

The investment of time and resources in cross-sectoral collaboration in curriculum development ‘pays off’ for institutions and for students who are admitted on the basis of a vocational qualification. In terms of articulation and credit transfer, the most highly articulated courses have been the most popular among CIT students. These courses also had the highest rate of success in terms of student retention and achievement, with outcomes comparable or better than the outcomes of all UC students. Initial sharing of facilities and resources has also been successful, and further development of sharing arrangements that support economies of scale are being investigated.

The *Beyond Articulation* program has facilitated significant changes in staff awareness and perception, as well as in infrastructure, governance and operation. Cross-sectoral activities are resource-intensive, however, and continued support from both institutions will be crucial to the success of UC-CIT collaborative development.

### ***Beyond Articulation project expenditure***

An income and expenditure statement for the *Beyond Articulation* project for the period October 2005 to August 2008 is provided as Appendix E.

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**SECTIONS  
3**

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## Appendices

- Appendix A. CIT-UC Articulation Pathways
- Appendix B. Course Groups defined in the MOU
- Appendix C. Beyond Articulation governance structure
- Appendix D. CIT-UC Enrolment models
- Appendix E. Beyond Articulation project expenditure

# SECTION 4

## Appendix A: CIT-UC Articulation Pathways

CIT Program	University of Canberra course
Any two year Diploma Any two year Advanced Diploma	383AE - Bachelor of Education in Primary Teaching
Any completed Diploma Any completed Advanced Diploma	780AA - Bachelor of Science in Psychology
Advanced Diploma of Accounting (FNS60204)	706AA - Bachelor of Business Informatics 761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce
Advanced Diploma of Applied Business & Information Technology	761AA - Bachelor of Business Administration 706AA - Bachelor of Business Informatics 762AA - Bachelor of Commerce
Advanced Diploma of Building Design	912AA - Bachelor of Arts in Architecture
Advanced Diploma of Business Development	394AA - Bachelor of Management
Advanced Diploma of Business (Human Resources) (BSB60301)	761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce 394AA - Bachelor of Management
Advanced Diploma of Business (Marketing) (BSB60601)	786AA - Bachelor of Communication in Advertising and Marketing Communication 761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce
Advanced Diploma of Business Management (BSB60201)	762AA - Bachelor of Commerce 761AA - Bachelor of Business Administration 394AA - Bachelor of Management
Advanced Diploma of Civil Engineering (Design)	937AA - Bachelor of Building and Construction Management
Advanced Diploma of Communication and New Media	795AA - Bachelor of Communication in Media/Multimedia Production
Advanced Diploma of Community Services Management (CHC60402)	787AA - Bachelor of Community Education
Advanced Diploma of Community Services Work	949AA - Bachelor of Social Science in Justice Studies
Advanced Diploma of Computer Forensics	322AA - Bachelor of Information Technology 560AA - Bachelor of Software Engineering
Advanced Diploma of Design (Digital Media) Advanced Diploma of Design (Graphic Design)	302AA - Bachelor of Graphic Design
Advanced Diploma of Digital Communication	795AA - Bachelor of Communication in Media/Multimedia Production
Advanced Diploma of Graphic Design	302AA - Bachelor of Graphic Design
Advanced Diploma of Hospitality Management	638AA - Bachelor of Tourism Management



<b>Advanced Diploma of Hotel Management (THT60202)</b>	761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce 638AA - Bachelor of Tourism Management
<b>Advanced Diploma of Interior Design</b>	659AA - Bachelor of Interior Design
<b>Advanced Diploma of Journalism</b>	376AB - Bachelor of Communication in Journalism
<b>Advanced Diploma of Mechanical Engineering (Design)</b>	792AA - Bachelor of Industrial Design
<b>Advanced Diploma of Media Production</b>	795AA - Bachelor of Communication in Media/ Multimedia Production
<b>Advanced Diploma of Naturopathy</b>	365AE - Bachelor of Applied Science in Human Biology 686AA - Bachelor of Human Nutrition 660AA - Bachelor of Medical Science 885AA - Bachelor of Nursing 392AB - Bachelor of Science
<b>Advanced Diploma in Public Relations</b>	376AD - Bachelor of Communication in Public Relations
<b>Advanced Diploma of Soft Tissue Therapies</b>	365AE - Bachelor of Applied Science in Human Biology 686AA - Bachelor of Human Nutrition 660AA - Bachelor of Medical Science 885AA - Bachelor of Nursing 392AB - Bachelor of Science
<b>Advanced Diploma of Tourism Management</b>	638AA - Bachelor of Tourism Management
<b>Certificate IV in Alcohol and Other Drugs Work</b>	949AA - Bachelor of Social Science in Justice Studies
<b>Certificate IV in Community Development Certificate IV in Community Services (Protective Care) Certificate IV in Community Services Work</b>	949AA - Bachelor of Social Science in Justice Studies
<b>Certificate IV in Health (Nursing)</b>	885AA - Bachelor of Nursing
<b>Certificate IV in Mandarin Certificate IV in Spanish Certificate IV in Japanese</b>	469AA - Graduate Diploma in Languages (Beginning) 682AA - Undergraduate Diploma in Languages (Beginning) 854AA - Undergraduate Diploma in Languages (Beginning)
<b>Certificate IV in Youth Work</b>	949AA - Bachelor of Social Science in Justice Studies
<b>Diploma of Accounting (FNS50204)</b>	706AA - Bachelor of Business Informatics 761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce
<b>Diploma of Alcohol and Other Drugs Work (CHC51102)</b>	787AA - Bachelor of Community Education 949AA - Bachelor of Social Science in Justice Studies
<b>Diploma of Animal Technology (RUV50104)</b>	365AE - Bachelor of Applied Science in Human Biology 686AA - Bachelor of Human Nutrition 660AA - Bachelor of Medical Science

Diploma of Applied Science (Horticulture)	391AA - Bachelor of Landscape Architecture
Diploma of Building Studies	937AA - Bachelor of Building and Construction Management
Diploma of Business	761AA - Bachelor of Business Administration
Diploma of Business (Advertising) (BSB50601)	761AA - Bachelor of Business Administration 786AA - Bachelor of Communication in Advertising and Marketing Communication 376AD - Bachelor of Communication in Public Relations
Diploma of Business Administration (BSB50201)	761AA - Bachelor of Business Administration
Diploma of Business Development	761AA - Bachelor of Business Administration 394AA - Bachelor of Management
Diploma of Business (Human Resources) (BSB50801)	761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce 394AA - Bachelor of Management
Diploma of Business (Marketing) (BSB50701)	761AA - Bachelor of Business Administration 376AD - Bachelor of Communication in Public Relations 786AA - Bachelor of Communication in Advertising and Marketing Communication 762AA - Bachelor of Commerce
Diploma of Business Management (BSB50701)	761AA - Bachelor of Business Administration 762AA - Bachelor of Commerce 394AA - Bachelor of Management
Diploma of Children's Services (CHC50302)	787AA - Bachelor of Community Education 446AA - Bachelor of Education in Early Childhood Teaching (CIT)
Diploma of Community Development (CHC51402)	787AA - Bachelor of Community Education 949AA - Bachelor of Social Science in Justice Studies
Diploma of Community Recreation	684AA - Bachelor of Coaching Science 688AA - Bachelor of Sports Management
Diploma of Community Services (Protective Intervention)	787AA - Bachelor of Community Education 949AA - Bachelor of Social Science in Justice Studies
Diploma of Community Services Management (CHC51602)	787AA - Bachelor of Community Education
Diploma of Community Welfare Work (CHC51602)	787AA - Bachelor of Community Education 949AA - Bachelor of Social Science in Justice Studies
Diploma of Disability Work (CHC50102)	787AA - Bachelor of Community Education
Diploma of Event Management (THT50203)	684AA - Bachelor of Coaching Science 688AA - Bachelor of Sports Management 638AA - Bachelor of Tourism Management
Diploma of Environmental Science	791AA - Bachelor of Environmental Science

Diploma of Fitness (SRF50204)	392AB – Bachelor of Science 433BN – B Education in Secondary Teaching (Health and Physical Education)
Diploma of Hospitality Management (THT51202)	638AA – Bachelor of Tourism Management
Diploma of Information Technology (Business Analysis)	322AA – Bachelor of Information Technology 706AA – Bachelor of Business Informatics
Diploma of Information Technology (Project Management) (ICA50205)	706AA – Bachelor of Business Informatics
Diploma of Information Technology (General) (ICA50105) Diploma of Information Technology (Database Design & Development) (ICA50505) Diploma of Information Technology (Multimedia) (ICA50905) Diploma of Information Technology (Networking) (ICA50405) Diploma of Information Technology (Software Development) (ICA50705) Diploma of Information Technology (Systems Administration) (ICA50305) Diploma of Information Technology (Systems Analysis and Design) (ICA50805) Diploma of Information Technology (Website Development) (ICA50605)	322AA – Bachelor of Information Technology 560AA – Bachelor of Software Engineering 706AA – Bachelor of Business Informatics
Diploma of Information Technology (Software Development) (ICA50705) Diploma of Information Technology (Website Development) (ICA50605)	938AA – Bachelor of Information Technology in Mainframe Computing
Diploma of Laboratory Technology (PML50104)	365AE – Bachelor of Applied Science in Human Biology 660AA – Bachelor of Medical Science 686AA – Bachelor of Human Nutrition
Diploma of Laboratory Technology (Biological & Environmental Testing)	365AE – Bachelor of Applied Science in Human Biology 660AA – Bachelor of Medical Science 791AA – Bachelor of Environmental Science 686AA – Bachelor of Human Nutrition
Diploma of Laboratory Technology (Pathology Testing)	660AA – Bachelor of Medical Science
Diploma of Occupational Health & Safety	365AE – Bachelor of Applied Science in Human Biology
Diploma of Out of School Hours Care (CHC50202)	446AA – Bachelor of Education in Early Childhood Teaching (CIT) 787AA – Bachelor of Community Education
Diploma of Project Management (BSB51504)	706AA – Bachelor of Business Informatics 322AA – Bachelor of Information Technology 560AA – Bachelor of Software Engineering

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Diploma of Remedial Massage (HLT50302)	885AA - Bachelor of Nursing
Diploma of Screen (CUF50401)	429AA - Bachelor of Arts 795AA - Bachelor of Communication in Media/ Multimedia Production
Diploma of Sport (Development) (SRS50503)	684AA - Bachelor of Coaching Science 433BN - B Education in Secondary Teaching (Health and Physical Education) 688AA - Bachelor of Sports Management
Diploma of Statutory Child Protection	787AA - Bachelor of Community Education 949AA - Bachelor of Social Science in Justice Studies
Diploma of Tourism (Marketing and Product Development) (THT50102) Diploma of Tourism (Operations Management)	638AA - Bachelor of Tourism Management
Diploma of Youth Work (CHC50502)	787AA - Bachelor of Community Education 949AA - Bachelor of Social Science in Justice Studies

## **Appendix B: Course Groups defined in the MOU**

The MOU (2007) refers to four groups of courses that enable credit transfer and articulation arrangements:

**Group A** courses lead to AQF accredited Advanced Diplomas (and Diplomas when this is the highest level of award available in a specified field at the Institute) and Degrees which have been jointly developed as articulated courses through collaborative course design. The aim is to grant at least 48 credit points for a CIT Advanced Diploma and a guaranteed place in the related UC undergraduate degree.

The two courses in this category are in the fields of: Education in Early Childhood Teaching; Interior Design; Communication and New Media. In addition, two cross-institutional study programs have been developed: Bachelor of Education in Secondary Teaching (Design & Technology) and Bachelors of Forensic Studies/Forensic Science.

**Group B** courses lead to AQF accredited Diplomas, Advanced Diplomas and Degrees (and Certificate III or IV qualifications which are the highest level VET qualification available in the field) which have not been designed as joint courses, but for which a prima facie case of comparability of content exists and which are the product of collaborative curriculum development. The aim is to grant at least 24 credit points for a Diploma or 36 credit points for an Advanced Diploma.

The five most popular courses in this category are in: Commerce; Graphic Design; Education (Health & PE); Architecture; and Communication (Advertising and Marketing).

**Group C** courses lead to AQF accredited Diplomas, Advanced Diplomas, and Degrees (and Certificate III or IV qualifications which are the highest level VET qualification available in the field) where substantial comparability of content does not exist. The aim is to provide between 1 and 36 credit points of advanced standing.

These courses are the remainder of the courses in which students admitted on the basis of a CIT award are enrolled at the University of Canberra. Structured credit transfer arrangements exist for most of these courses, but they are not the product of specific collaborative curriculum development and/or course design.

**Group D** courses cater for students who have a complete or incomplete degree from UC and wish to enrol in a CIT program. The aim is to maximise advanced standing.

## **Appendix C: *Beyond Articulation* governance structure**

### ***Memorandum of Understanding between CIT and UC***

The Memorandum of Understanding between CIT and UC was first signed in June 1989 and subsequently revised and signed in May 1997, September 2002 and September 2007. The current MOU is in place to 2012 and may be reviewed at the request of either party.

The aim of the MOU is to:

- assist students to transfer easily between the two institutions through arrangements for admission and advanced standing
- make better use of educational resources.

### ***Committees***

#### **UC-CIT Joint Liaison Committee (JLC)**

The JLC was established in 2000 to provide a forum for high level communication between the two institutions. This committee is co-chaired by the Vice Chancellor of UC and the CIT Chief Executive, with membership of the Senior Executive from both institutions.

The JLC currently meets twice a year to determine the strategic directions of the collaboration.

#### **Project Management Committee (PMC)**

The PMC was established in 2006 to support the Program Manager of the *Beyond Articulation* project. The Committee meets at least once a month to support and monitor project activities and to re-assess priorities.

Current and former membership of the PMC:

<b>Professor John Dearn</b>	(Chair, UC)
<b>Kaye O'Hara</b>	(CIT)
<b>Bruce Lines</b>	(UC)
<b>Vaughan Croucher</b>	(CIT)
<b>Professor Carole Kayrooz</b>	(2007-2008, UC)
<b>Trixie van Leeuwen</b>	(Program Manager 2005-2006)
<b>Barbara Cram</b>	(Program Manager 2007-2008).

#### **Joint Status Committee (JSC)**

The JSC was established under the MOU of 1989. The Committee meets twice a year to facilitate credit transfer arrangements for CIT students seeking articulation to courses at UC. The scope of this committee will broaden to include the functions of the PMC from the latter half of 2008.

Current and former membership of the JSC:

<b>Mr Vaughan Croucher/ Ms Kaye O'Hara</b>	(Alternate Chair, CIT)
<b>Professor John Dearn/ Professor Carole Kayrooz</b>	(Alternate Chair, UC)
<b>Ms Elizabeth McPherson</b>	(CIT)
<b>Ms Sue Maslen</b>	(CIT)

<b>Mr Bruce Lines</b>	(UC)
<b>Mr David Sneddon</b>	(UC)
<b>Mrs Carmel O'Meara</b>	(UC)
<b>Ms Veronica Nolan</b>	(Secretariat, CIT)
<b>Ms Katie Wilson/ Ms Brenda Cattanach</b>	(Secretariat, UC)
<b>Mr Stephen Darwin/ Ms Elizabeth Tomaras</b>	(Observer, CIT)
<b>Ms Trixie van Leeuwen/ Ms Barbara Cram</b>	(Observer).

### **Project Advisory Group (PAG)**

The PAG was established to provide input from external educational agencies into the *Beyond Articulation* project. Membership includes:

<b>Professor John Dearn/ Professor Carole Kayrooz</b>	Pro Vice-Chancellor UC
<b>Ms Kaye O'Hara</b>	Deputy Chief Executive - Academic
<b>Ms Helen Strauch</b>	ACT Board of Senior Secondary Studies
<b>Ms Kaaren Blom/ Mr Chris Whitton</b>	Tertiary Research and Policy TAE, ACT DET
<b>MsLois Sparkes/ Ms Karen Welsh/ Mr Paul White</b>	Department of Education Science and Training (DEST)
<b>Mr Bruce Lines</b>	Academic Registrar (UC)
<b>Professor Yoni Ryan</b>	Director, CELTS (UC)
<b>Ms Anita Crotty</b>	University Librarian (UC)
<b>Mr Vaughan Croucher</b>	Senior Academic Advisor
<b>Ms Elizabeth McPherson</b>	Centre Director, Learning Centre (CIT)
<b>Ms Kathy Korsch</b>	Centre Director, Centre for Health, Community and Wellbeing (CIT)
<b>Mr Stephen Darwin</b>	Centre Director Centre for Educational Excellence (CIT)
<b>Ms Trixie van Leeuwen/ Ms Barbara Cram</b>	Program Manager, Beyond Articulation project

## Appendix D: CIT-UC Enrolment models

Three student enrolment models have been employed to assist the delivery of cross-sectoral award programs:

1. Sequential enrolment in VET and HE programs – resulting in achievement of a VET qualification followed by a HE qualification
2. Concurrent enrolment in VET and HE programs – resulting in two awards within a specified time period
3. Single-institution enrolment in a VET or HE program – which includes units of study that are co-taught with the other institution.

The models have been designed to comply with both HESA and AQTF requirements.

### Model 1: Sequential enrolment in VET and HE programs

Over seventy cross-sectoral articulation and credit transfer arrangements have been established. These arrangements enable students with a *completed* VET qualification from CIT to articulate directly into an undergraduate degree program at UC. Credit for each VET award is pre-determined and displayed on a database-driven website at:

<http://www.canberra.wedu.au/cit-pathways>. Students are not only *guaranteed entry* but are also granted credit automatically at enrolment.

Figure 1 illustrates the enrolment model for sequential dual sector awards in Interior Design.

Figure 1. Sequential enrolment in VET and HE Interior Design awards

Awards	Accreditation	Enrolment and fee payments	Comments
Diploma in Interior Design (CIT) and	Students are awarded the VET Diploma from CIT after 2 years of study	Students enrol and pay fees at the accrediting institution	Credit for completed VET award is granted automatically at UC enrolment
Bachelor of Interior Design (UC)	Diploma graduates articulate into the 3rd year of the Bachelor degree		

### Model 2: Concurrent enrolment in VET and HE courses – dual awards

Concurrent dual sector awards are offered in the jointly taught Early Childhood Education program, which nests the award of a CIT Diploma within the UC Bachelor degree. Other less formal concurrent awards are offered in Education to assist students in acquiring VET competencies required for Health & Physical Education and Design & Technology studies.

Figure 2 describes the enrolment and accreditation arrangements for the Early Childhood Education program.

Figure 2. Concurrent enrolment in dual sector awards in Early Childhood Education

Awards	Accreditation	Enrolment and fee payments	Comments
Diploma in Children's Services and	VET components are taught by CIT lecturers and accredited by CIT	Students enrol in and pay fees to CIT for VET component	Where awards are nested, all components are taught by relevant staff on the UC campus
Bachelor of Education in Early Childhood Teaching	HE components are taught and accredited by UC	Students enrol in and pay fees to UC for HE components	



### Model 3: Single-institution enrolment in a VET or HE program, with co-teaching of units

As efficiencies in the employment of facilities and expertise are encouraged under the MOU, a number of programs include co-taught units of study. In these cases, students enrol in *either* a VET *or* HE award but study some of their units with students from the other sector. Students pay fees to the institution in which they are enrolled and are governed by the policies of the enrolling institution. The institutions contract each other for work carried out, or for facilities used, on a fee for service basis.

Figure 3 describes the way this model is applied to Forensic Science programs.

Figure 3. Enrolment and accreditation patterns for co-taught units of study in Forensic Science

Awards	Accreditation	Enrolment and fee payments	Comments
Bachelor of Applied Science (Forensic Investigation) – CIT or Bachelor of Forensic Studies (Forensic Science) – UC	The VET program is accredited by ACT DET for CIT delivery  The HE program is accredited by UC	Fees for VET program are paid to CIT.  Fees for HE program are paid through HECS	Co-taught subjects and laboratory activities may be delivered on either campus under contract

### Summary

The Memorandum of Understanding between CIT and UC supports student enrolment in cross-sectoral programs through one of three models:

- sequential awards governed by articulation and credit transfer arrangements
- concurrent awards with components taught and accredited by each institution
- separate awards in which some units are co-taught with the other institution.

In each case, students enrol *separately* in VET programs offered by CIT and/or in degree programs offered by either institution. Students pay fees only to the institution that will confer the relevant award.

## Appendix E: *Beyond Articulation* project expenditure

The following table provides a summary of *Beyond Articulation* project expenditure and commitments as of 31 August 2008.

Item	CASR Budget	Expenditure to 15/6/06	Commitment to 30/6/06	UC input
CASR Grant	\$326,000			
Salaries & Related	225,966	225,966		
Conferences and Travel	4,253	4,111	132	
Consultants				
- web site	54,336	54,336		
Collaborative grants projects	31,032	31,032		
Other	3,482	3,482	6,799	
Office space, office furniture, computer, office supplies and office support				\$50,000
Subtotal		\$319,069	\$6,931	\$50,000
<b>Total</b>	<b>\$376,000</b>			



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