



THE UNIVERSITY OF
MELBOURNE

Victorian Qualifications Authority

Current Policy and Practice in Higher Education Institutions on Assessment of VET outcomes

Final Report

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EXECUTIVE SUMMARY

Background

This study examined current policy and practice in Higher Education institutions on the use of assessment outcomes in vocational education and training (VET). The ultimate aim of the study was to identify examples of current selection practices, processes and policies. The study sought to analyse and contrast the selection procedures and processes (including entrance requirements, credit arrangements and articulation arrangements) within and across a small number of higher education institutions in order to identify a range of key issues and options for assessment and reporting of VET outcomes for university selection purposes.

Methodology

A Working Group was established by the funding body (the Victorian Qualifications Authority) to monitor the process and outcomes of the study. A desk top audit, via the internet, was conducted to identify potential sites which were subsequently approved by the Working Group. A semi structured interview questionnaire was developed to conduct interviews with the key personnel involved in selections (eg Executive Officer of each university's Academic, General Manager of the faculty). The case studies typically involved interviews with key personnel and analysis of websites including the student admission and enrolment policies. Case studies were undertaken with the following Victorian based universities:

1. University of Melbourne
2. Monash University
3. Swinburne University`
4. Deakin University
5. University of Ballarat
6. LaTrobe University
7. Royal Melbourne Institute of Technology

Four interstate case studies were also undertaken. These included:

1. Newcastle University, NSW
2. Murdoch University, WA
3. Sunshine Coast University , QLD
4. The University of Tasmania, TAS

Data pertaining to Victorian universities were typically gathered via face-to-face field visits, whilst those located primarily inter-state, typically involved telephone interviews.

Selection Processes

All universities have key legislation in place (i.e. statutes and regulations). In essence these documents govern the academic practices within each institution. Across the universities interviewed, the faculties had autonomy over their selection criteria and processes as well as their credit arrangements for programs – as long as those requirements and processes were commensurate with the overarching legislation and policies and procedures of the university as well as that of those documented within the VTAC handbook.

Whilst it is difficult to generalize across universities as well as across faculties (due to the complexity of the possible student cohorts, pathways, credit mixes and agreements), time taken to complete an award was a major consideration and a fundamental difference between sectors. In most instances, successful completion of Certificate IV or above was seen to be an alternative equivalent qualification to the senior secondary certificate, as per the minimum requirement published in the VTAC guide. There was no consensus about the parity of esteem between the VCE and VCAL.

In general, selection officers take a holistic approach to evaluating the suitability of prospective VET students, with consideration to the specific range of VET units undertaken (i.e. the specificity of the units as preparation for the proposed program), the score/grade of the reported VET outcomes, the number of 'failed' competencies/units, and life experiences. Selection officers tend to place considerable importance on the academic track record of prospective students (across all sectors of education), taking note of grades achieved as well as the number of 'failed' units on applicant academic transcripts. However, the weighting of these factors often depended on the student cohort. In some universities (e.g. the University of Melbourne) the academic aptitude of the students, as determined by previous grades achieved (whether within university or TAFE programs) was seen as the primary determinant of entry into the degree program. Similarly, all faculties within the Monash University abide by the university policy that they will not accept VET students who do not present with scored or graded assessments, and such requirements are publicly stated in the VTAC Guide. Within each faculty at LaTrobe University, the selection officers worked closely together to review the potential VTAC students and the potential non-VTAC students; compared them for general equivalence of standard and a selection of both cohorts was undertaken cognizant of the other cohort. Hence, there were no set quotas but this selection method led to varying numbers of students selected in each cohort on a year by year basis.

Determining Credit

When determining credit arrangements there were essentially three models evident:

1. Credit determined on a case by case basis with broad guidelines.
2. Credit determined within a formal agreement with another institution (for exiting students).
3. Credit determined as a pathways agreement, generally relevant to dual award arrangements (in these instances students would have a blended delivery with credit implicit in the higher education unit/module allocation), i.e. students in these arrangements may be guaranteed eligibility for, but not necessarily guaranteed places.

Each university's policies on credit can be found in their governing statutes and regulations, whilst information specific to a course was usually found at the faculty level. Faculties however varied in the level of detail they published on credit arrangements, ranging from specifying maximum credit available to detailed mapping of agreed credit arrangements with outside courses/studies. In summary, most universities/faculties outlined the level of block, specific or unspecified credit possible.

In some universities the information within Training Packages was used to determine block or specific credit. In others, the titles on the transcripts were sourced. One university indicated that the achievement of the Certificate/Diploma was the only information/proof required. Whilst others placed importance on both the relevance of the prior study as well as the academic aptitude of the VET applicants (in particular, their grade point average).

Graded Reports

In all universities interviewed, prior achievement levels impacted on the selection process, but the extent to which this impacted varied across providers. Some universities required graded/scored assessments for selection (e.g. Monash University and the University of Melbourne) whereas others considered this as desirable and assisted the selection process. In universities where grades were not determined within university wide documentation (i.e. RMIT) the faculties made these decisions on a course-by-course basis; in some instances also on a year by year basis. The extent to which these arrangements were documented formally varied across faculties and universities.

The influence of achievement levels on selection decisions was largely dependent upon the legislation of the university as well as the demand for the course selected. For example, in one course that was seen to be in low demand, grades were not required by the university (partly due to the numbers of applicants being equivalent to or less than the number of places available). Where there was high demand, either the university or the faculty had made a decision to recognize applicants

with a certain level of grade or score.

Grades were also considered by some faculties when determining credit eligibility. For example, students enrolled in an Advanced Diploma in Horticulture (Higher Education) at the University of Melbourne were eligible to apply for credit for the first year of the Bachelor of Horticulture if they had received a grade point average of 75 or above in their Advanced Diploma studies.

With the exception of the representatives from within the University of Tasmania, there was general consensus that scored/graded reported outcomes were desirable and provided useful information for selection purposes.

RTO involvement

The level of nature and extent of RTO involvement in formalizing selection and credit policy and procedures varied. In most instances, selection and credit was determined independently of RTOs. Where there were agreed pathways, the level of input from the VET provider was much higher. This was of course even more pronounced when the faculty was also an RTO and issued dual qualifications as part of its degree programs.

Whilst the information pertained in the Training Package was considered relevant by most of the universities, they varied in terms of the level of utilization. Not surprisingly, those faculties collaborating with other RTOs appeared to have had a greater understanding of training packages and the VET sector in general.

Barriers

When there was a high level of demand for a course, faculties tended to place additional demands on the VET applicants such as demonstrating high grade point average for previous VET studies. Often however the barriers were related to prerequisite subjects (e.g., mathematics in the applied science field) as opposed to the VET qualifications. In some discipline areas, it was perceived that vocational courses do not necessarily provide the necessary foundation skills for studying within higher education programs, particularly in those disciplines that require high levels of mathematics, problem solving and critical thinking foundation skills. In such instances, non year 12 applicants were encouraged to undertake bridging subjects prior to applying for enrolment into the bachelor degree program.

There was a strong belief among a number of the participants, particularly those coming from the traditional academic disciplines, that vocational education and training programs (or programs based on training packages) do not adequately prepare people to be “thinkers”, but instead produce graduates who are “doers”. Hence there was some reluctance by selection officers to recognise VET outcomes as equivalent to university subjects when considering credit applications. Possibly with the introduction of the Credit Matrix, selection officers may be better informed about units of competency, in particular the varying degrees of cognitive complexity in terms of the amount of critical thinking and problem solving required to master particular units, as opposed to simply the consideration of how the unit has been packaged toward an AQF qualification.

Another barrier reported was the time lag between release of VET results and university selection procedures. That is, the need for VET applicants to produce records of their academic transcript in their applications was hindered by the fact that the release of VET results was often not commensurate with VTAC application cut off dates. Furthermore, in many instances the release of VET results also surpassed the first round of undergraduate course selections held early in the new year. Such incompatibilities often caused unnecessary workload and frustration for staff and students.

Recommendations

1. Scored assessment results be reported in statement of results in addition to Statements of Attainment and issuing of qualifications for VET courses Certificate IV and above.
2. Systems need to be established to fast track VET student results to coincide with the cut-off dates for VTAC applications.
3. Universities and Registered Training Organisations should be encouraged to formalize partnerships to increase mutual understanding of expectations and requirements of both sectors.

INTRODUCTION

This report outlines the findings on the examination of current policy and practice in Higher Education institutions on assessment in vocational education and training (VET) for entrance into undergraduate programs. The study aimed to identify and contrast examples of current entrance and selection practices, processes and policies of a number of Victorian and inter-state higher education institutions. The study was limited to examining student flow from VET to higher education. Specifically, the selection procedures and policies in place at the central university level, as well as faculties were reviewed in seven institutions in Victoria and four interstate. The university's approaches to examining student information derived from RTO's assessments as part of selection procedures and practices entailed a review of entrance requirements; credit transfer (individualized or structured); and articulation arrangements (nested and dual sector awards).

Research Questions

The primary research questions to be addressed in this study were:

1. To what extent are there universal policies and procedures in place within and across universities to recognize VET qualifications in selection processes including entrance requirements, articulation arrangements and credit arrangements? How much autonomy is at the faculty level?
2. What information is required when determining credit arrangements between higher education institutions and does (or should) this differ between institutions representing different educational sectors (e.g., TAFE to University, school to university etc)?
3. To what extent do achievement levels (or grades) influence decisions made by selection committees in relation to entrance requirements, credit arrangements and articulation arrangements?

Aims

The case studies sought to understand the factors that contributed to optimum use of VET outcomes in higher education selection procedures by examining:

- The type of information on RTO assessments that is considered by selection committees across discipline areas and programs for a range of different student cohorts (e.g. recent school leavers, mature age students, RTO pathways students).
- Discipline area, AQF levels and type of degree programs to which VET outcomes are considered in selection procedures at both faculty and university levels.
- The extent to which formalized policies and procedures are used to recognize VET outcomes in selection procedures at both university and faculty levels.
- The extent to which achievement levels or grades are considered in selection procedures, and whether this differs for entrance requirements, articulation arrangements or credit arrangements.
- The nature and extent of RTO involvement in formalizing selection policy and procedures at faculty and university level.
- The extent to which the reporting of VET outcomes (including grading versus competent/not yet competent decisions) meets the needs and expectations of selection committees.
- Factors which contribute to consideration of VET outcomes in higher education selection procedures.
- Approaches to evaluating VET outcomes, particularly where this involved graded assessments.

METHODOLOGY

A six stage methodology was employed to address the aims of the investigation. A brief description of each stage is outlined below.

Stage 1: Establishment of a Working Group

The Victorian Qualifications Authority (VQA) established a Working Group comprising representation from the VQA and the Office of Learning & Teaching in the Victorian Department of Education and Training. The Working Group was formed to provide strategic guidance and to act as an advocate for the project in their respective areas.

Stage 2: Human Research Ethics Committee Clearance

The Arts and Education Human Ethics Subcommittee at the University of Melbourne approved the study from the period of 23/2/05 to the 31/12/05 (HREC Project No. 050079). Refer to Appendix A for a copy of the approved Plain Language Statement and Consent Form to be signed by participants.

Stage 3: Desktop audit to identify potential sites

A desktop audit of university websites was conducted to identify six Victorian Higher Education institutions to be included in the study as well as four inter-state institutions, all of which were to be subsequently approved by the Working Group prior to data collection. Criteria for selection included the location (regional versus metropolitan), sector (dual versus single sector), RTO status and funding source. The ultimate aim was to select 6 from the 11 Victorian-based universities that would provide:

- Even representation of institutions that were designated as dual sector providers and single sector;
- A mixture of metropolitan and regional Victoria institutions;
- Where possible, representation of a higher education institution without RTO status;
- A range of discipline areas from the very traditional academic programs (such as Law, Medicine) as well as those that have stronger vocational outcomes (eg Engineering, Education etc); and
- Institutions with high standing among the higher education community in relation to VET partnerships/arrangements.

Table 1 below displays the characteristics of the eleven Victorian based universities that were reviewed.

Table 1: Victorian based Universities and Selection Criteria for Case Studies.

		MUP	UM	LaTrobe	RMIT	Monash	UB	VU	Deakin	Swinburne	ACU
Sector	Single	√	√	√		√			√		√
	Dual				√		√	√		√	
Location [^]	Metro	√	√		√			√		√	√
	Regional						√		√		
	Combination			√		√					
RTO status			√	√	√	√	√	√	√	√	√
Funding	Govt		√	√	√	√	√	√	√	√	√
	Private	√									

- [^]Reference to main campuses within Australia rather than other smaller sites or off-shore campuses.

Table 1 formed the basis of discussion with the Working Group to identify six sites to be approached to voluntarily participate in the study (note: the final selection of the six Victorian-based universities is dealt with in more detail in Stage 5). In relation to selecting potential interstate sites, the initial short listing was guided by the findings of a study conducted by Hamby (2001)¹ for the NSW Board of Vocational Education and Training and the Australian National Training Authority, in which 19 universities demonstrated willingness to move toward implementing new entrance mechanisms for senior secondary students with achievement in VET courses. The assumption was that given their proactive stance in relation to VET in Schools, it may be further assumed that these universities may have also been more likely than others to be proactive and more receptive to acceptance of VET outcomes as an alternative entry pathway (to traditional ENTER score pathway) to undergraduate programs. The non Victorian universities identified by Hamby were Queensland University of Technology, University of South Queensland, University of Sunshine Coast, Central Queensland University, Griffith University, Southern Cross University, University of Western Sydney, University of Newcastle, University of South Australia, Curtin University of Technology, Edith Cowan University, University of Tasmania, University of Canberra and the Australian Catholic University. Of these universities, the following were short listed for consideration by the Working Group, based on the analysis provided by Hamby (2001) of current practice, internet searches and perceived high standing among the higher education community for its VET partnership

¹ Hamby, F. (2001). Section 3: A report on establishing with Universities new approaches to recognising achievement in VET courses. In. K. Boston's *Expanding Opportunities for Youth: Greater Recognition and University Recognition of Achievement in VET in School-Courses. A series of papers sponsored by the National Working Group, NSWBVET, DET & ANTA, Sydney.*

arrangements.

- Queensland University of Technology.
- University of Newcastle (metropolitan NSW)
- Central Queensland University (regional Queensland)
- University of Tasmania (metropolitan Tasmania)
- Griffith University (regional QLD)
- Murdoch University (metropolitan WA)
- University of Canberra (metropolitan ACT)
- University of the Sunshine Coast (regional Queensland)

Stage 4: Questionnaire Design

To ensure the case studies fulfilled the research requirements and were undertaken in a consistent manner, a semi structured interview questionnaire was developed to provide the research framework for the investigation. A set of interview questions were developed by the project team and panelled with the Working Group. It was agreed to by the Working Group that at both the Faculty and University Level, the following issues were to be explored.

1. With regard to VET applicants and recognition of their VET outcomes, I understand that you operate within an Act, Statutes and Regulations. We're interested in the relevant sections and would like a copy of them.
 - What other policies or procedures do you have centrally OR for faculties to assist in the recognition of VET outcomes?
2. What influenced your policies or procedures?
3. Do you have quotas for VET applicants?
4. In what discipline areas, AQF levels and type of degree programs are VET outcomes considered in the selection procedures at university/faculty level?
5. What forms of credit are available? E.g. specified credit, unspecified credit, and / or block credit?
6. How do you implement your policies for recognition of VET outcomes?
 - Who does it?
 - What are the processes?
 - What factors do you consider?
e.g. discipline area, AQF level, Training Packages, the nature of reported results (C/NYC; graded; scored)?
 - For graded (achievement/performance) reporting – do differences in processes and reporting between RTOs make any difference to recognition? Does this cause any more difficulties than variations in university grading reports? Do these processes need to be reported consistently across the VET system or should they be allowed to vary as in Higher Ed?
 - Where VET students do not have a graded result, what other information is used or would be useful for selection purposes?
7. Do these factors differ for other categories of applicants, e.g. mature age students, school leavers, and offshore students? In what way?
8. How do you determine credit for VET outcomes? How useful was the information in Training Packages/accredited curriculum in determining articulation, entrance or credit arrangements? How useful are they guiding selection/credit practice at university/faculty level? Do you consider the content?
9. What do you see as the major benefits of / or constraints/barriers (Cultural, organizational, between sectors) on VET admissions
 - Generally?
 - For different discipline areas?
 - For reporting of VET outcomes (C/NYC; graded; scored)
10. What articulation arrangements do you have with VET providers?
 - How were these determined?
11. How transparent or easily accessible are the credit and articulation arrangements for prospective students?
12. Within undergraduate programs, what other alternative entry schemes are available for students who do not satisfy the entry requirements of the ENTER? (*Focus to be on the VET students*). That is, what alternative schemes are there for students who do not meet the required ENTER score for a course? Are there other alternative programs that do take VET qualifications into account? (Note: exclude fee paying in the discussion).

Data to be requested will include, but not limited to:

- Student admission and enrolment policies
- Quota of VET pathways students across faculties

Figure 1: Interview Schedule

Stage 5: Working Group Meeting

A Working Group Meeting was held in which the members

- Panelled the interview questionnaires,
- Reviewed the selection criteria used to nominate case study sites,
- Recommended and/or approved the nominated Victorian institutions (n=6),
- Recommended and/or approve the nominated interstate higher education institutions (n=4).

The interview questions documented in Figure 1 were approved by the Working Group and were to act as the prompts for discussions with central and faculty members responsible for entry requirements and procedures.

The outcomes of the Working Group meeting led to the final selection and approval of the seven universities listed in Table 2. Note that whilst only six case studies were required to be conducted, it was anticipated that some institutions may either decide not to participate or withdraw from the study and hence, an additional university was approved as a potential site. Whilst each university would be approached to voluntarily participate in the study, it was also agreed that each Victorian-based university would also nominate two faculties to which to further explore entry and selection arrangements in relation to VET outcomes.

Table 2: Nominated Sites approved by Working Group.

<i>Victorian</i>	<i>Interstate</i>
The University of Melbourne	Sunshine Coast University
Royal Melbourne Institute of Technology	Murdoch
LaTrobe University	University of Tasmania
Deakin University	Newcastle University
The University of Ballarat	
Monash University	
Swinburne University	

Stage 6: Data Collection

Each Victorian based university was approached to voluntarily participate in interviews with:

1. the Executive Officer of each university's Academic Committee, and/or Student Selection Sub –Committee; and/or an appropriate representative as nominated by the University's Manager of Admissions; as well as
2. key personnel at the faculty level, including the General Manager, as well as the chairs of Undergraduate and Post Graduate Selection Committees; possibly even selection officers.

Whilst the interstate studies explored the same issues as the Victorian field visits, they were generally limited to discussions at either the central level or within a single faculty. For example, in relation to the University of the Sunshine Coast and the University of Tasmania, faculty representatives were interviewed rather than central.

For both the Victorian and inter-state studies, information was also gathered through an analysis of the relevant University's website. Whilst the data pertaining to Victorian universities were to be gathered via face-to-face field visits, and those located primarily inter-state were to involve telephone interviews, difficulties were experienced with arranging interviews with key personnel in two universities, namely Deakin University (Victorian based) and Newcastle University (NSW based). As a consequence, two of the 11 case studies reported in this study involved an analysis of websites only.

A summary of the methods employed to gather data on each university at both the central and faculty level is displayed in Figure 2. Each university's case study reports can be found in Appendix B (for Victorian-based universities) and Appendix C (for the inter-state based universities).

<i>University</i>	<i>Administration Faculties</i>	<i>Website</i>	<i>Interview</i>
The University of Melbourne			
	General	✓	
	Institute of Land and Food Resources	✓	✓
	Faculty of Education	✓	✓
LaTrobe University			
	General	✓	✓
	Faculty of Science, Technology and Engineering	✓	✓
	Faculty of Law and Management	✓	✓
University of Ballarat			
	General	✓	✓
	School of IT and Mathematics	✓	✓
	School of Behavioural & Social Sciences & Humanities	✓	✓
Deakin University			
	General	✓	
	Business Studies	✓	
	Engineering	✓	
Royal Melbourne Institute of Technology			
	General	✓	✓
	Engineering	✓	✓
	Information Technology	✓	✓
	Nursing	✓	✓
Monash University			
	General	✓	✓
	Business Studies	✓	✓
	Information Technology	✓	✓
Swinburne University			
	General	✓	✓
	Faculty of Information & Communications Technology	✓	✓
	Faculty of Business	✓	✓
University of Tasmania			
	School of Information Systems	✓	✓
University of Newcastle			
	General	✓	
University of Sunshine Coast			
	Faculty of Science	✓	✓
Murdoch University			
	General	✓	✓

Figure 2: Data gathering method employed for each university case study report.

Whilst the individual names of each participant have not been reported due to the need to maintain confidentiality, a listing of each individual's position within each of the participating universities has been presented in Appendix D. Each interviewee has verified the accuracy of their specific sections of their reports as prepared in Appendix B & C.

1.

The type of information on RTO assessments that is considered by selection committees

Whilst it is difficult to generalize across universities as well as across faculties (due to the complexity of the possible student cohorts, pathways, credit mixes and agreements), the time taken to complete an award was found to be a major consideration and a fundamental difference between sectors. However, suffice to say that in almost all instances the selection officers undertake a thoughtful process in selecting prospective VET students.

In many instances, selection officers based their decision of students not entering via VTAC via a range of information, including the Senior Certificate level entrance score, the specific range of VET units undertaken (i.e. the specificity of the units as preparation for the proposed program), the score/grade of the reported VET outcomes, the number of 'failed' competencies, and life experiences. Most selection officers indicated that they took note of the number of 'failed' units on applicant academic transcripts. However, the weighting of these factors often depended on the student cohort, e.g. less weight was put on the ENTER score when the student was mature aged, and greater weight was placed on their VET achievements and life experience.

In most instances, completion of a Certificate IV or above was required for selection, as per the minimum requirement published in the VTAC Guide. The criteria for nominating Certificate IV as equivalent to year 12 was largely related to the perceived time thought to be required to complete the Certificate, as well as the expected age of applicants at entry. That is, Certificates I to III may be undertaken directly from Year 10 and tend to take less than the two years required to complete the senior secondary certificate. In contrast, Certificate IV and above type programs tend to be undertaken by mature aged students, involving a substantial amount of time.

In some instances, evidence of grades/scored assessment for VET outcomes was required. For example, Monash University has a policy that it will not accept students who do not present with scored or graded assessments. This policy is publicly stated in the VTAC Guide and administered by all faculties. It is possible that students may use results from

other studies if needed. Similarly, the University of Melbourne selects students based upon their academic aptitude, and therefore, those without evidence of grades/scores are disadvantaged in the selection process.

In general, selection officers tended to take a holistic view of the evaluation of prospective VET students. The vast range of information provided by students was considered in the selection process, although some faculties provide greatest weight on evidence of academic aptitude (e.g. The University of Melbourne).

It was reported by a number of selection officers that the release of VET results was often not commensurate with VTAC selection processes and hence students relied on faculty level letters to confirm expected transcript results. Although these were in turn checked at enrolment, it created an unnecessary obstacle and frustrating experience for both VET applicants and university selection officers.

2. Discipline area, AQF levels and type of degree programs to which VET outcomes are considered

In the main VET outcomes were considered for alternative entry, selection and credit across programs, faculties and universities. Articulation from TAFE to higher education was most evident in Business and Information Technology areas, unless competition for places reduced opportunities for articulation.

Selection

Two universities have determined that VCAL was not the equivalent of the VCE (LaTrobe University and Monash University) for selection. Similarly, as VCAL does not produce an ENTER score, VCAL graduates would not be eligible for an entry into the degree programs at the University of Melbourne. However in another university (RMIT) VCAL was considered to be a determinant for selection. In general, Certificate IV was determined to be the equivalent to the VCE and hence a determinant for selection.

Credit

Universities varied regarding what level of Certificate was considered for determination of credit. In some instances, universities made it clear that units below Certificate IV were not considered for credit whereas others indicated that the certificates below Certificate IV could be considered for credit if admission was granted on another basis. In other instances, universities noted that credit was more specific and hence considered on a unit by unit basis (of which the notional certificate level was irrelevant).

**3.
The extent to which
formalized policies and
procedures are used to
recognize VET outcomes**

All universities have established key legislation (i.e., statutes and regulations). In essence, these documents govern the academic practices within each institution. In most instances this legislation is clearly accessible and referred to or even quoted by those interviewed. In other universities, the legislation is less accessible/visible and may not be referred to by academic staff. Regardless, it can be assumed that given the processes within faculties for confirming policies and procedures developed to implement university policy that the implementation of their policies and procedures are in accordance with such legislation.

Typically, the university's stance on credit appears within the admissions statute and regulation (e.g. LaTrobe University, the University of Melbourne and University of Ballarat). In addition, some universities have also developed university policy related to credit to further explain or enhance the legislation (e.g. LaTrobe University); or to explain pathway and articulation arrangements (e.g. University of Ballarat).

Most universities have developed summaries (generally appearing as a table) to provide an easy overview of the possible maximum credit available. Whilst such arrangements tend to be in accordance with the advice from the Australian Vice-Chancellor's Committee (AVCC), only two university representatives directly referred to the information provided by the AVCC when justifying their credit arrangements. At the faculty level, some faculties have specific faculty summaries that itemize the level of possible credit. Whilst these may be specific to VET qualification streams or university majors, they are in accordance with the university's regulations and statutes on credit.

All universities published advanced standing and credit information via their website, and such information was typically made available within the University's Handbook. The level of detail varied across universities, with the University of Newcastle having the most extensive website related to advanced standing. In this instance, the university outlined agreed credit pertaining to private VET providers that they had agreements with as well as an extensive number of programs at the NSW TAFE. The Information Technology faculty at Monash University also had an extensive database that recorded all previous assessments of credit to assist students' ability to evaluate their eligibility for credit. In a number of cases the level of possible credit was determined at the faculty level and was course specific.

Some universities placed maximum points on the amount of credit to be granted within any particular course. For example, at the University of Melbourne, the maximum credit to be granted for any particular course was 50%, with no credit permitted to be granted for final year subjects of any degree program.

In summary, most universities outlined the level of block, specific or unspecified credit possible. At least one university noted that block and specific credit was the preferred credit granted and then unspecified was used when the other two forms were not suitable.

**4.
The extent to which
achievement levels or
grades are considered**

In all Victorian universities interviewed, achievement levels impacted on the selection process. The impact on the level and/or degree of advanced standing/credit granted varied between universities. Grade point averages contributed to the assessment of credit in most, but not all, programs.

It was noted by some university representatives that if the level of achievement determined on the transcript indicated that the student had 'struggled' in their VET program, then they often counseled the student not to seek credit/advanced standing but to undertake the related unit/module at university. In other cases such students may be referred to bridging units (e.g. LaTrobe and Murdoch universities) or alternative pathways such as completion of two units in a university, (e.g. Open Learning Australia), or perhaps a fee-for-service place in an alternative entry scheme as is the case with the Monash College. At the Monash College, the access program provides instruction for students who do not qualify for entry to undergraduate programs. On successful completion of the twelve month program, students are eligible for entry to the second year of the undergraduate degree. The program is available to domestic and international students on a full fee paying basis.

Murdoch University had a unique approach that reduced any need to refer to base qualifications. This university provides a proxy TER for TAFE studies. That is, Certificate IV equaled a TER of 75, and a Diploma/Advanced Diploma received a TER of 80. The university then treats all entry cohorts equally in the process. Non-year 12 students may increase their score by sitting the Special Tertiary Admissions Test (STAT) which has been designed to assess competencies commonly considered important for success in Tertiary Study (refer to <http://www.tisc.edu.au/tiscguide/stat.html>). This is particularly important where there is significant competition

for places.

The majority of respondents from the universities indicated that reporting VET students' levels of achievement clearly assisted the selection process. Furthermore, the majority also indicated that scored assessment was a requirement of selection (e.g. Monash University, RMIT, Swinburne University, The University of Melbourne) and in some bachelor degree programs, only those students with a graded assessment of credit or above were eligible for selection (e.g. LaTrobe University and The University of Melbourne's Institute of Land and Food Resources). At the Institute of Land and Food Resources, selection of non-year 12 applicants was largely based on their academic aptitude. In this example, there was a strong preference for those who had completed a higher education qualification or TAFE Diploma or successfully completed a first year of any higher education qualification with at least a 60% grade point average.

Only one university (the University of Tasmania) clearly stated that they expected no graded or scored assessments from VET students' transcripts.

In terms of articulation or pathways arrangements, the reporting of VET students' levels of achievement tended not to have an impact on student selection per se. In agreed pathways or dual award programs, students once selected (either by the VET provider or through tertiary selection boards (e.g. VTAC)) were considered 'in the program'. However, in some cases, the pathway provided guarantees of eligibility rather than a guaranteed place (e.g., Monash University).

Grades were also considered by some faculties when determining credit eligibility. For example, students who successfully completed the Higher Education Advanced Diploma in Horticulture at the University Melbourne, with a grade point average above 75, were eligible for credit for the first year of the Bachelor of Horticulture degree.

Obviously scored assessment of VET programs, when it is included in the calculation of the students' ENTER score (as in the case for VCE VET programs that have a Study Score available to students) was, by default, a factor for selection.

In almost all instances faculty representatives acknowledged the variation of the quality of reporting outcomes of VET providers. However, they acknowledged that this was no different than the variation across other universities. In

almost all instances respondents indicated that prior knowledge of programs and previous success of students could impact on the selection process.

**5.
The nature and extent of
RTO involvement in
formalizing selection
policy and procedures**

The level of nature and extent of RTO involvement in formalizing selection and credit policy and procedures varied. In most instances, selection and credit was determined independently of RTOs. However, there were instances whereby the university or faculties relied heavily on the information provided by the VET provider (e.g. School of ITMS - University of Ballarat, the Sunshine Coast University and Murdoch University).

In most cases where there was an agreed pathway, the level of input from the VET provider was much higher. For example, in the case of the University of the Sunshine Coast's physical education program, the faculty relied heavily on the information provided by the VET partner to determine pathways and agreed credit. They also relied on the VET partner to notify them of any changes in the relevant Training Package. In the case of the School of Behavioural & Social Sciences & Humanities at the University of Ballarat, the agreed dual award was conducted in conjunction with each program coordinators input. In this instance, the two representatives collaboratively determined the agreed credit and the process of dual delivery over 4 years. The delivery of this program is similar to that provided at the University of the Sunshine Coast whereby students started with virtually all VET units and one university unit and ended their program with a full university degree.

RMIT and Swinburne Universities are dual sector institutions. They report an increasingly collaborative approach to determining credit and pathways, including the content of TAFE programs that contribute to articulation arrangements. For example, in the School of Science, Engineering and Technology at the RMIT university representatives sit in on program review processes and vice versa when the higher education staff are reviewing programs.

In the case of the School of ITMS at the University of Ballarat, the faculty representatives relied heavily on the VET provider (their own TAFE Division) to explain the outcomes of units of competency and of qualifications to assist them in the determination of credit. Once this was determined, the specificity of credit was documented (in summary tables).

At the University of Melbourne, both the Faculty of Land and Food Resources and the Faculty of Education have RTO

provider status. Hence, there was strong sharing of information between the 'academics' and 'trainers' within each faculty, with some staff members delivering programs in both sectors. In such instances, there was a strong sharing of expectations across the VET and higher education programs.

It was found that when selection and credit (especially credit) was conducted on a one to one basis, then often the level of involvement of RTOs was negligible. In these instances, selection officers relied on either the titles of units on the transcripts (i.e. their understanding of access to the NTIS website was negligible) or they relied on the students to bring the unit outlines from the NTIS website to enrolment (where credit was determined) or attached to credit requests. In these instances, most respondents indicated that they relied not on the elements in the unit of competency but on the underpinning knowledge and skills as outlined in the unit to assist in the determination of credit. One respondent (School of ITMS) also indicated that they also used the nominal hours (as supplied by their VET provider i.e. the TAFE Division of the University) to assist in understanding the units. They indicated that nominal hours provided an indication of the depth of knowledge and skills undertaken in the learning.

It should be noted however that the process outlined above is similar to that used to determine the suitability of credit for other university subject outcomes. For example, at the University of Melbourne's Faculty of Education, it is the student's responsibility to provide a copy of the relevant subject outline in the university's handbook as a case for demonstrating equivalence of the two subjects. In such instances, consideration is given to the underpinning knowledge and understanding as specified in the subject outline, the points attributed to the subject as well as the assessment workload specified for the subject (in terms of equivalent number of words expected), all of which are documented in the relevant university handbook.

**6.
The extent to which the
reporting of VET
outcomes meets the
needs and expectations
of selection committees**

In all instances, the university representatives indicated that reporting graded/scored outcomes assisted, or was essential for, the selection process. Faculty representatives acknowledged the variation of quality of reporting levels of achievement across VET providers. Concerns were however raised with the perceived variability of quality of training and assessment across VET providers, as well as the frequency of Recognition of Prior Learning (which may or may not occur within high levels of quality assurance). However, there was also frequent acknowledgement that this was no different than

the variation of levels of achievement across other universities. Respondents tended to indicate that prior knowledge of a university or VET provider programs, as well as previous success of students (from a program or university), could impact on the selection process. Where there was a close association between the institutions or previous experience with students, there was also a greater level of confidence in the reported outcomes.

Whilst there was general consensus that scored/graded reported outcomes could not necessarily be compared across providers, it was agreed that they could still provide an indication of the ranking of the student within a particular VET program cohort.

**7.
Factors which contribute
to consideration of VET
outcomes in higher
education selection
procedures**

In general, the number of students selected via the VET outcomes was directly related to the number of students meeting requirements through the tertiary selection process e.g. VTAC. One university (LaTrobe University) described it as a balancing act whereby the expected quality of the cohort through VTAC processes impacted on the quality of students selected via VET outcomes. It was expected that there would be a similar level of quality of students from either selection process. Under such circumstances, selection officers worked in close association with each other.

A number of participants stated that the currency of VET achievements was a factor in determining the level of credit, as is the case when considering equivalence of other higher education outcomes. Whilst this tends to be the responsibility of the faculty, in some institutions the requirements and shelf life restrictions are documented centrally.

The level of demand for places tended to affect the selection processes. Programs with high demand tended to place barriers on selection processes within faculties/programs (e.g. credit level or above was required for LaTrobe University) or high demand tended to affect the possible quota for selection for students via other pathways (e.g. VET outcomes at LaTrobe University). In some faculties, barriers are in the form of prerequisite subjects, e.g. complex mathematics knowledge, rather than TAFE qualifications. In some universities, the need to utilize graded or scored assessment was not taken into consideration because places available were greater than or equivalent to the demand of students (e.g. University of the Sunshine Coast and University of Tasmania) (i.e., less competition).

It was interesting to note that there was some confusion

among some of the university personnel interviewed about the term “VET”. For example, when approached to participate in the current study, some faculty representatives stated that they do not consider VET outcomes only TAFE outcomes as an alternative entry pathway. The confusion being that VET was thought to be VET in Schools. This may be a result of the tendency for university statutes and regulations to refer to TAFE applicants and TAFE quotas, as opposed to referring to the term “VET”. Furthermore, at one university, the representatives were not aware of Training Package information and the units of competency contained on the National Training Information Service (NTIS) website.

8. Approaches to evaluating VET outcomes, particularly where this involves graded assessments;

As previously mentioned, selection officers in the main base their approach to evaluating VET outcomes in line with their faculty processes and also their university legislation. Faculties vary their processes according to level of demand for places in specific programs, type of student cohort, whether there is an articulation agreement in place, quota level and also on the level of information provided by students.

Regardless of the information, prospective students are ranked according to the number of places and allocated cognizant of the numbers of VTAC entries and any limitations according to meeting quota requirements.

It was acknowledged by some university representatives that ranking prospective VET students, from various providers with varied grading/scoring schema is often difficult. This is compounded by the same type of variability across universities of other non-VTAC applicants. Most selection officer respondents indicated that prior knowledge of a university or VET provider programs as well as previous success of students (from a program or university) could impact on the selection process. Not surprisingly, close association between the institutions or previous experience with students tended to result in a greater level of confidence in the reported outcomes.

APPENDIX A: ETHIC'S STATEMENTS

February 15, 2005

Dear General Manager

VQA Project: Current Policy and Practice in Higher Education Institutions on Assessment in VET.

The University of Melbourne has been asked by the Victorian Qualifications Authority (VQA) to examine current policies and practices in Higher Education institutions on assessment in vocational education and training (VET). The study seeks to analyse and contrast the selection procedures and processes (including entrance requirements, credit arrangements and articulation arrangements) within and across a number of higher education institutions in order to identify a range of key issues and options for assessment and reporting of VET outcomes for consideration by the VQA Board.

A Working Group, with representation from the Victorian Qualifications Authority, the Office of Learning & Teaching (OLT) and the Higher Education Office in the Victorian Department of Education and Training has been established to provide strategic guidance and monitoring of the processes and outcomes of the study. The Working Group has nominated your university for its good practices in the use of VET outcomes for selection purposes. <<insert name and position of the senior central administrator for the university>> has agreed for your institution to voluntarily participate in the study as a case study site. The case study will report on the current practices, processes and policies associated with VET outcomes and selection procedures at both the central university level as well as faculty level. Within each institution, two faculties will be show cased. Your faculty has been nominated by <<insert name and position of the senior central administrator for the university>>) to showcase its selection practices, processes and policies. We will therefore like to invite you to voluntarily participate in the study by participating in a one hour meeting to discuss the following issues:

1. What type of information on RTO assessments do selection committees consider across discipline areas and programs (both undergraduate and postgraduate) for a range of different student cohorts (e.g. recent school leavers, mature age students, RTO pathways students)?
2. What are the discipline areas, Australian Qualification Framework (AQF) levels and type of degree programs to which VET outcomes are considered in selection procedures within your faculty?
3. To what extent does your faculty have formalized policies and procedures to recognize VET outcomes in selection procedures?
4. To what extent are achievement levels or grades considered in selection procedures, and do these differ for entrance requirements, articulation arrangements or credit arrangements?
5. What is the nature and extent of RTO involvement in formalizing selection policy and procedures at the faculty level?
6. To what extent do the reporting of VET outcomes (including grading versus competent/not yet competent decisions) meet the needs and expectations of the Undergraduate and Postgraduate Selection Committees?
7. What factors contribute to consideration of VET outcomes in your faculty's selection procedures?
8. How are VET outcomes evaluated, particularly where this involves graded assessments?

You may wish to also invite the chairperson(s) of the Undergraduate and Postgraduate Selection Committees to also attend the meeting and/or any other relevant personnel who may assist with discussing such issues. Again, their participation in the study will be voluntary and informed consent will be obtained.

If you agree to participate in this study, we would like to have access to relevant policy documents associated with student admission and enrolments, as well as any reports that your faculty may have produced in relation to student selection processes and outcomes. Involvement in this project is voluntary and participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied up until the completion of the study (i.e., May 6th, 2005). A draft copy of the interview transcript will be sent to you for verification and final approval prior to dissemination to the funding body or any other interested parties (such as government organisations and other academics). Confidentiality of information provided will be protected subject to legal limitations. Participating universities and faculties will be identified in the publications that arise from this research.

Please feel free to contact myself as the Principal Research Investigator on 03 8344 8572 for clarification of any aspect of the research investigation. If you have any concerns about the conduct of this research project you may contact the Executive Officer, Human Research Ethics, The University of Melbourne (03 8344 4071). Please find attached a consent form, which you need to sign if you agree to participate in the research investigation.

Yours sincerely

Shelley Gillis (Ph.D)
Assessment Research Centre

February 15, 2005

Dear Central Senior Executive Officer or Manager of Admissions

VQA Project: Current Policy and Practice in Higher Education Institutions on Assessment in VET.

The University of Melbourne has been asked by the Victorian Qualifications Authority (VQA) to examine current policies and practices in Higher Education institutions on assessment in vocational education and training (VET). The study seeks to analyse and contrast the selection procedures and processes (including entrance requirements, credit arrangements and articulation arrangements) within and across a number of higher education institutions in order to identify a range of key issues and options for assessment and reporting of VET outcomes for consideration by the VQA Board.

A Working Group, with representation from the Victorian Qualifications Authority, the Office of Learning & Teaching (OLT) and the Higher Education Office in the Victorian Department of Education and Training, has been established to provide strategic guidance and monitoring of the processes and outcomes of the study. The Working Group has nominated your institution for its good practices in the assessment of VET for selection purposes. We invite your university to participate in the study as a case study site. The case study will report on the current practices, processes and policies associated with VET outcomes and selection procedures at the central university level. For those institutions in Victoria, the case study will also report on the practices and processes within two faculties that have been nominated by the university. If you agree to participate, we would like to conduct a one hour meeting with you to discuss the following issues:

1. What type of information on RTO assessments do selection committees consider across discipline areas and programs (both undergraduate and post graduate) for a range of different student cohorts (e.g. recent school leavers, mature age students, RTO pathways students)?
2. What are the discipline areas, Australian Qualification Framework (AQF) levels and type of degree programs to which VET outcomes are considered in selection procedures at the university level?
3. To what extent are formalized policies and procedures used to recognize VET outcomes in selection procedures at the university level?
4. To what extent are achievement levels or grades considered in selection procedures, and do these differ for entrance requirements, articulation arrangements or credit arrangements?
5. What is the nature and extent of RTO involvement in formalizing selection policy and procedures at the university level?
6. To what extent do the reporting of VET outcomes (including grading versus competent/not yet competent decisions) meets the needs and expectations of selection committees?
7. What factors contribute to consideration of VET outcomes in higher education selection procedures?
8. How are VET outcomes evaluated, particularly where this involves graded assessments?

If you are based outside of Victoria the interview will be conducted using the telephone at a time convenient to you; whilst those within Victoria will be conducted through face-to-face interviews. Furthermore, if you are located in Victoria, we will also invite you to nominate two faculties within your institution that we

could approach to also voluntarily participate in the study. The same set of issues as outlined above will also be discussed at the faculty level with the General Manager, and possibly the chairperson of the Undergraduate and

Postgraduate Selection Committees. Again, the meetings will be approximately one hour in duration and could be conducted as a group meeting at the convenience of the participants.

If you agree to participate in this study, we would like to have access to relevant policy documents associated with student admission and enrolments, as well as any reports that your institution may have produced in relation to student selection processes and outcomes. Involvement in this project is voluntary and participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied up until the completion of the study (i.e., 6th May, 2005). A draft copy of the interview transcript will be sent to you for verification and final approval prior to dissemination to the funding body or any other interested parties (such as government organisations and other academics). Confidentiality of information provided will be protected subject to legal limitations. Participating universities and faculties will be identified in the publications that arise from this research.

Please feel free to contact myself as the Principal Research Investigator on 03 8344 8572 for clarification of any aspect of the research investigation. If you have any concerns about the conduct of this research project you may contact the Executive Officer, Human Research Ethics, The University of Melbourne (03 8344 4071). Please find attached a consent form, which you need to sign if you agree to participate in the research investigation. If you are interstate, the signed consent form will need to be returned to by fax (03 8344 8790).

Yours sincerely

Shelley Gillis (Ph.D)
Assessment Research Centre



THE UNIVERSITY OF MELBOURNE

DEPARTMENT OF LEARNING AND EDUCATIONAL DEVELOPMENT
ASSESSMENT RESEARCH CENTRE.

Consent form for persons participating in research projects

PROJECT TITLE: VQA Project: Current Policy and Practice in Higher Education Institutions on Assessment in VET

Name of participant:

Name of investigator(s): Dr Shelley Gillis, Dept of Learning and Educational Development

Professor Patrick Griffin, Dept of Learning and Educational Development

Dr Sue Foster, Private Consultant

Ms Andrea Bateman, Private Consultant

1. I consent to participate in the project named above, the particulars of which - including details of the interview and the case study report- have been explained to me. A written copy of the information has been given to me to keep.
2. I authorise the researchers or to use the information that I provide in the interview as part of the case study report, including reference to policy documents and procedures that I have provided to the researchers, subject to due recognition of authorship.
3. I acknowledge that:
 - (a) The possible effects of the interview and case study report have been explained to me to my satisfaction;
 - (b) I have been informed that participation is voluntary and I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;
 - (c) The project is for the purpose of research
 - (d) I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal limitations. The university and the faculty will be named in publications arising from the research and although I will not be identified by name, my position within the university will be referred to in the case study report.
 - (e) I will be provided with a draft copy of my transcript for verification prior to dissemination to the funding body and/or any other interested parties.

Signature

Date

(Participant)

APPENDIX B: VICTORIAN CASE STUDY REPORTS

The University of Melbourne

Prepared by: Shelley Gillis

General²

Background The University of Melbourne is an international research and teaching university. It was founded in 1853 and commenced teaching its first students in 1855. The University currently has over 40,000 students in a broad range of professional disciplines (refer to Table 3 below) with greater than 6000 students enrolled in post graduate degrees. The University has over 6000 staff members. The main campus is based in Parkville, an inner suburb of Melbourne. There are also a number of regional campuses in the state of Victoria, namely Burnley, Creswick, Dookie, Warragul, Leongatha, Terang, Werribee, Shepparton, Horsham and Longernong.

A breakdown of the university's faculties and enrolments is shown in Table 3 below (<http://www.unimelb.edu.au/about/facultyprofiles/>)

Table 3. 2004 Students Load and Enrolments and Staff at the University of Melbourne

FACULTY	ETFSU*	ETFSU*	Enrolments	Enrolments	Staff***	Staff***
	Mar-04	Aug-04	Gross All	Gross International	Academic	General
Architecture Building & Planning	1,226.1	1,276.6	1,634	527	63.5	32.3
Arts	6,078.6	6,349.2	7,222	1,142	383.9	158.0
Economics & Commerce	4,566.5	4,747.4	4,585	2,135	191.9	108.6
Education	2,880.2	2,887.2	3,878	374	142.0	117.6
Engineering	2,843.8	2,946.1	4,363	1,348	250.9	153.7
Land & Food Resources	998.7	990.1	1,511	125	127.4	158.4
Law	1,866.8	1,916.3	3,256	388	81.6	75.1
Medicine, Dentistry & Health Science	5,777.4	5,821.6	4,921	870	1,003.4	503.9
Melbourne Business School	253.2	538.4	663	163	28.3	42.1
Music	519.6	525.8	715	95	41.3	13.0
School of Graduate Studies	-	-	169	19	-	-
Science	4,081.1	4,106.5	6,328	1,013	423.6	209.8
Veterinary Science	411.0	409.7	425	94	66.0	129.7
Vict. College of the Arts	941.4	926.4	1,002	73	111.3	67.1
UNIVERSITY TOTAL**	32,528.1	33,612.0	40,672	8,366	2,915.0	1,769.3

² The information regarding central administration policy and practices for The University of Melbourne was sourced from the University's website. It refers to information available as at the beginning of May 2005. The University of Melbourne has advised however that the policy will be reviewed in the near future and changes may be made. .

*EFTSU = Equivalent Full-Time Student Unit

**University total includes exchange students

***The casual staff figures are an estimate (using the 2003 actual figures) because actual casual 2004 figures are not available until year end.

***University wide
admission and
credit arrangements***

The legislative base for admission is the "Statute 11.1 Entry Quotas and Admission" (<http://www.unimelb.edu.au/Statutes/s111.html>)

and its regulation is "11.1.R3 – Made under Statute 11.1 Principles of Selection for entry to courses"

<http://www.unimelb.edu.au/ExecServ/Statutes/r111r3.html>

Credit for previous courses/studies is stipulated in Statute 5.4.4 and 5.4.5, where

- 5.4.4** 1. *A student who has completed the whole or any part of the work in a course for a degree, diploma or certificate ('the first course') and proceeds to any other course ('the second course') having completed that work in the first course within the permitted time frame then set by the faculty, must receive credit for any subject completed in the first course which is common to both courses where -*
- a. the subject completed in the first course is a compulsory subject in the second course; or*
 - b. the first and second courses together constitute an approved combined course; or*
 - c. the student has elected not to complete or not to take out the award for the first course but to proceed instead with the second course; or*
 - d. the Board had decided, in its discretion, that credit should be given for the subject or subjects in question completed in the first course;*

provided that the student must satisfactorily complete an additional year's work in the second course, or not less than half of that course, whichever is the lesser in order to be awarded a degree, diploma or certificate for the second course.

2. *Where a student is entitled to receive credit for a subject in the second course, the appropriate faculty must define the student's status in the second course and determine the order in which the student may do the work and complete the subjects in the second course."*

- 5.4.5** *Notwithstanding any other statute, if the requirements for a subject are altered, the faculty may give credit to a student for any subject which the faculty considers to be the substantial equivalent of the subject completed by the student before the requirements for the subject were altered.*

<http://www.unimelb.edu.au/ExecServ/Statutes/s54.html>

Limitations on granting of credit

In the majority of cases, credit is not granted for studies undertaken more than 10 years prior to the year of admission to the course. Credits are also not given for, or exemptions granted from, students completing any subject in the final year of a bachelor's degree course (University Statute 11.1.9 Entry Quotas and Admission). The university also stipulates in its statute that the maximum credit to be given for any particular course will not exceed 50% of the requirements of the course.

Admission requirements

To be admitted into an undergraduate course at the University of Melbourne, students must have completed an Australian Year 12, or an approved equivalent course to meet the minimum requirements. Each course at the University has its own academic entry requirements. In general, any individual is eligible for admission to any course for a degree or diploma in the university if s/he has a) successfully obtained a senior secondary certificate of education, b) satisfied all conditions for admission to the course and c) has been selected for the course in accordance with the principles for selection (Regulation 11.1R3).

Entry Requirements

The University has set Academic Entry Standards to all courses. In relation to entrance into undergraduate programs, provided that the prerequisite studies and any other specific course requirements are met, applicants who achieve the guaranteed ENTER for a course will be **eligible** for a place (refer to <http://www.services.unimelb.edu.au/admissions/pdf/international/guaranteedminimumscores2005.pdf> for 2005 ENTER scores). Commonwealth Supported Places are offered first, on the basis of academic merit and all remaining eligible applicants are offered an Australian Fee Place (Note: that they must have expressed a preference for such a fee place).

No applicant, with the exception of ACCESS Melbourne will be admitted below the guaranteed Entry standard for the course. The arrangements for guaranteed entry will apply as long as the Commonwealth Government permits universities to enrol Australian students in fee places.

Alternative pathways

Access Melbourne is the University's special entry and access scholarships scheme. *The Academic Board has established Access Melbourne to broaden the social base of the student population while maintaining high academic standards.*

From 2005, 20% of the University's undergraduate Commonwealth Supported Places (**CSPs**) will be offered to students who have applied through the **Access Melbourne** program. Access Melbourne caters for applicants who satisfy one or more of the following criteria :

- Indigenous Australians;
- Experience difficult family circumstances;

- Suffer hardship caused by socio-economic circumstances;
- Have a disability or long-term illness;
- Come from a non-English speaking background;
- Have undertaken Year 12 at a Victorian school that is under-represented in the tertiary sector;
- Have completed school in a rural or isolated area;

AND who also :

- are an Australian or New Zealand citizen or Australian permanent resident or holder of a permanent Humanitarian Visa;
- have not been awarded results in a degree course at a tertiary institution in Australia;
- and have demonstrated the capacity to undertake successfully the course of their choice.

Access Melbourne students are selected on a combination of their ENTER score or equivalent, and a consideration of the information they provide in relation to the above criteria. The University assesses applicants' potential to succeed in their preferred course using this information. The published minimum ENTER scores for entry into particular courses **do not** apply to students admitted via the **Access Melbourne** scheme.

<http://www.unimelb.edu.au/highereducationreforms/accessmelbourne.html>

Selection

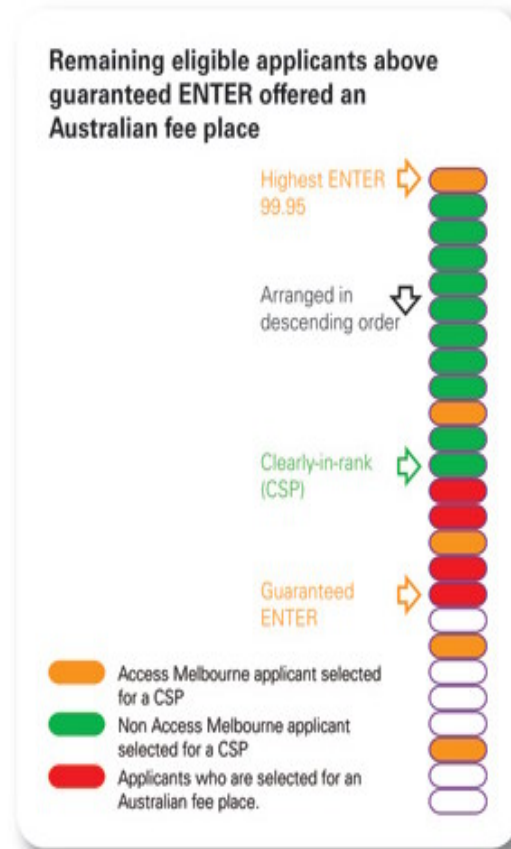
Procedure and Criteria for Selection

The selection procedures and criteria are specific to particular courses and are documented in the statutory requirement listed above. *Unless the Academic Board has specified otherwise in the Faculty entries (refer to <http://www.unimelb.edu.au/ExecServ/Statutes/r111r3attachA.pdf>), the procedure and criteria for selection are as follows.*

1. *In considering applicants, a Selection Committee will allocate applicants to one of three groups. The first will contain those judged clearly to be selected. The second will contain those clearly to be rejected. The third will contain those remaining applicants who will be ranked on the criteria approved for the course concerned.*
2. *In allocating applicants to the various groups, a Selection Committee will use the Academic Record of the applicant. For school leaver applicants, a Selection Committee will use the Tertiary Entrance Rank or equivalent.*
3. *In deciding amongst applicants in the third group, the academic merit of the applicants will be used and determined by the results obtained in particular studies or in components of particular studies in the VCE or equivalent and, if applicable, their level of performance in tertiary level subjects.*

(Regulation 11.1.R3 - Principles of Selection for entry to courses)

Under the Regulation 11.1.R3 , made under Statute 11.1, student selection is the responsibility of Academic Board. The Board appoints a selection committee for each undergraduate course comprising the Dean of the faculty and other members nominated by the faculty. The Faculty Selection Committee for undergraduate programs undertakes the following four steps when selecting students into their degree programs.



1. Applicants for an undergraduate course, who have satisfied prerequisite studies and other specific course requirements are ranked from highest to lowest ENTER.
2. The Selection Committee selects students to be offered a CSP through ACCESS Melbourne, as a result of the committee decisions about eligible ACCESS Melbourne applicants. Note: the ENTER or equivalent, of Access Melbourne applicants who will be offered a place will vary, and may be below the published guaranteed entry standard for the course depending on circumstances outlined in the application.
3. Other students to be offered CSP are selected on the basis on the ENTER, or equivalent, and the satisfactory completion of prerequisite studies, and any other specific course requirements. All these CSP offered are at or above the guaranteed ENTER and create the *clearly in rank*.
4. Other students who have an ENTER or equivalent score at or above the guaranteed ENTER, or equivalent, and who have satisfied prerequisite studies and any other course requirements and have indicated a fee preference will be offered an Australian Fee Place at the University of Melbourne.

TAFE targets

At the central level, Council may establish quotas of places for the entry of VET/TAFE students, but such quotas will be less than 50% of the available Australian Government Subsidized places for students with qualifications which are judged by the selection committee to be academically equivalent. Under the Regulation 11.1.3 Principles of Selection for Entry to Courses, it is stipulated that....

To be eligible for selection in such a quota, an applicant must have completed one of the courses stipulated for that quota by resolution of the Academic Board which is published with this regulation, achieving a standard of performance set by the Academic Board and published with this regulation. Council may also establish targets for the entry of particular categories of TAFE applicants to specified courses. To be eligible for selection to such a course, an applicant in one of those categories must have completed one of the courses stipulated for that category of applicants by resolution to the Academic Board which is published with this regulation, achieving a standard of performance set by the Academic Board and published with this regulation. The applicants for places in the category will not be ranked with other applicants for places in any quota for the course. The selection committee will report to the Academic Board on the qualifications of those selected in those categories, and will later report on the performance of those selected in those categories compared to those otherwise selected for the course.

Institute of Land and Food Resources

Context

The Faculty of Land and Food Resources provides specialist education, research and training in the fields of agriculture and agribusiness; natural, environmental and resource management; forestry and forest science; animal science, welfare and management; food production, ornamental and amenity horticulture; and dairy and food technology, production and marketing.

The Faculty of Land and Food Resources comprises four academic schools:

- Agriculture and Food Systems;
- Forest and Ecosystem Science;
- Resource Management;
- Vocational Education and Training.

The teaching activities are spread across eight campuses, five of which are located in rural areas of Victoria.

The faculty is also a Registered Training Organisation and delivers a number of accredited VET courses ranging from Certificate II through to the Advanced Diploma level, including apprenticeship and traineeship programs.

The faculty offers both self accredited Advanced Diplomas (referred to as Higher Education Entry Level qualifications) as well as those accredited under the Australian Quality Training Framework (referred to as TAFE Entry Level Qualifications). The two differ in terms of the focus, target group and tuition fees.

	HE entry level qualifications	TAFE entry level qualifications
<i>Focus</i>	Curriculum driven Largely theoretical, requiring high levels of written communication, problem solving and independent learning and research skills – focusing on the Why?	Training Package driven CBT – application of skills and knowledge to industry standard – largely focusing on the How?
<i>Target group</i>	Field Supervisors	Operational Managers
<i>Accreditation</i>	Self accredited	national accreditation in addition to Academic Board approval
<i>Tuition fees</i>	Commonwealth Supported Places	State government

Reference: www.landfood.unimelb.edu.au/courses/differences.html.

This report focuses on the Higher Education undergraduate programs, referred to hereon as the HE Advanced Diplomas, and bachelor degrees.

TAFE targets

In relation to the undergraduate degree programs in the Faculty of Land and Food resources, there are no quotas of places for the entry of VET/TAFE students.

Articulation agreements

The programs have been designed to enable articulation from the HE Advanced Diplomas into the degree programs. For example, students who successfully completed the HE Advanced Diploma in Horticulture, with a grade point average above 75, are eligible for credit for the first year of the Bachelor of Horticulture degree. Data from the period of 2003 to 2004 revealed that of the 54 new enrolments into the Bachelor of Horticulture degree, 11 articulated from the HE Advanced Diploma in Horticulture. It is interesting to note that some mature age students use the HE Advanced Diploma as an exit point in instances where they do not want to complete the entire bachelor degree. It was also argued that a person with the Advanced Diploma and the degree are more employable than just a degree, and that the duration of the dual programs was not that much greater due to the nested credit articulation arrangements that have been put in place.

Whilst those that have successfully completed the TAFE Advanced Diploma in Agriculture are eligible to apply for entry into the Bachelor Degree program (through the alternative entrance arrangements), they do not receive any credit for previous TAFE studies in the degree program. Hence articulation, in the sense of providing nested credit for related courses is limited to the HE Diplomas and Advanced Diploma qualifications offered within the faculty. Although nested credit arrangements are not offered for the VET programs, VET students (both those who have studied within the faculty and those at other RTOs) are eligible for entry into the degree program through the alternative entrance pathways procedures that have been established (see below on alternative entrance for non year 12). A small number of students do begin their studies within the faculty by undertaking VET studies initially, prior to undertaking higher education degree programs. For example, within the horticulture field, two original VET pathway students have successfully continued onto higher education degree programs and then subsequently completed their doctoral studies. Hence, students can progress from the TAFE certificates into the HE Advanced Diploma, then into the Degree programs and then onto post graduate courses if they show high levels of academic aptitude.

Alternative entrance for non year 12 applicants

There are alternative entrance procedures available for non year 12 applicants into the HE Advanced Diploma programs and bachelor degree programs. Students must complete a Supplementary Information form in which they document their academic records, relevant experience, career goals and knowledge and understanding of the Course content and structure. Selection of non-year 12 applicants is largely based on their academic aptitude with preference for those who have completed a higher education qualification or TAFE Diploma or successful completion of a first year of any higher education qualification with at least a 60% grade point average. ENTER scores (or converted equivalents) are also taken into consideration when selecting non-year applicants.

Importance of grades

The selection processes place a large emphasis on the academic aptitude of applicants and therefore it was considered vital that Registered Training Organisations and TAFE report achievement grades for their graduates. The reporting of only competent/not yet competent results through the issuing of Statements of Attainment was thought to disadvantage those students wanting to gain entrance into the undergraduate programs, as it provided little information on their academic aptitude required for ranking students.

Credit arrangements

Students who have successfully gained admission into the undergraduate program can apply for exemption from certain subjects if they can demonstrate to the Course Coordinator that they have successfully completed a similar subject elsewhere. Credit is determined on an individual

basis.

Minimum Credit

The University of Melbourne Regulation for Admission and Credit stipulates that credit can only be granted for up to 50% of any course, with no credit to be granted for subjects within the final year of a program.

Training Package information

The Higher Education Diplomas and Advanced Diplomas are not based on industry training packages, but instead are curriculum driven. Whilst the Faculty does offer qualifications directly against industry training packages that range from Certificate II to the Advanced Diploma qualifications, it was thought that training packages were inappropriate for driving the curriculum in higher education studies. That is, as the units of competency specify the skills and knowledge required for workplace application they concentrate on the 'how to do', whilst Higher Education programs should place greater emphasis on the theoretical knowledge and understanding of the discipline (i.e., the why?).

Barriers / benefits

The main barrier of granting credit for previous VET qualifications in the undergraduate degree programs or even to recognise this as an alternative entrance pathway in the applied science fields was thought to be the inability of CBT programs to provide the necessary foundation skills required in mathematics and numeracy that underpin likely success in the programs. As such, VET applicants whom do not have the pre-requisite VCE maths are encouraged to first enrol in the university's self accredited Advanced Diploma in which there is an elective mathematics subject available or they can undertake an external maths subject that is thought to be equivalent (as determined by the Selection Officer). For example, the faculty offers an introductory maths VET subject in forestry for people starting their advanced diplomas study, and who are uncertain of their maths or study ability. This subject can be undertaken by distance mode and costs around \$75 and is very popular with those lacking confidence or certainty about their mathematical ability.

This process is in accordance with Regulation 11.1.R3 which states

The university is committed to maintaining high international academic standards in its courses and selects students likely to succeed in its courses (Regulation 11.1.R3).

Therefore it was of the strong opinion that it would be unethical to admit students into the undergraduate programs whom do not have the necessary foundation skills required to likely succeed in the program.

Faculty of Education

The context

The Faculty of Education is one of the University's largest faculties and is supported by external research grants of A\$1 million annually. Ten professorial appointments ensure strong academic leadership in each of its fields of research. The Faculty's national and international links with research institutions ensure a major contribution to knowledge and practice in education. With its responsibility through teaching, scholarship and research to advance and disseminate knowledge in the field of education and training, the Faculty will:

- provide courses of quality to those who:
 - teach or intend to teach in pre-schools, schools, post-school institutions and other educational agencies;
 - contribute to the design, development, administration or policy formulation of education and training programs and institutions;
 - are involved in care education, training or development of children, youth and adults;
- improve education theory and practice through promoting research and development programs, both internally and in collaboration with other institutions and agencies with national and international commitments;
- strengthen the education profession by energetic engagement in significant education enterprises and activities, and through discussion, debate and the provision of expert knowledge.

Bachelor of Learning Development & Training

In 2005, the Faculty of Education, at the University of Melbourne, introduced the *Bachelor of Learning Development and Training (BLDT)* degree. The Bachelor of Learning Development and Training (BLDT) is a three year undergraduate degree. The program provides professionals with specialized training and skill development in the growing and competitive field of adult learning and development. An important feature of the program is its seamless articulation between the VET and Higher Education sectors. This has been achieved via credit pathway opportunities and awarding dual qualifications.

Entrance requirements

Applicants must have successfully completed the Victorian Certificate of Education or approved Year 12 equivalent with a study score of at least 25 in English (any) Units 3 and 4. For Middle Band consideration will be given to Access Melbourne applicants. All prospective students (both year 12 and non year 12) must lodge their applications through VTAC.

Use of Training Packages – issuing

The Faculty of Education is a Registered Training Organisation under the AQTF, and offers a number of VET qualifications, including those related to assessment and training. As such, the program provides a unique

dual qualifications opportunity for BLDT graduates to exit with not only a bachelor's degree, but also VET qualifications (i.e., Certificate IV in Assessment and Workplace Training, Diploma of Training & Assessment Systems). It was argued that the articulation of the two qualifications has been possible, as both sectors require assessments to occur within a criterion referenced interpretative framework. The program has been specifically designed to ensure, that at a minimum, graduates satisfy the industry standards for delivering assessment and training services in vocational and industrial settings. This has been achieved through embedded units of competency from the national industry competency standards into a number of subjects within the BLDT. Each subject stipulates precisely which competency units are to be taught and assessed as part of the subject's normal teaching, learning and assessment requirements. Consequently, the assessment tasks have been designed to not only measure individual's progress towards the industry standards, but also to measure generic graduate attributes, such as critical thinking and problem solving that are pertinent to higher education. Furthermore, the program is delivered by lecturing staff whom not only have subject matter expertise, but also have Certificate IV in Assessment and Workplace Training.

***Articulated Credit
Pathway
opportunities***

In addition to embedding the VET qualifications into the degree program, the course also has articulation arrangements between the two sectors. That is, applicants who have completed appropriate courses in vocational education and training may be eligible for credit towards the degree. Specifically, the course provides credit of:

- one semester for applicants who have successfully completed Certificate IV Assessment & Workplace Training; or
- one year for applicants who have successfully completed the Diploma of Training & Assessment Systems.

Such arrangements are in accordance with the AVCC's National TAFE-University Credit Transfer Scheme which suggests that students moving from a diploma to a three year undergraduate degree will usually receive at least 33% credit towards the course and those transferring into a four year degree will usually receive a minimum of 25% credit.

Credit arrangements

In addition to the articulated block credit arrangements outlined above, students who have successfully gained admission into the degree program can apply for exemption from certain subjects if they can demonstrate to the Course Coordinator that they have successfully completed a similar subject elsewhere. Under these circumstances, credit is determined on an individual basis and is conducted in accordance with the university's Statute 5.4.4 and 5.4.5.

LaTrobe University

Prepared by: Andrea Bateman

General

Background

La Trobe was the third university established in Victoria. It has grown to accommodate more than 15,000 students at its Bundoora campus and over 7,000 at campuses in Albury-Wodonga, Beechworth, Bendigo, Mildura, Mount Buller, Melbourne City and Shepparton.

University wide admission and credit arrangements

Admissions

The legislative base for admissions and credit is Statute 18 <http://www.latrobe.edu.au/legalservices/downloads/s18.pdf> (Admissions see section on advanced standing) and its regulation <http://www.latrobe.edu.au/legalservices/downloads/r18x1.pdf>.

The principles outlined in the above legislation is required to be published in the Handbook, and is covered also at http://www.latrobe.edu.au/handbook/general/geninfo-02.htm#P477_52087

The description of administrative practice is at <http://www.latrobe.edu.au/acadserv/policies/creditadstanding.pdf>.

In terms of admissions, the following applies to any student who has:

1. satisfactorily completed VCE and satisfactorily completed the work requirements in units 3 and 4 in one of the following English subjects: English, Literature, English Language or English as a Second Language; or
2. gained qualifications equivalent to (1) above recognised as such by VTAC; or
3. gained a Victorian Curriculum and Assessment Authority Statement of Equivalent Qualification to the VCE; or
4. fulfilled the requirements of one of the University's alternative entry schemes.

Discussions with key personnel revealed that the VCAL was not considered as meeting tertiary entrance requirements (i.e., not equivalent to the VCE). In addition, VET outcomes for exiting students were only considered in relation to an ENTER score.

LaTrobe also has alternative entry schemes for mature age students, access schemes, indigenous and disadvantaged groups.

Credit

The advanced standing arrangements are controlled by Academic Committee Policy and is the responsibility of the Faculty Boards and each

Faculty to develop specific credit arrangements which fit into the overarching policy. Credit arrangements are dependent on the specific studies already completed and the La Trobe University course in which the student enrolls. Each Faculty have different credit arrangements.

Applicants who have completed a VET program course may be eligible to apply for entry into related degree courses with a level of credit given at La Trobe - TAFE Pathways Program. For example, students who have satisfactorily completed the Diploma of Hospitality Management may be granted up to eight units of credit when enrolling in the Bachelor of Business (Tourism and Hospitality).

The University's policy provides key principles in relation to credit transfer including the need to provide clear information. The policy also advises that block or specified credit are the preferred modes of credit with 'unspecified credit' being used in the case of the other two forms being inappropriate. In addition, the credit arrangements are relevant to students with Certificate IV to undergraduate degrees. The policy advises that Facilities can determine currency of past qualifications however the maximum credit for a subsequent degree is 50% and the maximum credit for an incomplete degree shall be 67%. This applies to an Advanced Diploma. In relation to a Diploma, the maximum credit granted is 50%.

In summary, ensuring consistency in selection and advanced standing processes poses a challenge for selection officers when selecting and granting credit to students across various TAFEs and universities.

Faculty of Science, Technology and Engineering

Context

The Faculty of Science, Technology and Engineering includes disciplines from the physical and biological sciences, computer science and engineering, electronic and civil engineering, pharmacy and psychology.

Admission and Credit arrangements

In this Faculty, the aim of the selection and admission process for non-VTAC entries is to match the standard of this group with that of the VTAC entries. Hence the selection numbers and standard may vary from year to year. Non-VTAC students are ranked and selection is undertaken cognizant of the level of demand in the VTAC entry group.

In general, admission and credit granted is undertaken on an individual basis. In terms of advanced standing, there are a number of formal pathways arrangements such as that with a local regional provider and also a local provider training off-shore. In these instances, block and specific credit is granted. In relation to VET outcomes that have been achieved outside the discipline, these tend to be viewed as evidence of learning, and hence are treated as an indication of the capacity to learn in a higher education setting. However, they are not generally applicable for credit purposes.

Certificate IV is considered for selection but not necessarily for credit. The Certificate IV is considered equivalent to VCE. Mature age processes are established and align with University processes.

Special entry requirements are for those students that do not meet the University's entry requirements. In such circumstances, a biographical essay is required and if the course also requires maths, then a maths test is required. A bridging maths and chemistry program is available for students trying to meet the entry requirements.

Importance of outcomes

The outcomes, as listed in academic transcripts, are critical to the ranking of the student and the selection process. It was certainly considered much easier to rank those students who had graded outcomes.

There is a set pattern of determining credit so that similar students achieve comparable credit.

TP information

Training Package information is critical to the advanced standing process.

On-shore students are required to present evidence and information at enrolment of units of competency achieved and also the unit descriptors (from the Training Package) to enable credit to be granted. This information is also important in the course planning process. Academic staff determine the credit at this time.

For off-shore students, provisional credit is granted prior to arrival and is confirmed in a similar process to that of on-shore students at enrolment.

Clarity/transparency of credit information

Information regarding credit is available in the Handbook and easily accessed for students. The statutes and regulations are also available on the website but these are less likely to be accessed by students. On the faculty website there is a small amount of information pertaining to credit (in terms of the process of applying). Students when seeking credit can access the website (NTIS) for information on their units of competency and are required to bring such information to enrolment.

Barriers/Benefits

One key barrier to selection was thought to be the timing of the VET results (outcomes and statements of attainment) issued by the VET provider, which often was beyond the deadline for university selection processes. In such instances, students had to rely on letters from Schools/Faculties of providers to provide evidence for entry.

Also, the difficulties of ranking VET students when there was variability in the reporting schemas used by RTOs was acknowledged, yet this was also thought to be true of selecting prospective students that had studied at other universities in which the reporting format was also free to vary

across universities.

Faculty of Law and Management

Context

Schools in the Faculty include:

- School of Business
- School of Law
- School of Sport, Tourism and Hospitality Management
- Graduate School of Management.

Admission and

Credit arrangements

Admissions

Admissions into the undergraduate programs were essentially through the VTAC system. However, in some programs, applicants were able to lodge a direct application to the university (after VTAC main rounds and at the midyear intake). These were mainly applicants with Diplomas and Advanced Diplomas.

Credit

In most instances, credit arrangements were more pertinent to students with VET Diplomas and Advanced Diplomas. Most of the administrative functions around granting credit are conducted by administrative staff on the basis of established precedents which are recorded on faculty databases. If there was no precedent then these were referred to academic staff.

Targets are set for courses and while there are no set quotas for non-VTAC entries (and like the Faculty of Science, Technology and Engineering), this is performed concurrently with VTAC entries. Hence, the standard and number may change depending on the VTAC entry cohort. As such, there is no fixed cut off and numbers depend on the overall target for the year. Non-VTAC selection is dependent on each faculty's demand for places; for example the Law courses are very competitive.

Within the faculty, there were few articulation arrangements. However, the School of Sport, Tourism and Hospitality Management has an agreement with a Melbourne hospitality TAFE provider. With an Advanced Diploma, students can get up to 8 credit points/unit. The course website notes that in the School of Sport, Tourism and Hospitality Management, TAFE Articulation is available for the

- Bachelor of Business (Tourism Management);
- Bachelor of Business (Tourism and Hospitality); and
- Bachelor of Business (Sport and Leisure Management).

Admissions to the degrees via TAFE articulation is performed twice per annum whereby accepted TAFE students would commence their degree in either July or March. TAFE students will be allocated credits for prior

studies on a case by case basis.

A database is kept of all off-shore credit for precedence. Criteria for selection is set by the faculties and undertaken by the International Office. Provisional credit is granted until students present for enrolment on-shore.

If there is no precedent all requests for credit are referred to the schools. In general, a Diploma may result in 3-4 credits and an Advanced Diploma up to 8 points.

There is no credit for Certificate IV as this is seen to be equivalent to Year 12. However, Certificate IV is determined to meet entry requirements.

Importance of outcomes

For selection officers it is much better if the prospective student can present with academic transcripts that provide level of performance outcomes (e.g. grades). Selection officers need a clear basis to select, and in general the School is looking for students with credit or higher grade.

TP information

No information provided.

Clarity /transparency of credit information

There appears to be no faculty specific information pertaining to credit arrangements at faculty or school level. However, at the course specific level there is information regarding VET articulation, for example: <http://www.latrobe.edu.au/tourism/html/TAFE%20Articulation.htm>

Barriers/Benefits

A key issue is consistency across the sectors and across providers. Reporting outcomes are different and quality of learning and assessment also varies. Selection officers are conscious of 'bias creep' of known providers when selecting.

University of Ballarat

Prepared by: Andrea Bateman

General

Background

The University of Ballarat is one of Australia's newest, with a history of providing tertiary education and training reaching back 135 years. It is a regional dual sector institution, with three major campuses in Ballarat and one in each of Horsham, Stawell and Ararat. More than 22,000 students are enrolled in courses, both in TAFE and Higher Education.

As the University is a dual sector provider the relevant statutes and regulations that legislate academic requirements pertains to both sectors.

University wide admission and credit arrangements

The credit arrangements are covered in the legislation by Statute 5.2 Entry quotas, admission and enrolment, and its accompanying Regulation. Credit toward bachelor degrees (or qualifications below that on the AQF) normally cannot be granted for more than 50% of the program.

Admission requirements are also governed by this Statute and Regulation. For admission, requirements considered are VCE or equivalent, learning from a recognised provider or acquired learning in an uncredentialed context (e.g. work), where the applicant has not been in a secondary course for the preceding two years, or is recognised as been disadvantaged.

The University also has a University-wide policy regarding pathways and articulation. This policy again relates to both Higher Education and VET. The policy is broad ranging and highlights cross-sectoral links including sequential and concurrent studies, and dual awards. This policy also indicates the level of minimum credit in developing articulation and double awards in the same area of study³.

The University website lists approximately 100 pathway arrangements.

³ 50% credit for an Advanced Diploma when lined with a 3 year Bachelor degree and 37.5% when linked with a 4 year degree. 33% for a Diploma when linked to a 3 year Bachelor degree and 25% when linked with a 4 year degree.

School of Information Technology and Mathematics

Context

The Bachelor of Information Technology (IT) is based on a number of core units, which cover the fundamentals of information technology, such as World Wide Web (WWW) technology, design techniques for multimedia and the internet, Java programming, software engineering, electronic data interchange and networks, collaborative computing and groupware applications.

The program has agreed articulation arrangements with the TAFE Division of the University. Articulation arrangements exist for students completing the Diploma of IT (Software and Networking) having entered through the Certificate IV operating system stream or the multimedia stream. In addition, articulation arrangements exist for those with the Diploma of IT having entered through the Cert IV in IT or through the Cert IV in IT (Website Design).

Credit arrangements

The School has general credit arrangements and addresses credit applications on a case by case basis. General guidelines have been developed for use for possible maximum credit for VET students from other providers. A School database is maintained to ensure standardisation of credit.

Specific arrangements exist with the TAFE Division of the University. In this instance, students entering from the Advanced Diploma and Diploma programs receive 12 units of credit, with between 7 or 8 core credits, 1 or 2 specified elective credit and 3 unspecified credit.

The School also recognises students completing Certificate IV programs and 4 credits are given (2 specified core and 2 unspecified electives). There is no credit given for students who have not achieved a certificate below Certificate IV. This in essence excludes Vet in School students whom have not completed VCE.

At this point in time there are no quotas placed on VET applicants.

Importance of outcomes

The selection officers in the school, when selecting students with VET outcomes, do not necessarily focus on performance outcomes. They tend to focus on the academic transcripts and in particular, whether the students have 'failed' competencies, as well as whether the Certificate/Diploma had been achieved. Such information was thought to assist in the knowledge of what units of competency students have struggled with and what their weaknesses may be. This assists in developing a program of study for these students.

In the TAFE Division, the three levels of performance are utilised. This is certainly reviewed during the selection process but is not a specific focus.

<i>TP information</i>	The specific credit arrangements were developed between the two Divisions. The TAFE sector reviewed the Higher Education program and then redesigned their program to enable an easier transition for students. In developing the arrangements, the Higher Education representatives relied on the information provided by the TAFE Division representatives in terms of the units of competency and the related nominal hour information. The information pertained in the unit was considered useful, especially the underpinning knowledge. The nominal hours was considered essential to determine the depth of study undertaken in that particular unit.
<i>Clarity/transparency of credit information</i>	The credit arrangements for prospective IT students is well documented on the School of ITMS home page (http://www.ballarat.edu.au/ard/itms/aboutUs/SMB_Statement.shtml)
<i>Barriers/Benefits</i>	<p>Students can technically complete the degree (with credit) in 1 ½ years. However, students are encouraged to complete in 2 years and study 3 subjects each semester. This format assists students in the transition issues which may arise with students moving between the sectors.</p> <p>The main barrier was thought to be the variability of students from different providers. The representative noted that there was greater confidence in the students from the TAFE Division as the VET program was reviewed and changed to better fit with the Higher Education program. Students from other VET providers are required to assist in the credit application process by providing unit outlines. It was thought that the units of competency that had been completed elsewhere may not be the same as those completed in the TAFE Division's program. In addition, information pertaining to the nominal (contact?) hours attached to these units of competency was considered to be useful.</p>
<i>References</i>	Regulation 5.2 Entry quotas, admission and enrolment http://www.ballarat.edu.au/ard/itms/aboutUs/SMB_Statement.shtml

School of Behavioural & Social Sciences & Humanities

Context

The Bachelor of Arts/Diploma of Professional Writing and Editing (PWE) is a program offered across the two divisions of the University. The program is well established and has been offered for at least six years through the School of Behavioural & Social Sciences & Humanities (HEd) and of the School of Human Services (TAFE). The dual award program has already undergone one internal review with no major changes to the program.

Six EFTSU places are reserved in the Bachelor of Arts for dual award students. This translates into 24 student places in the dual award per enrolment year.

Credit arrangements

As the program is a dual award, the credit is not specified. However, eight units of credit (1 year) is implied as the dual award can be completed in 3 ½ years. Students undertake concurrent study with one higher education unit in first year.

For students who have completed the Diploma of PWE the following applies:

- A credit arrangement of eight units; and
- The students are accepted into the BA (HSS) program. Students can design their study program according to the program's regulations, and can choose an appropriate major as they see fit (i.e., they need not be bound to a film and media or literature sequence of study).

Importance of outcomes

Admission to the course is by VTAC entry, with an ENTER score and folio submission as part of the entry requirements. For mature age students a folio submission plus their relevant experiences (e.g., working for a publisher, other TAFE diplomas or certificates) is required. In exceptional circumstances, an interview may be conducted as part of the selection process.

The students in the program are managed by the Higher Education coordinator of the program, with the coordinator of the Diploma program having a major voice at Course Committee. Student progress is monitored by both representatives and if considered to be 'at risk', then students are advised to exit at the Diploma level.

Although outside the dual award program, students who have attained the Diploma and granted admission into the Bachelor of Arts are granted credit consistent with the agreed dual award arrangements (1 year's credit). Admission processes would include confirmation of completion of the Diploma with no requirement to check a folio. At this stage, possibly due to minimal pressure on student placements, there is minimal review of graded or scored assessments. However, if distinguishing between the quality of students then it is considered that graded/scored reporting of outcomes would become more critical. The UB TAFE program currently

utilises graded assessment consistent with UB TAFE assessment policy.

It was considered by the respondent that TAFE's should grade rather than utilise the dichotomous reporting system. This would aid selection officers in determining students who are 'borderline'.

TP information

The program was initially agreed prior to the merger of the University with the then School of Mines Ballarat. To determine the program, both the curriculum document (VET) as well as the course structure and unit outlines for the Bachelor were analysed by the two sector coordinators. Both documents were considered essential to both parties understanding the other's program. At the negotiation stage it was agreed between the two program coordinators that the 'best match' was with a major in Film or in Literature.

During the 'life' of this program the VET curriculum has been reviewed. However, changes to curriculum have had no impact on the dual award structure.

***Clarity
/transparency of
credit information***

The credit arrangements are listed on the UB website at <http://www.ballarat.edu.au/aasp/student/recruitment/pathways/index.shtml>

The information provides guidance on dual awards and credit arrangements for the program.

Barriers/Benefits

The program is one of the earlier pathways agreements and occurred prior to the merger of the two organisations. The program was developed with close cooperation between the two organisations and is considered a model for other schools in the University. The agreement was based on trust and mutual respect and was negotiated in a short timeframe.

The major issue identified is that of the difference between the notion of competency and the lack of various levels of performance being reported (at this stage only two levels above competent are reported in the VET program). In particular, higher education's preference for grades and percentages.

References

Regulation 5.2 Entry quotas, admission and enrolment
Pathways and Articulation Policy
<http://www.ballarat.edu.au/aasp/student/recruitment/pathways/index.shtml>

Deakin University

Prepared by: Sue Foster

General

Background

Established in the 1970s, Deakin University has campuses in the metropolitan area as well as in regional cities. The largest campuses are in Burwood and Toorak. Other campuses are located in Geelong and Warrnambool. The university seeks to maintain close links with industry, has a strong industry focus and provides a range of flexible study options for students including a requirement that students complete at least one unit of their undergraduate study via online learning.

Admission requirements

Deakin admission requirements are consistent with VTAC requirements for tertiary entrance. The University requires Year 12 or equivalent, satisfactory completion of two units in an Australian university or via Open Learning Australia or completion of one-year full time study of an AQF accredited Associate Degree, Advanced Diploma, Diploma or Certificate IV.

For Non-Year 12 applicants, Deakin will consider ENTER scores and all post-secondary academic records and the information provided on the VTAC Pi form⁴.

Admission – Recognition of VET outcomes

Advanced standing is available for all applicants who have completed a post-year 12 course at a university, TAFE or other approved tertiary institution.

VET Certificates at Certificate IV will normally be regarded as meeting requirements for admission rather than advanced standing. Advanced standing may be granted where a Certificate IV has dual VET-higher education award status.

Credit arrangements

Credit may be awarded in undergraduate courses up to:

- 2 credit points into a 4 credit point certificate
- 4 credit points into an 8 credit point diploma
- 10 credit points into a 16 credit point Associate Degree
- 16 credit points into a 24 credit point Bachelors Degree
- 21 credit points into a 32 credit point Bachelors Degree

Specific credit is granted where there is substantial overlap of content at a

⁴ The VTAC Pi form “provides non year 12 applicants with an opportunity to bring to the attention of selection officers any special factors or circumstances they consider relevant and that cannot be included in the application itself. The VTAC Pi form can be used to satisfy course extra requirements (where specified in the course entry); provide details on circumstances of disadvantage that have affected the applicant’s studies, outline paid or voluntary employment relevant to the applicant’s preferences and/or declare the applicants reasons for undertaking studies”. Refer to <http://www.vtac.edu.au/faqs/faqdoresults.html> for more information on the VTAC Pi form.

similar standard. This is granted in preference to unspecified credit where possible.

Articulation agreements

Credits for completed / partially completed awards in the VET sector are available for cross-sectoral linkage arrangements, inter-institutional agreements and consideration of individual applications.

Arrangements for cross-sectoral credit transfer may include:

- articulation of existing awards;
- credit transfer between components of existing awards;
- integrated dual-sector sequential awards;
- integrated dual-sector concurrent programs.

Deakin has agreements with Box Hill Institute of TAFE, Canberra Institute of Technology, Computer Power Training Institute, ESTT College of Natural Medicine, Gordon TAFE, Outer Eastern TAFE, South Western Sydney Institute of TAFE, Northern Metropolitan Institute of TAFE for relevant Diploma courses to articulate to Undergraduate degrees.

Business Studies

Business studies articulation

Access is available to students from TAFE institutes into the Bachelor of Commerce / Bachelor of Information Systems through the following credit pathways:

- Certificate IV – provides up to 4 credit points (specified and unspecified credit) – dependent on award and modules undertaken
- Diploma – provides up to 6 credit points (specified and unspecified credit) – dependent on award and modules undertaken
- Advanced Diploma – provides up to 8 credit points (specified and unspecified credit) – dependent on award and modules undertaken
- Certificate IV/ Diploma/ Advanced Diploma Studies (competency based assessment) – provides up to 2 credit points for unspecified units.

Engineering

Engineering

Up to 12 credit points are available for Diploma and Advanced Diploma studies.

Clarity of credit information

Credit arrangements are detailed in a publication, *TAFE pathways into Deakin 05*, targeted to TAFE students. This is available on the web.

References

VTAC Guide

www.deakin.edu.au

- Advanced standing – procedure
- *TAFE pathways into Deakin 05*

Royal Melbourne Institute of Technology (RMIT) University

Prepared by: Sue Foster

General

Background RMIT University began as the Working Men's College in Latrobe St, Melbourne in 1887. The main RMIT campus is in the city of Melbourne, with other metropolitan sites at Brunswick, Bundoora and Point Cook. Regional sites are in Hamilton and East Gippsland and an international site has been established in Vietnam.

Central Admissions Policies RMIT is committed to improving pathways arrangements, including greater consistency in provision of credit and exemptions as well as articulation arrangements for TAFE students.

Admissions policies take account of the University's:

- Access and equity objectives;
- Commitment to lifelong learning;
- Commitment to developing pathways; and
- Legislative and other government requirements.

Central policies are articulated for admissions, credit and exemption and are applied at the Portfolio level.

Admission requirements Engineering courses are available through direct entry (see below). All other applications are through the Victorian Tertiary Admissions Centre (VTAC). The minimum requirements for entry to RMIT are:

- Year 12 or equivalent;
- Satisfactory completion of one year of a TAFE Certificate IV or above including the Diploma of Further Education;
- Completion of the Victorian Certificate of Applied Learning at Senior Level (scored results are required);
- International Baccalaureate;
- Year 12 in other states/territories or New Zealand; or
- Two Open Learning Australia subjects or two university subjects.

TAFE targets The University has a target of 10 per cent per award of commencing undergraduate students for students articulating from TAFE programs both within and external to RMIT.

It has a commitment to developing strategies to facilitate the internal articulation of RMIT TAFE students into undergraduate RMIT programs.

Admission – Recognition of VET outcomes Students articulating from TAFE to Undergraduate awards require completion of one year of a Certificate IV or above including the Diploma of Further Education.

The consideration of TAFE achievement tends to focus on the relevance of the prior learning to the stated competencies/learning objectives / outcomes of RMIT's programs, as opposed to the how or where the prior learning occurred.

Recognition requires scored results. The university is currently reviewing procedures to accommodate competency-based results. However, RPL is available that takes account of experience and academic studies that are current and documented. Grade Point Average over the duration of study is also a consideration in selecting between students.

The university stated that where students did not have a scored assessment they would need to look at the course information to determine its relevance to the degree program. Non Year 12 students also provide information on experience and records of achievement through the VTAC Pi Form which also inputs to the selection process.

Credit arrangements

Policy is determined centrally and Portfolios have discretion over the allocation of credits. This will either be in accordance with documented articulation arrangements or on a case-by-case basis.

A list of articulation arrangements is available at www.rmit.edu.au/admissions/pathways

Articulation agreements

The website lists documented agreements for articulation that recognise qualifications that provide credit for entry to undergraduate degrees.

At present, the list refers to study pathways from TAFE programs to Degree programs, e.g. in the Advanced Diploma of Computer Systems Engineering affords credit of 1-2 years in any of degrees in Biomedical Engineering; Communications Engineering; Computer Systems Engineering; and Electrical Engineering. One year credit is also available for Electronic Engineering; and Software Systems Engineering.

Programs providing guaranteed entry in Science, Engineering and Technology are described below. Guaranteed pathways provide entry for around 30 TAFE articulants last year.

Basis for awarding Credit

Credit is generally awarded on the basis of completion of recognised programs. Grade Point Averages (GPAs) over the period of study also contribute to assessment for credit in most, but not all studies.

Some have prerequisite subject options and GPAs.

RMIT is exploring the development of a course-to- course translation of available credit points. The design of the database will enable records to be maintained at the unit level.

Not all courses allow exemptions from all first year subjects as experience has shown that students struggle with advanced concepts if they go straight into second year. Consequently, they give guarantees of the number of credit points exempted rather than the number of years.

Minimum Credit

As a minimum, students who receive RPL or credit towards a first award must then complete the following at RMIT to be eligible:

- a. Undergraduate – a minimum of 96 credit points (equivalent full-

time enrolment for one year)

- b. Postgraduate coursework – a minimum of half of the credit points which comprise the award.

Training Package information

The University is currently addressing the issue of graded assessment in TAFE. Many TAFE Diplomas and Advanced Diplomas currently give graded assessment in order to facilitate articulation.

The University is mapping TAFE programs to degree courses in some portfolios, e.g., Science, Engineering and Technology. This mapping will provide a public database of articulation pathways.

The inclusion of both Higher Education and TAFE representatives on all course redevelopment activities and curriculum reviews in future is intended to lead to better articulated pathways.

The Engineering 2+2 program was the first exercise in mapping Training Packages to determine articulation pathways.

It is possible that future arrangements for TAFE Associate Degrees and Higher Education Diplomas will find a strong place in articulation arrangements.

Main areas

Articulation is across all discipline areas with the highest being in Business, Education, Art and Culture, and some Engineering programs. The lowest are in the Applied and Medical Sciences.

Competition for places is a significant influence on the numbers able to articulate to programs, but not necessarily a barrier. E.g. Aerospace programs have cut-offs over ENTER scores of 90, but are still giving guaranteed entry to TAFE students. In addition, articulation rates are low in undergraduate degrees where there is no related TAFE course, either within or external to RMIT.

Clarity of credit information

The articulation pathways are clearly listed on the website. The University is updating these to include detailed mapping wherever possible of correspondences between TAFE Units and Degree Units.

The mapping process is intended to improve consistency of practice, accuracy and currency of information through a central repository and transparency for students.

Barriers / benefits

There are no perceived barriers to entry for TAFE students. The university recognises the strengths that TAFE students bring to programs in terms of their prior experience, maturity and understanding of the area of study.

Engineering

Science Engineering and Technology examples –

Engineering 2+2 program

Engineering 2+2, 2+3 program

This is the only direct entry program to undergraduate degrees.

Students who have completed (or will complete by the end of the academic year of application) certain RMIT University Advanced Diplomas in specific Engineering fields of study with an average grade of 75% or above

are guaranteed entry and an exemption of 192 credit points of subjects in the related RMIT University degree course.

Students with an average grade of between 65% and 75% will be guaranteed entry into and an exemption of 96 credit points of subjects in the related RMIT University degree course.

Students with an average grade of less than 65% are eligible for entry into the related RMIT University degree and may be granted exemption from certain subjects in the related degree if they are successful in gaining admission to the degree program.

Engineering programs have a number of streams, including an articulation pathway. Student's choice of stream is negotiated on enrolment. For example, mature age and school leavers with lower results in VCE tend to enter university programs through the TAFE course with credit that takes them into the second year of study.

Information Technology

Computer Science (Information Technology) has a special program established for TAFE articulants. They complete two years in TAFE Computer Science programs and complete their final year in Higher Education. Those going into the third year are e-Type applicants.

Nursing

Many Division 2 nursing graduates of the Certificate IV TAFE program apply for entry to the degree course. The only restriction for entry is seen to be competition for places in nursing. Successful applicants are provided with a year exemption in the degree program for a year of study. A nurse's work experience is also taken into account in the process of credit allocations.

Credit is not necessarily for the whole of 1st year. Students are granted exemption for some subjects, e.g. Introductory Biology, but are required to undertake the science related subjects.

References

<http://www.rmit.edu.au>

- Policy: Student selection and admissions
- Policy: Recognition of Prior Learning and Credit Transfer
- Study pathways chart – TAFE to Degree

Monash University

Prepared by: Sue Foster

General

Background	Named after the prominent Australian, Sir John Monash, Monash University was established by an Act of Parliament in 1958. The largest Monash campus is located in Clayton. There are a further five campuses in Australia (Parkville, Caulfield, Peninsula, Berwick, Gippsland). International campuses are located in Malaysia, South Africa, United Kingdom (i.e., London) and Italy (i.e., Prato).
Central Admissions Policies	Broad policies regarding admission requirements, conduct of credit and Recognition of Prior Learning are stated at a central level. Faculties generally have flexibility in the detailed implementation of these policies.
Admission requirements	<p>Monash undergraduate admission requirements are consistent with VTAC requirements for tertiary entrance. The University requires Year 12 or equivalent, satisfactory completion of two units in an Australian university or via Open Learning Australia or completion of one-year full time study of an AQF accredited Associate Degree, Advanced Diploma, Diploma or Certificate IV.</p> <p>The University specifies a requirement for a graded assessment in the award.</p> <p><i>“Non-Year 12: Admission to Monash is based on competitive selection. In order to assess, compare and differentiate between candidates scored or graded results are required. For example: (a) numerical results; (b) graded results such as High Distinction (HD), Distinction (D), Credit (C); or A, B, C, etc.”⁵</i></p> <p>Monash College provides an access program for prospective students on a fee-for-service basis. Students undertake a 24 month Diploma program after completing Year 11 level or a 12 month Diploma program after completing Year 12 level at the end of which they have guaranteed entry to Bachelor programs at the second year.</p>
TAFE targets	There are no quotas or targets for TAFE students.
Admission – Recognition of VET outcomes	<p>Completion of one-year full time study of an AQF accredited Associate Degree, Advanced Diploma, Diploma or Certificate IV is required for TAFE students seeking to articulate to an undergraduate degree.</p> <p>The University specifies a requirement for a graded assessment in the award to</p>

⁵ Victorian Tertiary Admissions Centre (2004) *VTAC Guide 2005: A Guide to University and TAFE Courses*. Melbourne: VTAC. p. 2

facilitate student selection.

One year of a Certificate IV is the minimal qualification. This is seen to meet time-based equivalences of the two years of study to a VCE.

Admission decisions are purely a faculty decision.

Credit arrangements

Recognition of VET studies is applied at a faculty level within broad university policies for credit and RPL.

VET studies at, or above, Advanced Certificates and Associate Diplomas are recognised for undergraduate degrees. Wherever possible credit is to be specified in block credits (for whole stages or year of a course) or specified credit (specific subjects). Where these options are inappropriate then unspecified credit of course credit points is used.

Articulation agreements

The university has provision for cross-institutional ventures including arrangements with TAFE Institutes. For example, 'twinning arrangements' in which a collaborative partner educational organization delivers the first year or two of an undergraduate course and Monash delivers normally the final two years, but sometime only one year. Students who successfully complete the partner's program are granted advanced standing/credit transfer into the final stage of a Monash course.

There are agreements with Chisholm Institute of TAFE, particularly for the Berwick and Peninsula Campuses, which provide guaranteed articulation. That is, a guaranteed admission level and guaranteed credit when they meet that admission level. Similar arrangements are available with Central Gippsland TAFE and the university is considering similar arrangements with other TAFE institutes.

The Information Technology faculty has an additional agreement with Holmesglen Institute of TAFE. Holmesglen provides a 'fast-track' program over three semesters in the Dip IT Software. Students are able to articulate into the second year of a related undergraduate degree.

Where faculties are oversubscribed (e.g. at some campuses of Business) their cut-off scores are too high for such arrangements.

Basis for awarding Credit

The principle criteria is the standard and content of previous studies, results and relevance to the course. Currency of the qualification is considered as credit is not normally granted for studies completed more than 10 years ago.

E.g. In Information Technology a range of criteria are examined including: course content; hours on individual topics in a subject / unit; number of contact hours; method of assessment, including details of individual assessment tasks; reading lists; number of weeks over which a subject / unit is taught; as well as documentation regarding grading scale and minimum pass grade required, including percentage weighting of tasks.

Training Package information

The Training Package is examined before the faculty accepts anything for Credit. This is conducted at the faculty level.

Departments look at TAFE units to make up a collection of units of equivalence. They operate on a 2 for 1 requirement, with 2 TAFE units to gain credit for 1 Monash subject. The Qualifications Assessment Standing Committee publishes information on which courses rate for what credit on the web. Credits are based on precedent and they have an extensive database that can be checked.

Business Studies

Business studies faculty & articulation

Business in Monash has three families of degrees.

- Commerce – requires Year 12 Higher Mathematics as a prerequisite, which tends not to attract TAFE students. However, if they have a TAFE Diploma or Advanced Diploma, they may gain up to 8 units credit if in equivalent areas.
- Caulfield programs – require any Year 12 Mathematics and at least 75-80% grade point average
- Business and Commerce at regional campuses (Berwick, Gippsland and Peninsula) require Year 11 Mathematics for entry and a 60% average in Diploma or Advanced Diploma- preferably in Business courses.

In reality, many Business courses have high ENTERs which make it very difficult for TAFE students to gain entry.

Business studies example – Credit for TAFE studies

Credit for completed Certificate IV or higher apply to first year of undergraduate degrees, unless the student has completed a sequence of four TAFE units in a single discipline area related to business. The amount of credit depends on whether the TAFE offers a second subject in the same area as the depth of knowledge and understanding is important.

All units are assessed on a 'two for one' basis (2 TAFE units equal 1 university unit).

Courses based on a competency-based assessment, without scored or graded assessment, will not be considered for admission or advanced standing.

Students with a non-business TAFE award may be granted a maximum of two electives as credit, and these will be at a first-year level.

Information Technology

Information Technology example

The Information Technology faculty has a range of published credit assessments published in the Credit Assessment System for Processing Applications (CASPA), (at <http://www.infotech.monash.edu.au/caspa>). For example, with Chisholm Institute of TAFE (Peninsula) – a completed Diploma provides credit towards a Bachelor of Computing. This is mostly through block articulation.

New programs will be organised on a common core basis across all Information Technology undergraduate degree programs. This arrangement will assist articulation because if students are accepted for one degree, then the same assessment will apply across all degrees.

Clarity of credit information

Credit information is available through each faculty's website. The extent of information provided depends on the faculty, but Monash has an extensive database of existing credit arrangements. For example, the Information Technology Faculty has a direct link (through the Credit Assessment System for Processing Applications, CASPA) for students to interrogate the database for examples of credit assessments for previous study into Monash undergraduate courses.

Barriers / benefits

Benefits of TAFE students are seen to be their maturity, motivation and experience. They often perform at a higher level than do other admission categories. These benefits may not be recognised by some academic staff.

There is a problem with the availability of data on which to make decisions about student from the VET sector, which conducts its assessments late in the year – too late for the VTAC process. It is difficult to access verifiable results. Three of the faculties in their selection process raised the concern that they couldn't take students that they wanted to take because they didn't have verifiable results.

References

www.monash.edu.au

- Legislation and policy for admissions
- University entrance and admission to courses regulations
- Credit Transfer Policy and Procedures
- Recognition of Prior Learning Policies and Procedures
- Cross institutional courses and partnerships – procedure
- Business and Information Technology Handbooks

Swinburne University

Prepared by: Sue Foster

General

Background

Swinburne is a multisector institution that offers degree and TAFE courses at the Hawthorn, Lilydale and Prahran campuses, with TAFE courses also offered at Croydon, Healesville and Wantirna campuses. In 2000, the Swinburne University of Technology (Sarawak) was established in Kuching, East Malaysia.

Admission requirements

Swinburne's admission requirements are consistent with VTAC requirements for tertiary entrance. The University requires Year 12 or equivalent, satisfactory completion of two units in an Australian university or via Open Learning Australia or completion of one-year full time study of an AQF accredited Associate Degree, Advanced Diploma, Diploma or Certificate IV.

Minimum requirements for Non-Year 12 applicants involve consideration of the following criteria in conjunction with the applicants Year 12 results:

- Partially completed tertiary qualifications: preference is given to applicants with credit grade average (65%) or above with no fails.
- Advanced Diploma holders: preference is given to applicants with credit grade average (65% or above) with no fails in final year.

Applicants with ungraded or unscored results are asked to provide additional information, e.g. Year 12 results, or results of other post-secondary studies, showing numerical results or grades.

Detailed listing of minimum requirements for non-Year 12 applicants for each course is available at:

www.swinburne.edu.au/corporate/registrar/applications_admissions.htm

TAFE targets

There are no quotas for TAFE students.

Admission – Recognition of VET outcomes

Applicants with prior TAFE studies that satisfy part of the academic requirements of the course may be eligible to gain entry to a course at second year level or higher. All applications are made through VTAC. It should be acknowledged that there is no provision for later year entry into the Information Technology course.

Special entry programs are available for Swinburne TAFE students. Around 240 students gained entry through this pathway in 2005. The University is increasing its focus on articulation for Swinburne students.

Articulants from TAFE into Swinburne University are growing in both number and share of places. They are up by 9.1 percentage points, an increase of 168 students at Hawthorn/Prahran and 17 students at the Lilydale Campus. Swinburne TAFE students articulate at around twice the number as from other TAFE and their relative share is increasing.

In 2003, the proportion of TAFE students articulating to higher education in Swinburne (22.03%) was twice the proportion for other ATN Universities Group

members (10.53%) and 11.46 percentage points higher than for Victoria overall (8.97%).

The Information Technology faculty is moving away from looking at recognition of the TAFE qualification compared to Year 12. There is a move toward looking at the applicant's capacity to cope with the course that they're applying for by considering more than qualifications, i.e., to look at the student as an individual who may have certain motivation and ability that may not be reflected in their results.

RPL is available that involves examining a portfolio mapped against the courses and learning objectives of the course that they're applying for.

Credit arrangements

Credits are available for students holding TAFE Awards. Credit agreements are listed in a database on the website. Whilst graded or scored assessments are not required for awarding credit, they are preferred and are cited in the documented agreement. They may also be calculated through reference to the correspondence between the student's TAFE studies and the higher education course at Swinburne. This is available for students to check existing agreements, e.g. Students holding a Certificate IV in Liberal Arts are able to gain up to 25 credit points (2 subjects) towards a Bachelor of Arts. This is subject to students holding a grade point average of 65% or a cumulative grade point average or more of 2.5 or more across all subjects.

Students holding a Diploma of Environmental Management can gain a maximum credit of 100 points or 8 subjects towards a Bachelor of Health Science (Public and Environmental Health).

The University examines the fit between the relevant Training Packages and the content and requirements of the Higher Education program. This is easier for Swinburne students as information is readily available on Swinburne TAFE programs and courses in TAFE reflect articulation and credit issues. Higher Education staff often have input into the design of TAFE programs. Consideration is given to, for example, the content of programs, assessment criteria, duration, textbooks or materials.

Credit is not calculated on a one to one basis, for example, up to ten units of competency may be required to be recognised for equivalence of one university subject. Maximum credits in Business are: four for a Certificate IV; eight for a Diploma; and twelve for an Advanced Diploma.

The Business faculty is examining specific subject exemptions and provide the balance as unmatched electives.

Articulation agreements

The Information Technology faculty is trying to open up courses. It is developing articulation agreements with private providers that deliver VET courses. They have around three agreements to date. These do not provide guaranteed entry, but provide a basis for admission.

The Lilydale Campus has a dual award program between TAFE and Higher Education. Originally this program involved a gradual transition in the balance of TAFE and Higher Education units until the student was completely engaged in the Higher Education program. However, the University found that students had

problems in the transition phase in terms of larger class sizes and requirements of tutorials. Students did not recognise the progression in demands of Higher Education programs for those areas of skills and knowledge that overlapped with TAFE programs.

Reaccreditation of this program has resulted in an end-on model. In the second half of the second year a transition subject assists students with study skills and acts as an introduction to the higher education learning context.

Training Package information

The University has projects in place to map competencies to Higher Education qualifications to assist in determining levels of credit. This mapping is very time consuming.

Higher education staff have difficulty in fitting the content of Training Packages with that of higher education programs. They also find that the flexibility of Training Package implementation across TAFE Institutes provides a difficult basis for determining credit arrangements consistently.

Main areas

Lilydale Campus: from Accounting to Accounting; Marketing to Marketing; and from Hospitality to Tourism.

Hawthorn and Prahran Campuses: Business; Information Technology; Design; Multimedia; and Engineering.

Clarity of credit information

Standard arrangements are well documented in brochures and existing agreements are published on their website on the Credit Transfer Database.

Barriers / benefits

The benefits are seen to be two-way - the university gains mature, motivated and industry aware students, while the students gain an opportunity to access a degree.

TAFE students are seen to be more mature and motivated. They often achieve at a higher level in their tertiary studies than do Year 12 entrants.

Grading is a barrier, but some Swinburne TAFE programs include graded assessments. If students apply from outside Swinburne without a grade it is difficult to work out any credits or even criteria for admissions.

Information Technology

Information

Technology example

In the information technology discipline, there are many TAFE students entering degree courses. The standard arrangements are that:

- A two year Diploma gets up to 1 year credit to an undergraduate degree in IT and Software Development
- An Advanced Diploma gets up to 150 Credit Points (1.5 years)

Students must also have a grade point average of 65% to be eligible.

References

www.swinburne.edu.au

- Student Information and Services:
 - Credit Transfer Guide
 - Credit Transfer and Exemptions: Higher Education
- Swinburne policies and procedures database

University of Tasmania

Prepared by: Andrea Bateman

Background

The University of Tasmania is a small university with just over 12,000 students over three main campuses (and a number of minor campuses). The University of Tasmania offers one of the widest range of courses in Australia (58 undergraduate courses) and has adopted six key areas of specialisation:

- Population and Health
- Community, Place & Change
- Sustainable Primary Production
- Environment
- Antarctic & Marine
- Frontier Technologies.

Context

The School of Information Systems, Faculty of Commerce offers a Bachelor of Information Systems which recognises the Diploma of Information Technology as an agreed pathway with specified credit. This program has been running since 2002.

The program is described as a four year course with concurrent enrolment at the University of Tasmania and TAFE Tasmania for students with a particular interest in applied Information Technology underpinned by sound technical skills. Candidates who have completed Certificate IV may study one of the following programs within the TAFE Diploma of IT: Systems Administration, Software Development, Business Analysis, Network Engineering or Multimedia Integration. They may also do this concurrently with the Bachelor of Information Systems degree at The School of Information Systems. In reality, in some streams, the students complete the TAFE program and are then granted block credit into the Bachelor program. In other streams, it is specified credit which spans the two University years.

One of the key drivers for the program was the need to provide IT programs on the North West Coast, as all units of the degree were not always available to be delivered. Hence, this program is heavily utilised at the Cradle Coast Campus in Burnie, with numbers also increasing at the Hobart campus.

In addition, Tasmanian employers have identified a need for IT graduates who have both the applied skills obtainable from a TAFE Diploma of IT and business awareness, analysis, design and managerial skills from a

University degree in Information Systems.

Credit arrangements The program requires students to enrol at both the University and at TAFE Tasmania. Students must choose a program of study at TAFE Tasmania but do not need to choose which program they will study within the Bachelor of Information Systems till their second year. A year's credit (8 subjects) towards the Bachelor is given. From 2006 credit for 6 units will only apply.

The general information provided on the University website relating to credit indicates that it is possible that Certificate IV and Certificate III Information Technology programs may attract credit as well (on a case by case basis).

Importance of outcomes There are no quotas imposed on the number of TAFE students enrolling in the program however, there is no pressure on Equivalent Full-Time Student (EFTS) places. At this stage the students provide proof of the certificate but not an academic transcript. Scored/graded results for TAFE programs are not available, but instead only Competent/Not yet Competent results are reported.

TP information No information regarding the use of training packages was available from the two personnel interviewed.

Clarity/transparency of credit information The information relating to credit transfer is readily available on the website which has been designed to focus on meeting the needs of future students. The credit information provides general credit arrangements across specific programs. It also provides sample course plans. A similar program exists with the Bachelor of Computing.

Barriers/Benefits One of the key benefits of the program was that graduates can be expected to have a combination of applied IT skills and training acquired through the TAFE Diploma of IT, and also have the abstract reasoning skills and managerial knowledge provided by the Bachelor of Information Systems degree.

It also allowed programs to be effectively delivered in more remote regions. It allowed students in more remote regions to access programs without having to move too far, thus providing financial incentives as well.

The program is only available to students enrolled at TAFE Tasmania however; this does not preclude students from enrolling at UTAS and seeking credit.

One key change to the program is the move to reduce the agreed credit to six subjects next year. There was a concern expressed by the respondents of the variability of training across providers and the access to RPL in the VET sector; as in most University's 'giving credit on a credit' is not considered acceptable.

***University wide
credit arrangements***

Information pertaining to credit at the University level is again accessed via the web at

<http://www.prospective.utas.edu.au/tafecredit.php?section=3>

In general, the level of credit granted for a Diploma or Advanced Diploma is up to or one year in a related three-year undergraduate program. Some courses have special articulation arrangements that have been developed in conjunction with TAFE providing additional (block or specified) credit and easy transfer arrangements. There are also courses for which unspecified credit will be granted even if the TAFE course does not directly relate to the chosen University course.

Credit is contingent on:

- completion of a TAFE course;
- gaining admission to the undergraduate course in question by meeting all the usual selection criteria and any program pre-requisites; and
- meeting any faculty requirements on the currency of your studies.

In general, the range of credit was consistent with the AVCC guidelines.

University of Newcastle

Prepared by: Andrea Bateman

Background The University of Newcastle, established in 1965, has a student population of just over 22,000. It offers over 300 undergraduate and graduate courses, delivered via five Faculties - Business and Law; Education and Arts; Engineering and Built Environment; Health; and Science and Information Technology.

Context The University of Newcastle was included as a case study due to the exceptional level of information pertaining to credit on the website: <http://www.newcastle.edu.au/study/credit/index.htm>

The website provides extensive information that is easily found and accessed. The University has reviewed their programs and worked out which courses from other Institutions will earn credit towards University of Newcastle degrees. A main focus of the credit process was to enable block credit to be given, especially to get a full year's credit and to start the University program in the second year.

Credit arrangements It is made clear that applicants cannot be admitted to the University of Newcastle programs on the basis of the following Australian Qualifications Framework awards:

- Certificate I
- Certificate II
- Certificate III

However, if an applicant gains admission to a University of Newcastle program on another basis, applicants will be eligible for any credit agreed to for these Certificate courses.

Credit transfer is available for VET courses either offered by TAFE NSW Institutes, and other education and training institutions. Credit may be given up to two years credit in a three or four-year Bachelor's degree program at the University. Credit is also available for courses undertaken which do not directly relate to the selected University program. The University will consider giving credit for individual courses in a related area of study at the University.

It is advised that there is a time limit on courses taken. It is expected that the limit should not normally be more than eight years.

Clarity of credit information

The University of Newcastle procedures for credit were consistent with the AVCC guidelines, for example: a TAFE Diploma or Advanced Diploma the University will grant a minimum of:

- 33% credit in a related three-year undergraduate program; or
- 25% credit in a related four-year undergraduate program;

provided that applicants:

- gain admission to the University's undergraduate program by meeting all the usual selection criteria and program prerequisites; and
- meet the University's requirements on time expired since the TAFE studies and professional body rules about the granting of credit; and
- meet any University requirements on the level of achievement in TAFE studies and subjects required to be completed.

The site also includes specific credit according to institutional programs. According to the website credit transfer arrangements are constantly being negotiated, and listed institution arrangements are also provided on an institution basis, including TAFE NSW.

References

<http://www.newcastle.edu.au/study/credit/index.htm>

University of the Sunshine Coast

Prepared by: Andrea Bateman

Background

The establishment of the University of the Sunshine Coast in 1996 created the first public university on a greenfield site in Australia in 23 years. The University was founded to serve the needs of the wider Sunshine Coast community, one of Australia's fastest growing regions. The University is located at Sippy Downs, Sunshine Coast, Queensland. Sippy Downs is approximately 100 kilometres north of Brisbane, Queensland's capital city.

Context

The Diploma of Fitness/Bachelor of Science (Exercise Therapy) is delivered in conjunction with the Cooloola Sunshine Institute of TAFE.

The qualification descriptor indicates that '*Students undertaking the Diploma of Fitness/Bachelor of Science (Exercise Therapy) will have the combined hands-on experience offered by CSIT, as well as the more theoretical material offered by the University—enabling these graduates to learn new material and adjust flexibly as directions and demands in the sport and exercise area change*'.

The University does not offer this program as a stand alone Bachelor degree. The students enrol in the program through QTAC and enrol first in the Diploma and then the University essentially is an automatic enrolment. However, TAFE may take some students in direct entry mode and this is up to the TAFE to select.

Credit arrangements

There are five combined award programs offered in conjunction with the Cooloola Sunshine Institute of TAFE.

The Diploma of Fitness/Bachelor of Science (Exercise Therapy)'s credit arrangements have been developed in conjunction with the TAFE since 2005. The course has been developed around a dual entry and delivery arrangement. In the first year the students undertake almost all TAFE units of competency; and by the end of the fourth year, they are undertaking totally higher education 'course units'.

Essentially the credit given is unspecified and was negotiated prior to the course starting. It is part of the total program design. In essence the students get six credit course points off the degree course⁶.

The credit given within this dual award program is implied in the Course outline from the University Handbook. It is a four year degree delivered in a dual delivery arrangement.

⁶ Note that 8 course units would be one year's worth of credit.

Importance of outcomes

As this was a dual award the importance of the VET outcomes was thought to be less critical. In addition, there was no pressure between the number of applications and number of places; and once enrolled in the VET program, students automatically transition to the University course units.

Training Package information

In the development stage of the program, the Training Package was consulted to determine the expected skills and knowledge of the exiting TAFE students. The respondents indicated that they considered the Training Package of limited help – reams of paper and difficult to use. The contents of the units of competency were evaluated but it was not possible in the original proposed mapping to align units of competency to ‘course units’. However, it was considered that the information provided by the TAFE program manager regarding qualification outcomes was sufficient to determine an overall view of the skills and knowledge of the exiting students. The degree program was developed accordingly.

Clarity/transparency of University wide credit information

The University’s legislation regarding its stance on Credit arrangements appears on the website. The Academic Rules for Advanced Standing (on the web) provides information pertaining to the amount of advanced standing that can be given.

The Academic rules stipulate that:

- Admission with advanced standing may be granted in recognition of prior academic work or other work identified as being of equal depth and academic rigour.
- For programs the duration of which is two years of equivalent full-time study or greater, credit may be granted to a maximum of two-thirds of the total units required for completion of the specified program at University of the Sunshine Coast.
- For programs the duration of which is less than two years of equivalent full-time study, credit may be granted to a maximum of one half of the total units required for completion of the specified program at University of the Sunshine Coast.
- As a general rule advanced standing will not be given for studies completed more than ten years prior to an application for advanced standing.

Currently, the University is looking at general credit arrangements of students with VET outcomes. Guidelines are in draft form outlining the proposed arrangements. In these instances, block credit is proposed. For courses within the same field it is proposed that 8 credit course units be applied to Diploma courses and 12 credit course units to Advanced Diploma courses. For VET courses not in the same field it would still be possible to grant 4 course unit credit points. This is possible due to the construction of the Degree program with 2 core units across all degree programs and 2 units required from ‘any other faculty’.

Barriers/Benefits

The respondents considered that there was a synergy between the hands on approach of the TAFE outcomes and that of the theoretical outcomes of higher education. The dual award mixed mode delivery did provide some challenges in timetabling between the two organisations.

As this is a dual award the key benefit is in the mixed mode of delivery over a 4 year period. However, students coming in from other RTOs with this award would reap little benefit as they would still need to undertake 5 years study (some of which would be less than full-time due to timetabling of course units and pre-requisite limitations).

Changes in University wide credit arrangements

There are additional credit arrangements proposed at the University that is consistent with that advised by the AVCC.

Admission requirements

The Academic Rules indicate that applicants may be considered for admission to undergraduate programs under one or more of the following categories:

- Year 12 Qualifications (or interstate or international equivalent), with or without an Overall Position or Tertiary Entrance Score
- Applicants who have obtained results in External Senior subjects
- Applicants who have completed or partially completed approved Bridging programs.
- Applicants who have completed or partially completed recognised tertiary study at an approved institution
- Applicants who possess professional qualifications, or can demonstrate paid vocational experience or who can submit a personal competencies statement based on life experience and which addresses specific criteria.
- Applicants who obtain results in the Special Tertiary Admissions Test.

References

www.usc.edu.au

University Handbook

Academic Rules

Credit arrangements (proposed)

Murdoch University

Prepared by: Sue Foster

Background

Murdoch University is one of five universities in Western Australia. The second university to be established in Western Australia and the seventeenth in Australia, it was formally constituted on 25 July 1973, the date on which the Governor appointed the first members of the University Senate under section 12(1)(9) of the Murdoch University Act.

The University's main campus is located at South Street, Murdoch, 15 kilometres south of Perth and 8 kilometres from the port of Fremantle. The University's first regional campus was established at Rockingham in 1996 and had its first intake of students in July 1997. It was officially opened in 1998. In 2003, Murdoch University was awarded funding for a University Learning Centre in the Peel region. The new Centre, completed in early 2005, is co-located with Mandurah Senior College and Challenger TAFE at the Peel Education and TAFE Campus in Mandurah. The first intake of students at the Peel Campus was in 2004, in the new School of Nursing.

Central Admissions Policies

All end of year undergraduate student admissions, whether from school leavers or mature aged such as through TAFE etc., are through the Tertiary Institutions Service Centre. Mid-year intakes are handled directly.

Admission is based on a minimum requirement of Year 12 TEE or satisfactory completion of an AQF Certificate IV as the baseline.

The rationale for Certificate IV is that in terms of the AQF, it is seen to be equivalent/higher to Year 12 completion in terms of time to complete (around two years post compulsory) and the nature of the knowledge and skill levels involved relevant to university study.

Admission - Recognition of VET outcomes

VET qualifications are recognised both generically and specifically. The University allocates TER equivalences to the VET qualification held by the applicant. That is, applicants with any of the following awards (completed within the past 5 years), are eligible to be considered for admission with the relevant scores,

- Certificate IV = 75
- Diploma/Advanced Diploma = 80

All entry cohorts are treated equally in the admission process.

Mature aged students can increase their scores by sitting the Special Tertiary Admissions Test (STAT). This is particularly important where there is high demand for particular courses (some courses will not accept this route).

All non-school leavers must present evidence of acceptable level of competency in English and capacity for tertiary study through their qualifications or via completion of the STAT or the International English Language Testing System (IELTS) test or other equivalent. In addition,

applicants may apply on the basis of a detailed personal submission and resume of their occupational, educational and personal experience which may indicate capacity for tertiary study.

Credit arrangements

Credits and/or exemptions may be available, depending on the entrance requirements for, and the duration of, VET qualifications at Cert level IV or higher. For example, a student presenting with a VET Diploma or higher that required Year 12 for entry and two years of full time study may be eligible for credit. However, if the VET course required Year 10 for entry and covered a duration of only 18 months it would not be seen to be eligible for credit as it would not be seen as being post Year 12.

Articulation agreements

Murdoch is building articulation agreements with specific TAFE institutes such that, for example, if a person completes an agreed qualification at Institute X, s/he is able to articulate directly into the second year of a related degree course at Murdoch University.

Some agreements guarantee entry on completion of particular TAFE qualifications.

Basis for awarding credit

Principal factors in granting credit include:

- The general educational practices and standards of the University and of the post-secondary system including qualifications of staff involved.
- The objectives of the particular course and the methods adopted to achieve these objectives.
- Level of entry for the award.
- Duration of the course.
- Breadth, depth and balance of the course material and intellectual effort required.
- Methods of assessment of student progress.
- Relative emphasis on the teaching of skills in relation to the study of the discipline.
- Any arrangements for practical training and experience as part of the course.
- Articulation arrangements between the course and other courses.

Maximum Credit

Credit for accredited TAFE and AQF RTOs

- AQF Diploma, Associate Diploma or Advanced Diploma (requiring two years of study after Year 12) – Transferable Credit of 24 points, normally at Part 1 level; Specific Credit of potentially up to 48 points.
- AQF Diploma or Advanced Certificate (requiring one year of study after completion of Year 12) – Transferable Credit, 12 points, normally at Part 1 level; Specific Credit of potentially up to 24 points
- AQF Certificate IV (requiring 6 months of study after completion of Year 12) – Transferable Credit, 6 points, normally at Part I level; Specific Credit of 12 points.
- AQF Certificate IV (requiring one year of study after completion of

Year 12) – Transferable Credit, 12 points, normally at Part 1 level;
Specific Credit of 24 points.

Training Package information

The articulation agreements and credit arrangements are built around examination of the relevant Training Packages and their relationship to the content of the comparable University program.

The AQF level of a unit is not sufficient to warrant credit. The example provided was that in the Advanced Diploma of Military Training one of the units is 'rope splicing' which would not attract a credit. However, another unit involved: organising a beachhead, manage staff etc. The latter unit could be considered against a relevant management course.

Clarity of credit information

Information on admissions and credit is readily available on the University website. It outlines the rules on Credit and Exemptions (including RPL).

Two forms of credit are available

- Transferable Credit is awarded for prior formal studies (credentialed learning) by assessing it as general university level study, eg. for studies at TAFE or another recognised tertiary institution.
- Specific Credit is awarded in cases of credentialed or non-credentialed learning assessed against the objectives of a designated Murdoch course.

Barriers / benefits

VET students are seen to be more mature and motivated. They bring life experience and often relevant industry experience to the programs that they engage in.

Barriers to VET entry are related to:

- Ungraded assessment results. The notional TER score means that there are many students on the same value. Without a graded assessment it is difficult for students to gain an advantage in a competitive selection process. Many TAFE institutes will not provide a graded assessment. Students attending these institutions are disadvantaged in the selection process
- Difficulty in accessing data on their VET awards in time for the selection process. Results are often not available until the year after the selection process commences, which is too late to be considered for entry. There are instances where the University has had to contact the relevant TAFE teacher to confirm that the applicant has satisfactorily completed their VET certificate.
- Commonwealth funding requirements act as an obstacle to some of the aspirations for linked qualifications with TAFE.

References

<http://www.murdoch.edu.au>

- Policies index/teaching & learning
- Legislation/ rules / rules on credits and exemption
- Student handbook

APPENDIX D: CONSULTATIONS

Position	University
Executive Officer, School of Vocational Education and Training, Faculty of Land and Food	The University of Melbourne
Head of School of Vocational Education and Training Faculty of Land and Food,	The University of Melbourne
Head of Institute of Land and Food Resources, Burnley campus, Faculty of Land and Food	The University of Melbourne
Program Coordinator, Bachelor of Learning and Educational Development Faculty of Education,	The University of Melbourne.
Academic Services Manager	La Trobe University
Associate Dean, Faculty of Science, Technology and Engineering	La Trobe University
Selection Officer, Faculty of Science, Technology and Engineering	La Trobe University
Registrar, Faculty of Education	La Trobe University
Academic Services Manager Faculty of Law and Management	La Trobe University
Undergraduate Coordinator, Faculty of Information Technology and Mathematics.	The University of Ballarat
Associate Professor, School of Behavioural and Social Sciences and Humanities	The University of Ballarat
Chair, Academic Board	The University of Ballarat
Manager, Academic Policy Branch	Royal Melbourne Institute of Technology
Director, Academic Projects	Royal Melbourne Institute of Technology
Selection Admissions Coordinator Science, Engineering and Technology	Royal Melbourne Institute of Technology
Executive Chair, Admissions Committee	Monash University
School of Business, Chair, Qualifications Assessment and Advanced Standing Committee	Monash University
School of Information Technology, Chair, Qualifications Assessment and Advanced Standing Committee	Monash University
School of Information Technology, Manager, Faculty Admissions	Monash University
Director, Academic Policy and Secretariat	Swinburne University

Position	University
Deputy Dean, Faculty of Information and Communication Technologies	Swinburne University
Faculty Administration Manager, ICT	Swinburne University
Manager, Innovation in Education Unit, TAFE	Swinburne University
Dean, Swinburne University of Technology, Lilydale Campus	Swinburne University
Director, Curriculum Development, HEd Division, Hawthorn and Prahran,	Swinburne University
Executive Assistant to HoS, School of Information Systems	Tasmania University
Major Co-ordinator, School of Information Systems	Tasmania University
Deputy HoS, School of Information Systems	Tasmania University
Senior Lecturer, Faculty of Science	University of Sunshine Coast
Program Administrator, Faculty of Science	University of Sunshine Coast
Director, Students' & Admissions Centre.	Murdoch University

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