Articulation between VET and Higher Education qualifications: enhanced pathways and professional outcomes

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ARTICULATION

VET

Higher Ed.

Qualifications

Qualifications

How?
Why?
Benefits
Obstacles
Solutions

Paper submitted to NCVER
Comparison of frameworks

VET

National Vocational Education and Training Regulator Act 2011
Standards for Registered Training Organisations (RTOs) 2015
Standards for VET Accredited Courses 2012

Higher Ed.

Tertiary Education Quality and Standards Agency Act 2011
Higher Education Standards Framework (Threshold Standards) 2015

AQF

Can we articulate? Can we credit transfer?

Some similarities, some differences

Qualifications

Qualifications
Recognition processes

1. Articulation, where students are able to progress from one qualification to another with the provision of some credit\(^1\) and ‘from one education and training sector to another’\(^2\). Admission is provided into another program and credits granted towards studies in the other qualifications being sought, possibly through an established articulation agreement.

2. The process of Credit Transfer, requiring ‘identified equivalence in content and learning outcomes’ for components of a qualification\(^1\). Credit Transfer can operate as a subset of articulation, where the granting of credit transfer is captured in an articulation agreement.

3. The process of Recognition of Prior Learning, an assessment process that ‘assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to and/or partial or total completion of, a qualification’\(^3\). The process of RPL is outside the scope of this presentation and hence will not be discussed.

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Some efforts to support articulation & credit transfer

- Victorian Education and Training Assessment Services (VETASSESS) 2001, *From pathways to partnerships: qualification linkages between VET and higher education*
- PhillipsKPA (2006) – commissioned study & report on credit transfer and articulation
- AQF National Policy and Guidelines on Credit Arrangements (AQF Council 2009)
- National Centre for Vocational Education Research (NCVER), 2010, *A guide to credit transfer*
- Australian Qualifications Framework Council 2012, *Credit Transfer: An Explanation*
Benefits of articulation?

**STUDENTS**
- Recognise prior study (skills and knowledge)
- Reduction in study time for qualifications
- Multiple entry, interim and exit points nested in programs at various levels
- Intrinsic reward for students
- Students have a level of ‘preparedness’
- Students may have a broader suite of skills & knowledge (from VET) upon entry into higher education
- Potential for greater degree of scaffolded qualifications between VET and Higher Education
- Value placed on VET qualification or competencies
- Shared knowledge between institutions

**INSTITUTIONS**
- Employers may be more confident in the training and education pathways
- Potential for engagement between industry & institutions

**INDUSTRY**
Barriers to articulation

Regulatory factors  
Differing cultures & attitudes  
Different education frameworks  
Administrative burden

RESEARCH

Phillips, K.P.A. 2006, Giving Credit where Credit is Due: A National Study to Improve Outcomes in Credit Transfer and Articulation from Vocational and Technical Education to Higher Education - Final Report, Department of Education, Science and Training, Canberra
Walls, S & Pardy, J 2010, Crediting vocational education and training for learner mobility, National Centre for Vocational Education Research (NCVER), Adelaide.
Granting of credit by a Higher Education institution depends on consideration for:

- Discipline area (what can map across … how much commonality) ................. Easier
- Depth of comparisons made between various qualifications........................ More difficult

The higher education perspective

- Overview
- Content
- Learning Outcomes
- Scaffolded learning
- Volume of Learning
- Academic Skills
- AQF level
- Graduate Attributes (similar to employability & foundation skills ..each university has their own)
Granting of credit by a Higher Education institution depends on consideration for:

- Discipline area (what can map across ... how much commonality) .............. Easier
- Depth of comparisons made between various qualifications ...................... More difficult

Qualification rules
Elements & Performance criteria
Required knowledge & skills / Performance evidence
& Knowledge evidence
Assessment conditions
Volume of Learning
AQF level
Employability / foundation skills
Qualifications

Shared knowledge >>> COLLABORATION <<< Shared knowledge

VET

Qualification rules
Elements & Performance criteria
Required knowledge & skills / Performance evidence & Knowledge evidence
Assessment conditions
Employability / foundation skills
Volume of Learning
AQF level

Higher Ed.

Overview
Content
Learning Outcomes
Scaffolded learning
Volume of Learning
Assessment
Academic Skills
AQF level
Graduate Attributes or other

Compare and contrast

OHS
Fitness
Digital Media
Nursing
Early Childhood Education

To industry requirements

Standards of disciplinary knowledge and skills, transfer to vocation (i.e. teaching, nursing)
• Examines units undertaken in Higher Education that may have equivalence with units within VET qualifications.
• Acknowledges current skill sets that have a vocational focus.
• Validate skills required in particular workplaces / industries / vocations prior to completion of higher education qualification.
• Not required in many disciplines, but valuable for some.

Vocational outcome (job) prior to completion of degree.
Case Study: Articulation and Reverse Articulation between Diploma of WHS & Bachelor OHS / Bachelor of Accident Forensics

- CQUniversity Australia and the Central Queensland Institute of TAFE merger 1 July 2014
- Articulation and Reverse Articulation between Diploma of WHS & Bachelor OHS / Bachelor of Accident Forensics
- Extensive mapping of 9 VET units against relevant units in Bachelor qualifications
- Considered breadth & depth plus learning activities, teaching events & assessment tasks + OHS Body of Knowledge (used by Australian OHS Education Accreditation Board for accreditation of OHS qualifications in higher education >>> a 39 volume publication helping uniformity across OHS education programs.

FINDINGS >>>> Bachelor studies did not cover all Dip.WHS units. Content incomplete across 4 competencies.
SOLUTION: Create a new unit within the Bachelor OHS / Bachelor of Accident Forensics


Process:
Course Proposal >>> School’s program committee >>> Higher Education Coursework Committee >>> the Academic Board.

Diploma WHS awarded after completion of 5 Bachelor units (1.5 years)
**Reverse Articulation**

**Higher Ed.**

**Case Study: Mapping sample**

<table>
<thead>
<tr>
<th>RSGWHS5504 Manage WHS hazards and risks</th>
<th>1. Access information and data on WHS hazards and risks</th>
<th>1.1 Identify sources of information and data on WHS hazards and risks</th>
<th>OCHS11027 OHS Fundamentals Portfolio 1, Part B, Portfolio 2, Part A, OCHS11025 - Health and Safety Risk Management Assessment 2, Part 1 &amp; 2</th>
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<tbody>
<tr>
<td></td>
<td>1.2 Obtain information and data to determine the nature and scope of hazards and risks, the range of harms they may cause and how these harms happen</td>
<td>OCHS11027 OHS Fundamentals Portfolio 1, Part B, Portfolio 2, Part A, OCHS11025 - Health and Safety Risk Management Assessment 2, Part 1 &amp; 2</td>
<td></td>
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<tr>
<td></td>
<td>1.3 Obtain information and data to determine techniques, tools and processes to assess risk associated with identified hazards and risk control techniques</td>
<td>OCHS11027 OHS Fundamentals Portfolio 2, Part A, OCHS11025 - Health and Safety Risk Management Assessment 2, Part 1 &amp; 2</td>
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<tr>
<td>2. Prepare to manage WHS hazards and risks</td>
<td>2.2 Apply knowledge of the organisation’s WHSMS and WHSIE to identify requirements for managing WHS hazards and risk</td>
<td>OCHS11027 OHS Fundamentals Portfolio 1, Part B, Portfolio 2, Part A, OCHS11025 - Health and Safety Risk Management Assessment 2, Part 1 &amp; 2</td>
<td></td>
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<tr>
<td></td>
<td>2.2 Apply knowledge of WHS legislation to identify duty holders and legislative requirements for managing WHS hazards and risks</td>
<td>OCHS11027 OHS Fundamentals Portfolio 2, Part A, OCHS11025 - Health and Safety Risk Management Assessment 3, Portfolio 2</td>
<td></td>
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<tr>
<td>3. Develop and implement WHS hazard and risk management processes</td>
<td>3.2 Apply techniques, tools and processes to assess risks associated with hazards and risk control plans</td>
<td>OCHS11027 OHS Fundamentals Assignment 2, Portfolio 3, Part A</td>
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Some considerations for articulation

- Can the students and the programs benefit from articulation?
- Can intensive mapping be undertaken in a collaborative way?
- Can industry benefit from the process?
Benefits of articulation?

1. **Students**
   - Recognise prior study (skills and knowledge)
   - Reduction in study time for qualifications
   - Multiple entry, interim and exit points nested in programs at various levels
   - Reduced costs
   - Intrinsic reward for students

2. **Institutions**
   - Students have a level of ‘preparedness’ for higher education
   - Students may have a broader suite of skills & knowledge (from VET) upon entry into higher education
   - Potential for greater degree of scaffolded qualifications between VET and Higher Education
   - Value placed on VET qualification or competencies
   - Shared knowledge between institutions

3. **Industry**
   - Marketable graduate
   - Employers may be more confident in the training and education pathways
   - Potential for engagement between industry & institutions
CONCLUSION

- Benefits for industry and engagement with training & education institutions
- Constraints and barriers exist, but these can be overcome
- Benefits for students and training & education institutions

VET

Qualifications

Higher Ed.

Qualifications
Questions?