SCHOOLS/TAFE COOPERATIVE PROGRAMS:  
APPENDICES TO VOLUME I

Volume IV
of a report prepared for
the Commonwealth Schools Commission
and the TAFE Council
of the Commonwealth
Tertiary Education Commission

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THE DEVELOPMENT OF CO-OPERATIVE PROGRAMS AND EXCHANGE OF CREDIT BETWEEN SECONDARY SCHOOLS AND TAFE

BACKGROUND

A meeting in August of the Joint Commonwealth Schools Commission/Technical and Further Education Council Working Group identified a need for:

- co-ordinated national action to examine the desirability and feasibility of developing joint schools/TAPE courses and shared credentials, and the need for the reform of existing assessment and credentialling practices which inhibit participation in education or training by the common 15-19 year old age group.

The working group members saw a number of issues as being worthy of further investigation. These included:

- what effect any exchange of credit would have on the curriculum in schools and TAPE
- how joint accreditation of secondary school and TAPE subjects might be implemented
- what effect joint accreditation would have on motivation of students in the two sectors.

Related issues have also been raised in other quarters in recent times. A number of Commonwealth, State and Territory education authorities have been looking more closely at the area of certification and the likely impact that would result from any changes to the existing procedures. Although much of this work has had its focus on the secondary school a number of implications for the TAFE sector have also been highlighted.
Examples of these implications can be found in the November 1984 statement of the Participation and Equity Program made by the Commonwealth Schools Commission. One suggestion relating particularly to curriculum and assessment organisation was for the development of multi-level and multi-campus institutions offering Year 11 and 12 secondary courses, TAFE courses and some foundation level tertiary courses.

The Blackburn Committee's review of Post Compulsory Schooling in Victoria made recommendations along similar lines. They saw an expansion of curricular offerings being made to students through arrangements allowing combined attendance at schools and TAFE colleges. The Blackburn Committee also advocated education networks incorporating the upper secondary school levels and TAFE colleges which would service a diverse range of community needs.

When reviewing the characteristics they saw as desirable in a Year 12 credential the Blackburn Committee saw a need to include vocational specialisms as both avenues of general education and as ways of developing competencies relevant to the broad areas in which students may wish to specialise. In discussing how this might be achieved they noted the need to involve TAFE in discussions with the other interested parties (p34.).

The possibility of providing cross-credit between secondary schools and TAFE has also been raised in a recent discussion paper on curriculum and assessment at Year 12 in South Australia. This paper draws attention to a particular concern by querying how the secondary schools can allow for cross linkages with other sectors without a consequent proliferation of new subjects.

Perhaps the most wide-ranging recommendations for increased linkages between schools and TAFE can be found in the recently published Beazley Report which inquired into education in Western Australia. The Beazley Committee recommended on such things as the need to:

- find ways to raise the visibility of TAFE in schools
- provide systematic inservicing of school and TAFE personnel to enhance guidance and counselling in respect to TAFE options
- provide specific or special purpose funding for establishment of co-operative and joint schools - TAFE programs
They also made three proposals relating to the access of secondary students to TAFE courses, namely;

"That, subject to approval by the school and college principals concerned, secondary students be permitted to enrol also in TAFE day and evening classes.

That, subject to the approval of the relevant TAFE superintendents, co-operative arrangements be made for TAFE courses to be taught on contract from TAFE in high schools.

That TAFE subjects studied as part of a combined secondary/TAFE programme, and assessed to the satisfaction of TAFE, be accredited by TAFE for exemption or credit in appropriate TAFE certificate and diploma courses."(p99)

Similar moves to these are also under active consideration in Queensland.

The Commonwealth Government's Participation and Equity Program clearly provides a broad framework for a more in-depth treatment of a number of issues concerning the secondary school - TAFE interface that have been raised in the various reports and documents referred to above.

PROJECT

A small project team has now been established to carry out a number of investigations and development activities related to co-operative programs and exchange of credit between secondary schools and TAFE. The project has two broad aims.

1. To consider current co-operative practices, in particular, the project will be seeking to:

   a) describe the nature, objectives and extent of existing co-operation between school and TAFE with respect to co-operative programming and exchange of credit;

   b) clarify the assumptions on which the respective roles of schools and TAFE are based taking into account the document, "Schools and TAFE"^5, jointly developed by the Commonwealth Schools Commission and the TAFE Council.
c) identify and document exemplary and promising co-operative practices, in particular, those factors which assist and facilitate those co-operative practices;

d) identify and describe those factors, including administrative, industrial, course design, etc, which have limited greater co-operation between the secondary school and TAFE sectors;

e) suggest objectives and procedures that will facilitate the adoption of effective co-operative practices on a wider scale;

f) suggest strategies to be endorsed by both sectors, which will facilitate closer co-operation between secondary school and TAFE. This will also entail procedures for accreditation/credentialling, curriculum design, and assessment/evaluation.

2. To gain the support of TAFE and secondary school sectors in all States and Territories to undertake pilot projects involving close co-operation.

METHODOLOGY

The first objective, the description of existing practices in co-operation, will be achieved through a national survey (including site visits) involving a literature search, a review of previous documentation jointly undertaken by the Commonwealth Schools Commission and the TAFE Council, and the development and use of survey questionnaires and interview instruments.

Tasks (c) and (d) above will be accomplished through a series of case studies describing and carefully documenting the practices in a sample of vocational areas of relevance to both secondary schools and TAFE.

The final tasks, (e) and (f), suggesting strategies for future action, will require the development of a discussion or ideas paper(s) bringing together the results of field discussions and the deliberations of the project's Steering Group.

The above set of activities cover the first of the two broad aims of the project. These are expected to be completed by the end of 1985.
The second broad aim involves the piloting of a number of 'models' of co-operation between schools and TAFE. These will essentially be follow-up activities beginning in 1986, and are not included in the budget (see Dissemination and Implementation of Outcomes).

OUTCOMES

As a result of the above tasks it is expected that the following outcomes will result:

1. a report (or reports) on the nature and extent of existing practices,
2. careful documentation, including film/video, of exemplary and promising practices;
3. a discussion document (or documents) of an issue-options type;
4. some inputs to the CDC Curriculum Information Network and to the National TAFE Clearinghouse;
5. models for future joint co-operation.

PUBLICATION AND DISTRIBUTION

The project outcomes will be jointly published by the CDC and the TAFE National Centre, and jointly distributed by both organisations.

OPERATION

The project is being jointly undertaken by the Curriculum Development Centre (Canberra) and the TAFE National Centre for Research and Development Ltd (Adelaide) and will be located at the TAFE National Centre. A project team comprising the Project Co-ordinator (Mr. Neil Jones - on secondment from the NSW Department of TAFE) and a Research and Development Officer (Ms. Zofia Krzemionka, previously Career Counsellor: Student and Community Services Unit, South Australian College of Advanced Education) has been assembled.
MANAGEMENT AND CO-ORDINATION

The Commonwealth Schools Commission and TAFE Council have established a joint STEERING GROUP to oversee and guide the project and to act as an expert reference group in support of the Project Team. The Steering Committee will be jointly chaired by senior officers of the TAFE Council and the Commonwealth Schools Commission. The remaining membership consists of:

- a senior member of Curriculum Development Centre staff
- a senior member of the TAFE National Centre for Research and Development
- a nominee of the Conference of Directors-General of Education
- a nominee of the TAFE Conference of Directors
- one member of the teaching staff of each of the TAFE and School sectors who are actively involved in the PEP program

The Group also has the power to co-opt members as required, and its Executive Officer is the Project Co-ordinator.

Regular reports will be prepared by the Project Co-ordinator for the:

- Steering Group
- CDC Council
- Commonwealth Schools Commission
- TAFE National Centre for Research and Development Board, and
- TAFE Council.

DISSEMINATION AND IMPLEMENTATION OF OUTCOMES

The 1986 piloting of 'models' of co-operation will require workshops run at a local level and attended by staff from the TAFE colleges and secondary schools that will be involved. A decision on the timing of such workshops will be made during 1985. Some of these workshops may be held at the end of the 1985 school year rather than at the beginning of 1986.
To facilitate the dissemination and implementation processes seminars will be conducted in each interested system. These seminars, which would be attended by key administrative personnel, teachers, members of accrediting agencies, teacher unions, community groups and the like, will discuss/react to the proposed options/strategies with a view to supporting pilot studies in school/TAFE co-operation.

These local seminars will have the support of a facilitator and workshop materials plus some administrative services. Local steering groups will also be essential.

**BUDGET**

The 1985 project has a total budget of $151,100 provided on an equal basis by the Commonwealth Schools Commission and the TAFE Council under the respective Participation and Equity Programs of these two organizations. These funds have been made available to the TAFE National Centre who are responsible for financial management and control.

**ENDNOTES**


3. *Curriculum and Assessment Policy at Year 12*, Senior Secondary Assessment Board of South Australia, October 1984, (p7).


TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT:

Progress Report No. 1.
(a report prepared for the Project Steering Committee Meeting of 19th July, 1985)

1. Background: The project is a joint project of the Commonwealth Schools Commission (which includes the involvement of the Curriculum Development Centre Council) and TAFE Council of the Commonwealth Tertiary Education Commission. The project is being conducted by the TAFE National Centre for Research and Development with a grant provided by the two Commissions as part of the Participation and Equity Program. The project team began working together on 25th March 1985.

Prior to the first Project Steering Committee meeting, the project team had

- conducted exploratory interviews with Schools, TAFE and accreditation agency officers in S.A.
- commenced an extensive literature search incorporating a search of 'TAFE Initiatives', and ERIC and Australian Education Index by the automated search facility.
- developed a detailed plan of activities for the project.

2. Development of Project Brief: At the first Steering Committee Meeting, the draft project plan was endorsed with a number of modifications and additions.

It was felt that:

a) The objectives of the national survey (by mailed questionnaire) proposed in the original project proposal could be achieved more efficiently and reliably by combining the data collected from the project team's interstate visits and data that could be obtained from interstate participants in a proposed National Workshop of TAFE and Schools personnel involved in designing, co-ordinating, teaching and administering co-operative programs.

b) A number of 'issues' papers should be produced during the project - the first one of which should address the
context/climate of the current interest in Australian education in co-operative programs.

c) Three sub-project proposals should be developed by the project team as adjuncts to the project. If funded, these would provide additional resources to the project to undertake:

- the making of an informative, instructional video production of co-operative programs for use by each of the States/Territories
- the commissioning of additional case studies for the project
- the conduct of a National Workshop of co-operative program practitioners.

3. Summary of Project Activities up to 12 July:

a) Visits to States - Exploratory interviews (aimed at describing the nature and range of co-operative programs statewide and at making a selection of co-operative programs for case study) have been completed in A.C.T., Queensland, W.A. and S.A. These visits have included interviews with Senior Officers, curriculum officers, policy personnel, administrators, program co-ordinators, teachers and students of TAFE and Schools. As well, for each of these visits interviews have been conducted with accreditation agency officers, teachers' unions, special interest groups (e.g. women's access officers), non-governmental schools' personnel, and researchers working in the field. Interviews were held with up to 50 persons on these visits.

Location/Regions visited so far have included:

- A.C.T. - Belconnen, Woden, Fyshwick
- Qld - Townsville, Gladstone, Nambour, Gold Coast, Burdekin, Bald Hills, South Brisbane, Yeronga, Kangaroo Pt.
- W.A. - Carlisle, Carine, Thornlie, Midlands, Rockingham, Albany, Canning.
- S.A. - Elizabeth, Port Pirie, Whyalla.

These selections were made in consultation with contact people in each State/Territory.

b) Literature Search - Searching of all the relevant data bases has been completed. Some of the material has been read.

c) National Network - A network listing of several hundred names has been established and a first network newsheet has been posted to persons listed. The first newsheet summarised the purpose of the project, the state of
progress of the project, called for additional names to be added to the listing and sought newsheet contributions from persons listed. Persons listed in the network include administrators, teachers, and researchers in the TAFE/Schools interface.

d) Project Promotion - The project team has presented papers/or conducted workshop sessions at two conferences in S.A. during June. These were at the S.A. State conference of the Australian College of Education and at a state conference on Curriculum Co-operation organised by the Central Co-ordinating on TAFE/Schools Co-operation.

These presentations have also been useful in expanding the national newsheet.

e) Development of Project Proposals - The project team has developed three additional project proposals for sub-projects to be conducted as adjuncts to the projects.

These are in accordance with the areas identified by the Steering Committee in section 2 (c) of this report.

These proposals for funding are being presented by the joint Chairpersons of the Steering Committee to Schools Commission and TAFEC Committees.

f) Consultations with Potential Case Study Contributors - A number of these have taken place with TAFE researchers (S.A. and Queensland), University researchers and private consultants. University researchers (University of New England) have also offered to provide methodological support to ensure the comparability of case study data.

g) Writing of Draft Context Paper - An outside writer has been commissioned to prepare a draft context issues paper for the project. The paper outlines the major influences which have led to the current interest in TAFE/Schools co-operative programs in Australian education. It also attempts to identify some of the major problems to be overcome and canvasses the major thrusts being pursued by some Australian States. Once the draft has been considered by the Steering Committee, it may be appropriate to publish it as an occasional paper.

4. Some General Impressions from the Exploratory Work to Date:

(Note that these are based on initial visits to a limited number of States/Territories).

a) There is considerable diversity in the way co-operative programs are being funded, administered, accredited and developed by different States/Territories.
b) Due to the established history of independence of TAFE and Education Authority program planning, these authorities are currently giving careful consideration to their involvement in co-operative program planning.

c) Most co-operative programs are based on existing TAFE accredited courses - these are in many instances taken 'off-the-shelf' and offered to Secondary Students. There are exceptions in each of the States/Territories visited.

d) There is a number of examples of co-operative programs which have been the result of curriculum negotiation between TAFE and Secondary Authorities. These will make useful case studies.

e) There is a number of examples of co-operative programs which have been based upon an assessment of student needs. These will also make useful case studies.

f) The majority of co-operative programs have been locally initiated, not centrally determined. There are some exceptions in each of the State/Territories visited.

g) Some of the integrated programs observed, which have resulted from curriculum negotiation and needs analysis, appear to offer exciting new opportunities for post-compulsory students - these programs will be case studied and serve as focal points for the project.

h) Innovative programs seem to depend upon the enthusiasm of administrators and teachers at the local level. There are exceptions to this (certainly in the planning stage) in Queensland, where policy decisions are being taken centrally to develop innovative programs.

i) TAFE and School administrators in many locations visited have demonstrated initiative in overcoming a number of the organisational barriers to co-operation - such barriers as scarcity and uncertainty of funding, incompatible timetabling arrangements, and travel difficulties for students.

j) The curriculum processes involved in developing and implementing co-operative programs have generally been overlooked at the local level. There is evidence that these issues are beginning to be confronted at the central level in some States/Territories.

k) The objective of joint credentialling of co-operative programs is uppermost in the minds of TAFE and Schools officers, particularly at the central level, and positive steps are being taken to negotiate with concerned parties to achieve this objective where appropriate.
1) There is a general recognition among practitioners of the need for centrally issued policy statements on co-operative programs and of their priority relative to the resourcing of traditional programs.

m) School administrators have made the general observation that it is difficult to offer their students planned TAFE curriculum options because of the fairly widespread reliance by TAFE colleges on developing co-operative programs around their 'spare capacity'.

n) It is generally evident that the distribution of male and female students in co-operation programs follows much the same pattern as in traditional TAFE courses.

o) There seems to be a fairly widespread assumption, especially by practitioners, that co-operative programs are for the less able students academically.

p) Notwithstanding item (o) above, in each of the States/Territories a number of programs have been designed for students across all levels of academic ability.

No doubt some of these first impressions will not stand the test of time nor will they be generalisable across all States/Territories. Others will develop and become clearer observations or project findings as the work in the project progresses.

The project team would be interested in any thoughts the reader may have, arising from this progress report. They are contactable at

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OP4/NJ/ZK/1h
TAFE/Schools Programs & Credentials Project

Progress Report No 2.

(a report prepared for the Project Steering Committee Meeting of 15th October 1985)

1. Background: The project is a joint project of the Commonwealth Schools Commission (which includes the involvement of the Curriculum Development Centre Council) and the TAFE Council of the Commonwealth Tertiary Education Commission. The project is being conducted by the TAFE National Centre for Research and Development with a grant provided by the two Commissions as part of the Participation and Equity Program. The project team, Neil Jones and Zofia Krzemionka, began working together on 25 March, 1985.

2. Summary of Project Activities up to 11th October:
   
a) Visits to States - Interviews aimed at describing the nature and range of co-operative programs statewide, and at making a selection of co-operative programs for case study, have now been completed in all States/Territories. The visits to N.S.W., N.T., Vic., and Tasmania were undertaken since the previous Steering Committee meeting (19th July). These visits have included interviews with senior officers, curriculum officers, policy personnel, administrators, program co-ordinators, teachers and students of TAFE and Schools, accreditation agency officers, teachers unions, special interest groups (e.g. women's access officers), non-government schools' personnel, and researchers working in the field. Interviews were held with up to 50 persons on these visits.

   Location/Regions visited have included:

   N.S.W. - Wollongong/Pt. Kembla, Walgett Petersham, Miller, Hoxton Park, Mt. Druitt.

   N.T. - Darwin, Katherine, Alice Springs
Vic - Bendigo, Holmesglen, Box Hill, St.Kilda
TAS - Hobart, Rosny Park.

These selections were made in consultation with contact people in each State/Territory.

b) Literature - Additions have been made to the list of references for the project. These include the Commonwealth Government releases on Youth Policy, Quality of Education Review Committee and those Budget papers that relate to the project.

c) National Network - The network listing has expanded to in excess of 400 names and addresses. Additions have been made arising from

  . responses from interested persons following Newsheet No. 1
  . the project team's visits to N.S.W., N.T., Vic., Tas.

A second newsheet has been posted to persons listed. This included some brief profiles of four co-operative programs, Schools/TAFE contact persons from each State/Territory for both the Education and TAFE sectors, and a summary of the state of progress of the project.

d) Project Promotion - The project team has presented reports/papers at the S.A. Central Schools/TAFE Co-ordinating Committee meeting in September, and at the PEP Officers' National conference, held in Hobart, in October. A progress report meeting was held with Mr. John Steinle, Director-General of S.A. Department of Education, who is a member of the Commonwealth Schools Commission's Participation and Equity Program Committee. A progress report was submitted to the meeting of the National Working Party of Women's Advisors in TAFE in Perth in September. A meeting was held with members of the Ministerial Education and Technology Task Force in S.A. Planning has begun for the project team to conduct a TAFE/Schools workshop at the National TAFE Conference in Adelaide in November.
The Directors-General of Education of all States, Secretary of the Commonwealth Department of Education and Secretary of the Northern Territory Department of Education met at the Centre in September. Peter Thomson had the opportunity of informing them about the project and the project team were able to meet with them informally afterwards.

e) Additional Project Proposals - The two additional funding proposals, to produce a video on co-operative programs, and to conduct a national workshop of TAFE/School co-operative program representatives, have been received by the Commonwealth Schools Commission and Commonwealth Tertiary Education Commission. It is hoped these proposed adjuncts to the project will be funded for early in 1986.

f) Project Context Paper - The draft of this paper has been received by the Steering Committee. It is currently being edited in the light of reactions from the Steering Committee and a referee.

g) Case Studies - The following exemplary co-operative programs have been selected as case studies for the project.

**Major Studies**

(i) Sunshine Coast TAFE/Burnside TAFESEC (Qld)

(ii) P.I.P.E. (Program for Improving Potential for Employment) Darwin High School/Darwin Institute of Technology (NT)

(iii) Electronics at Bruce TAFE/Hawker Senior College (ACT)

(iv) Port Kembla Schools cluster/Wollongong TAFE (NSW)

(v) Business Studies Units (SA)

(vi) Gold Coast TAFE/Schools cluster (Qld)

(vii) Walgett High School/Orana TAFE (NSW)

(viii) Course Award in Vocational Education at Elizabeth TAFE/Schools cluster (SA)
Hervey Bay Senior College (Qld)
Integrated Studies at TAFE/Elizabeth High School (SA)
Community Colleges (TAS)

Minor Studies
Mt. Melville Special School/Albany TAFE (WA)
Christchurch Agricultural Extension (WA)
Isolated community program at Yuendumu (NT)
Horticulture at Woden (ACT)
Skills Development (WA)
Year 11 options at Gladstone (Qld)
Fleximode pre-voc at Yeronga (Qld)
South Brisbane (Qld)
Improving Chances for Girls at Elizabeth (SA)

Some case studies have commenced. For others, negotiations are being undertaken.

Inventory of Programs - The compilation of a national inventory of co-operative programs is proceeding. 33 program descriptors (or characteristics) are being recorded for each program entry in the inventory. Inventory entries are being sought from individual States/Territories. Some of these are being sought through informal contacts; more formally, and for the most States/Territories, draft letters have been prepared to enable the Chairpersons of the Schools Commission and Tertiary Education Commission to seek the data from Directors-General of Education and TAFE Authorities.
3. **Further Impressions from Project Activities to date by Project Team**

Perhaps some of these impressions will not be borne out once data analysis for the project is completed. However, they are provided at this stage, because it is felt they will be of interest to observers, and because they may stimulate discussion.

a) The approaches being taken to TAFE/Schools co-operation in a number of regions in all States/Territories are considered to be exemplary - these approaches are being case studied as part of the project, and the results from these will be instrumental in designing models for co-operation.

b) By using the term 'exemplary' in (a) above the writers mean co-operative programs which are characterised by any or all of

1. the provision of a joint TAFE/Schools credential
2. the provision of a wider range of study choices for post-compulsory students
3. the capacity of the program to attract students who would otherwise discontinue their education
4. evidence that the program has been based on a systematic analysis of student needs
5. evidence that the curriculum for the program has been based on negotiations between TAFE and Schools

c) There is considerable diversity in the way co-operative programs are being funded, administered, accredited and developed by different States/Territories.

d) In most States/Territories co-operative programs are being funded wholly out of PEP funds. This is not the case in one State, and increasingly in some others, attempts are being made to mainstream co-operative programs by providing some State funds for their development and maintenance.
e) As a result of the effective decrease in PEP funding for 1986, some States/Territories are endeavouring to fund the continuation of co-operative programs from State funds.

f) As a result of the effective decrease in PEP funding for 1986, a number of the co-operative initiatives which were being developed in some States/Territories have been curtailed or postponed, at least for the present time.

g) TAFE/Schools co-operative programs are just one element of the concerted effort which is evident in all States/Territories to provide greater educational choice for students at the post-compulsory school level.

h) The potential of co-operative programs for being a key element in a Statewide strategy for providing greater educational choice has been recognised more in some States than others.

i) It is now more evident that TAFE and Education Authorities are co-operating at the central level and are developing policies on co-operative programs for the guidance of practitioners in Schools and Colleges.

j) In some States/Territories, centralised TAFE/Schools steering or co-ordinating groups have been established to devise policy, make management recommendations and solve implementation difficulties, related to TAFE/Schools co-operative programs.

k) The efforts of groups in (j) above appear to have improved the administration of co-operative programs, provided an avenue for information flow to people in the field, provided a forum for debating relevant issues, organised and streamlined the accountability processes for programs, and are generating a Statewide rationale for co-operative programs which is more cohesive.

l) Arising from the findings of committees of enquiry in some States, considerable efforts and resources in those States (particularly in the Schools sector) are being directed towards the restructuring of secondary education provision as a whole.
m) Because of the immediacy and pervasiveness of (1) above, efforts directed specifically toward TAFE/Schools co-operation have, in some instances, diminished. In these cases, TAFE/School co-operative initiatives are being perceived by administrators, more as one of the strategies that will be used to implement a restructured educational provision for post-compulsory students. It is therefore likely that TAFE/Schools co-operation will receive greater attention during 1986/87.

n) The objective of joint credentialling of co-operative programs is uppermost in the minds of TAFE and Schools officers, particularly at the central level, and positive steps are being taken to negotiate with concerned parties to achieve this objective where appropriate.

o) In those States, or regions of States, where a higher education institution with an open entry policy is located, there appear to be fewer barriers for offering alternative senior secondary programs (including joint TAFE/Schools programs).

p) For the provision of the services, teachers and facilities, by a TAFE College to School(s) students, in some instances payments are being made directly from the School(s) to the College, in some instances a transfer of funds is made at a regional or State level, and in others, services 'in kind' are being provided by the School(s) at the local level.

q) In most State/Territories, the representatives of teachers' unions interviewed, indicate that they have not yet developed policy on all the industrial implications of co-operative programs.
1. **Background:** The project is a joint project of the Commonwealth Schools Commission (which includes the involvement of the Curriculum Development Centre Council) and the TAFE Council of the Commonwealth Tertiary Education Commission. The project is being conducted by the TAFE National Centre for Research and Development with a grant provided by the two Commissions as part of the Participation and Equity Program. The project team, Neil Jones and Zofia Krzemionka, began working together on 25th March, 1985.

2. **Summary of Project Activities up to 14th February:**

   (a) **Project proposals for Phase II**
   The project team designed a number of proposals as extensions to the current project. These included

   1. Salaries for project team to undertake parts I and II.
   2. Audio visual resources
   3. Conduct of evaluation workshops
   4. Conduct of dissemination workshops (for Phase I)
   5. Collection of evaluation data for pilot co-operative programs; report on dissemination of Phase I findings; report on evaluation (Phase II) findings.

   The proposals were submitted to the joint chairpersons of the project steering committee to present to the TAFE Council and Schools Commission respectively.
Case study management:

Case study contributors and writers were identified. A contract document was prepared for commissioned case study contributors (ATTACHMENT I). The project team also undertook the writing of three major case studies. To date major case studies received are:

1. Port Kembla Schools cluster/Wollongong TAFE (NSW)
2. Walgett High School/Orana TAFE (NSW)
3. Course Award in Vocational Education at Elizabeth TAFE/Schools cluster (SA)
4. Integrated Studies at Elizabeth High School (SA)
5. Equine Management, Kobeelya College (WA)

Minor case studies received include:

1. Mt.Melville Special School/Albany TAFE (WA)
2. Christchurch Agricultural Extension (WA)
3. Horticulture at Woden (ACT)
4. South Brisbane (Qld)
5. P.I.P.E. (NT)

The major case studies listed above are in draft form ready for comments. The remaining case studies are currently being written and should be completed by the end of February.

Additional case studies:

As a result of suggestions made at the last project steering committee meeting, case studies of the Equine Management Course at Kobeelya College in Western Australia and St.Patrick's College in New South Wales, have been negotiated and are also expected to be completed in February.
(d) **Inventory management:**

Letters were written to Directors-General of Education, Directors-General and Directors of TAFE and representatives of non-government schools requesting data entries for the inventory of co-operative programs. These were sent in November. To date completed entries have been received from Queensland, A.C.T. and South Australia. New South Wales has indicated that no information is available for 1985 (as resources are unavailable) but that information for 1986 is accessible on disk. The remaining States of Western Australia, Tasmania, Victoria and the Northern Territory will be contacted again in February.

(e) **Literature:**

The reference list has been expanded as further developments in the area of TAFE/School Co-operation continue.

(f) **National Network:**

The network listing has increased and now includes in excess of 400 entries.

A third newsheet was produced in December - with the following sections: project activities update, defining exemplary programs, and two co-operative program profiles. (copies were sent to steering committee members)

(g) **Project Promotion:**

The project team conducted a workshop about the TAFE/Schools project at The Changing Context of TAFE Conference which was held in Adelaide in November. The conference included a theme on the School/TAFE interface.

Reports/papers were presented to the Adelaide area Schools Cluster Committee in November; S.A. Central Schools/TAFE Co-ordinating Committee in December and also to the TAFETA Annual Meeting held in Brisbane in January.
The project team also had lengthy discussions with Jim Williamson from Melbourne College of Advanced Education who is writing a paper, for the Commonwealth Schools Commission, on the underlying rationale of the move towards School/TAFE Co-operation.

(h) Articles:

The project team has written and submitted three journal articles about the various aspects of the project for the following organisations.

- Australian Curriculum Studies Association newsletter, 'Curriculum Concerns' and the Association's journal, 'Curriculum Perspectives'.
- Curriculum Development Centre journal 'Curriculum Development in Australian Schools'.

Publication dates are for 1986 editions.

3. Further Impressions and Findings from Project Activities to date by Project Team:

(a) Evidence of detailed planning, consultation and co-operation at the local level between school clusters and TAFE colleges seems to be one ingredient an exemplary program. This is reflected in the case studies of co-operative programs which have been completed to date.

(b) There is no evidence of continued, long term planning to offer co-operative programs. For example many inventory items show that while a program was offered in 1985, there is uncertainty about the program being offered again in 1986.

(c) There is a need in the area of co-operative programs to ensure that funding is allocated from a state 'mainstream' budget line and apportioned appropriately between institutions of education and TAFE to overcome problems such as (b) above.

(d) Because a number of categories of subject accreditations have been established by School accreditation authorities, different values or rankings are seen as being attached to particular subjects. A single accreditation mechanism needs to exist. Evidence shows that some States are moving towards achieving this.
(e) In some States central TAFE authorities have recognised and made available a number of TAFE accredited subjects which are suitable for senior secondary students for use in the co-operative program mode.

(f) There is no substantial evidence to suggest that the needs of special student groups are being met. For example there are few instances of co-operative programs for aborigines, or students of non-English speaking backgrounds.

(g) While student retention rates in year 11 and 12 may be increasing, there is no evidence to suggest that greater equity is being achieved. For example, analysis of gender distribution in co-operative programs shows that traditional subject/course choice are being pursued.

(h) While it is recognised that TAFE/School co-operative programs may have a low priority in both systems, there is a need for widespread support and recognition of the role they can play in providing greater opportunities for participation and equity in education. Secondary and TAFE Union representatives could give this area greater support.

(i) Some states produce central policy documents and guidelines for the establishment of co-operative programs which are serving to positively support and encourage local initiatives.

(j) There is considerable enthusiasm at the local level for School and TAFE representatives to meet and plan co-operative programs. However, most of this occurs in addition to normal teaching loads.

(k) For the appropriate planning and implementing of co-operative programs, that is for students' needs to be assessed and curriculum development to occur, release time needs to be allocated.

(l) There is a need for teacher in-service to be instituted as part of the preparation process for co-operative programs.
There is a need for a method of evaluating co-operative programs to be incorporated in the planning process.

Co-operative program development is a response to student need. It is important therefore that associated authorities, such as accrediting authorities, respond accordingly in support of this development.
TAPE National Centre for Research & Development Ltd

Form of Acceptance of Funds for Case Studies Commissioned

for the

TAPE/Schools Programs & Credentials Project

I/We hereby agree to conduct the case studies named below in accordance with the prescribed Conditions of Funding and the Guidelines for Case Study Contributors.

Case Study

Name of Grantee(s)

Signatures of Grantee(s) ..............................................................

..................................................(Date)...........
TAFE National Centre for Research & Development Ltd

Conditions of Funding for Case Studies Commissioned
for the

TAFE/Schools Programs & Credentials Project

1. **Purpose of Grant**

The grant shall be used for the approved project in respect of which the grant is made and for no other purpose.

2. **Expenditure of monies according to budget**

(i) Funds allocated to an approved project shall be expended in accordance with the respective items of the budget as approved by the TAFE National Centre. Funds shall not be transferred between items except as permitted in accordance with sub-paragraph (ii) below.

(ii) Grant monies, the sum total of which does not exceed 15% of an individual budgeted item, may be transferred between items to meet in whole or in part or all of the following expenditures -

   (a) salary increments and other salary increases for personnel employed as approved for the grant;

   (b) minor increases in the cost of items of equipment and material approved for the grant;

   (c) minor increases in the cost of travel approved for the grant.

3. **Notwithstanding any of the preceding paragraphs of these conditions, the TAFE National Centre may, having regard to the circumstances of an approved project, approve the expenditure of monies or the transfer of monies between items in any manner that it thinks fit.**
4. **Mode of Payment**

All grant money shall be paid to the commissioned researcher(s) who shall be responsible for payment of all accounts. Payment will be made after acceptance by the TAFE National Centre of the final draft case study.

5. **Termination of grant**

(i) A grant may be terminated at any time if, in the opinion of the TAFE National Centre, the approved project is not being carried out with reasonable competence and diligence. A termination under this sub-paragraph shall take effect when notice in writing of the termination is given to the grantee(s) by the TAFE National Centre.

(ii) Upon termination of a grant by completion of the approved project or otherwise, monies that have not been committed for use in the project shall be repayable to the TAFE National Centre.

6. **Case Study Document**

(i) The grantee(s), on completion of the case study, shall provide to the TAFE National Centre project team two copies of the final draft case study document. This should be in one and a half spacing, of good quality and on A4 size paper. The format shall be according to the Guidelines for Case Study Contributors specified by the project team.

(ii) The case study document shall remain the property of the TAFE National Centre and the Curriculum Development Centre for use in further reproduction as required.

(iii) The distribution of the case study document, as part of the report of the project team, will be the responsibility of the TAFE National Centre and the Curriculum Development Centre.

7. **Copyright**

The case study document is to remain the property of the TAFE National Centre and the Curriculum Development Centre, and the copyright shall be vested in those two Centres.
8. **Related publications**

Before the grantee(s) write, prepare, edit or publish a book, article, newsletter or any other paper using material obtained under the project (or cause any such thing to be done) the grantee(s) shall obtain the approval of the TAFE National Centre and Curriculum Development Centre and acknowledge in that publication the financial support of the Commonwealth Tertiary Education Commission and the Commonwealth Schools Commission and shall forward a copy of the book, article, newsletter or other paper to the TAFE National Centre and the Curriculum Development Centre.
TAFE/Schools Programs & Credentials Project

PROJECT PLAN

This proposed project plan has been developed by the appointed project team for consideration by the Project Steering Committee meeting of 23rd April 1985.

The proposed plan reflects

(a) the contents and stated intents of the original proposal 'The Development of Co-operative Programs and Exchange of Credit Between Secondary Schools and TAFE', which was written jointly by the C.D.C. and the TAFE National Centre for R & D and for which funding was approved jointly by the C.S.C. and TAFE Council in December 1984,

(b) early impressions formed by the project team having completed some of the exploratory interviews re innovative programs in S.A.,

(c) impressions formed by the project team after reading some of the relevant reports and documents and after having commenced the data base literature search,

(d) the idiosyncracies of the project team.

The central feature of the project plan is the project map displayed in the attached fold-out. This map depicts the five phases for the project (left hand column), the proposed activities to be undertaken to achieve the objectives of the project (middle column), and the products arising from various project activities and an estimated timetable (right hand columns).
Notes & Comments Related to Project Map

1. The map identifies five phases of the project. These are:
   (a) Initiation - which is complete.
   (b) Exploratory - which has been commenced
   (c) Data Collection
   (d) Negotiation/Dissemination
   (e) Implementation/Report.

2. The map identifies five major project dimensions - depicted by the five major columns of boxes under the heading 'activities'. Considering each of these dimensions in turn, there is
   (a) an informal networking dimension - which is aimed at acknowledging and using the already existing ad hoc networks of practitioners (including policy makers, researchers, curriculum developers, teachers, financiers, operators) in the TAFE/Schools co-operative area in Australia. By identifying practitioners and bringing them into contact with this project and with each other (via a short informal newsheet from time to time), the network should serve to
     • provide additional data for this project
     • establish a national mechanism for the interchange of information and experiences between practitioners
     • encourage practitioners who may be looking for solutions to co-operative programming problems in 1985, before the products of the more formalised dimension of the project are forthcoming, to implement pilot programs in 1985.

Once established (as a result of this project) the network could be maintained beyond the duration of the project as long as and if it serves a useful purpose to practitioners in the field.

(b) a formal data collection dimension - which is aimed at selecting appropriate case studies, collection of qualitative data from case studies by
     • interview of practitioners associated with programs being studied - interviews will be conducted by the project team
. contributions, funded as commissioned research if necessary, from practitioners associated with programs being studied - the project team will develop a set of guidelines to assist case study contributors

The data collected from case studies will serve as the prime source of information for the writing of the document describing the nature and extent of existing co-operative programs (Product No. 8), for the draft report of case studies (Product No. 9), for the document describing alternative strategies for 1986 pilots (Product No. 12), and for the development of dissemination materials (Product No. 15).

(c) a literature review dimension - which is aimed at reviewing the Australian and overseas literature on co-operative programs, credentialling of courses, participation and equity, access, articulation, and Australian reports and policy documents on both Secondary education and TAFE.

The review of literature will thus serve as an important source of information for the writing of a document clarifying the respective roles of Schools and TAFE and describing the rationale for co-operative programs (Product No. 11).

(d) a national survey dimension - which would be aimed at collecting quantitative data to form a snapshot picture of the range and extent of existing co-operative programs in Australia. It may be, however, that this activity proves to be too difficult to achieve in entirety. That is to say, the conduct of a national survey by mailed questionnaire may not be cost-effective. Reasons for this may be due to any or all of

- the number of co-operative programs in Australia is too great
- insufficient accessible data already exist
- an appropriate survey instrument does not already exist.

It should be noted that an instrument has been developed by an officer in the P.E.P. Unit of the Education Department of S.A. This will be reviewed and the results assessed for their utility to this project.
(e) a promotional dimension - which is aimed at promoting the concept of co-operative programs and the products of this project. To some extent, the promotional activities for the project will be ongoing and will be an adjunct to each of the other activities of the project plan. That is to say, the project team will be 'doubling' as researchers and promoters whenever they are engaging people throughout the project. Specific attention will be paid to the promotional dimension:

- via the networking activity
- while collecting exploratory and case study data
- during the dissemination phase of the project

3. An issues list (Product Nos. 3, 4, 5, 13) is to be maintained and expanded throughout the project. A mark I version of this list is to be presented for discussion at the 1st Steering Committee meeting.

This will be a list of those issues which appear to be concerns, difficulties, or barriers to the effective introduction and implementation of TAFE/Schools Co-operative Programs in Australia. The issues list should serve to guide the project team towards focussing on seeking solutions to these problems and difficulties, during the conduct of the project.

4. Product Nos. 7 and 15 refer to A/V materials that may emerge from the project. During the data collection phase of the project any existing A/V materials that have been developed by practitioners (one set has already been identified) can be promoted (if suitable) in an existing or modified form to other persons in the field.

Also, as part of the dissemination strategy for the project, it is envisaged a number of original A/V materials may be able to be developed to enhance the dissemination of the project's findings. These should also serve the purpose of being an instructional resource at inservice and staff development activities for persons wishing to develop the skills of those who will be involved in introducing co-operative programs.

It should be noted that the development of effective A/V materials of the kind envisaged will require a considerable degree of technical/production expertise and substantial funding. This would ensure that any materials produced would be of high quality and hence of utility to the clients of the project. In the experiences of the project team, a half-hour video-tape, for example, would cost approximately $10,000.

5. Because the project relies heavily on a case study approach for the collection of data, which in turn relies heavily on
the good will and co-operation of practitioners in the field and case study contributors, it will be important to retain close liaison links with the field people.

In the experiences of the project team using such an approach, the people relied upon to contribute case study data are necessarily people who are innovative and committed to their work. This generally means they are very busy. For this reason, the project team will have to ensure close ties are maintained. As well the project team will often need to provide support (either funding or expertise support) to contributors. This also assists in maintaining the enthusiasm of the case study contributor to the project.

6. It is already evident to the project team that the range and frequency of co-operative TAFE/School initiatives in Australia is apparently more than may have been suspected originally. As well, it is apparent that some TAFE and Education Authorities in Australia have been relatively handsomely funded (Federally) to undertake the development of new initiatives in this area and to undertake research in the area.

These circumstances, if shown to be the case, will probably have three further implications for the conduct of the project

(a) The task of producing thoroughgoing descriptions of all co-operative programs in Australia will become too time consuming - instead it may be more cost-effective to be critically selective of those programs that serve as targets for the project. It is hoped that the Steering Committee will play an important role in this selection process.

(b) Given that some TAFE and/or Education Authorities may already hold substantial funds for new initiatives in this area, and may be seeking a model/approach/strategy to trial during 1985 it should be possible for the project team to 'plug into' these activities by providing some advance information in some of the possibilities (via the newsheet perhaps!) and to secure these trials as potential case studies for the project.

(c) Given that individual TAFE and Education Authorities are undertaking research activities in this area, it will be important for the project team to successfully incorporate these efforts into this project. Avoidance of duplication of effort and promotion of complementary planning will need to be attended to. It is considered that the networking dimension and the promotional dimension of the project will play important roles in achieving these goals.

7. During the conduct of the project it will be important to keep in mind the integration of the theory and practice of co-operative TAFE/Schools programs. That is to say, among the valuable contributions that should result from this
project are the development of

- research data
- rationales and policy advice
- alternative approaches to co-operative programs
- instructional strategies for use in inservice programs
- an analysis of curriculum design considerations
- an analysis of credentialling and articulation pathways
- an analysis of relevant operational elements.

These should facilitate the successful implementation of co-operative programs by both Education and TAFE Authorities in a way that increases participation and enhances equity for students in education at the post compulsory level in Australia.

NEIL JONES
ZOFIA KRZEMIONKA
16th April 1985.
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT MAP

Activities

- Proposal accepted by CSC & TAFE
- Project team appointed
- Conduct exploratory interviews re innovative programs in S.A. and by phone in other States/Territories
- Conduct ad hoc literature search
- Commence search of relevant data bases
- Develop detailed project plan including map of activities
- 1st meeting of Project Steering Committee
- Design interview schedule for identifying case studies in State/Territories
- Initiate establishment of National network of T/S program operators
- Trial visits to one State/Territory
- Complete visits to remaining States/Territories
- Prepare and disseminate 1st newsletter for National network
- Complete review of literature

Products

1. Detailed project plan
2. Overview of literature search
3. List of issues (mark I)
4. List of issues (mark III)
5. List of issues (mark III)
6. 1st network newsletter
7. Existing media productions of co-operative programs

Comiencement of some 1985 pilot studies via newsletter

84

- Proposal accepted by CSC & TAFE
- Project team appointed
- Conduct exploratory interviews re innovative programs in S.A. and by phone in other States/Territories
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- Complete review of literature

Products

1. Detailed project plan
2. Overview of literature search
3. List of issues (mark I)
4. List of issues (mark III)
5. List of issues (mark III)
6. 1st network newsletter
7. Existing media productions of co-operative programs

84
Write guidelines for case study contributors

Facilitate writing of case studies from contributors

Collect case study data by interview

Write document describing nature and extent of existing co-operative programs

Design interview schedule for collection of case study data

Compile draft report of case study descriptions

Develop descriptions of alternative strategies for 1986 pilots

Write document describing rationale for introducing co-operative Program

Commencement of some 1985 pilot studies via newsheet.

Prepare and disseminate 2nd newsheet for network

Conduct dissemination activity for introduction of 1986 pilots

Prepare dissemination activity/workshops

Conduct negotiations for adoption of alternative strategies for 1986 pilots

Prepare materials and media for case studies

3rd meeting of Project Steering Committee

8. Document describing nature/extent of existing programs

9. Draft report of case studies

10. 2nd network newsheet

11. Document clarifying respective roles of Schools and TAFE, and describing rationale for co-operative programs


13. List of issues (mark IV)

14. 3rd network newsheet

15. Dissemination materials including media productions

16. 4th network newsheet

17. Project reports
TAFE/SCHOOLS PROGRAMS & CREDENTIALS PROJECT

Checklist of Co-operative Program Characteristics

for the . . . . . . . . . . . . . program.

(Write title of program on dotted line).

Explanatory Notes:

1. Use a highlighter pen to mark (or circle) the appropriate variable values in column 4 to indicate the most appropriate responses.

2. Write a number as appropriate in column 5.

3. Write a comment or description as appropriate in column 6.

4. The symbol ➞ means a response is required in column 5.

5. The symbol ← means a response is required in column 6.

6. If there is insufficient space in the box in column 6, please use the attached sheet provided.
<table>
<thead>
<tr>
<th>Program Variable Number</th>
<th>Program Variable Name</th>
<th>No. of Variable Values</th>
<th>Program Variable Values</th>
<th>Additional Numerical Data</th>
<th>Additional Qualitative/Other Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Geographical Location</td>
<td>3</td>
<td>1 = Resort 2 = Country 3 = Metropolitan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Auspice</td>
<td>2</td>
<td>1 = Government 2 = Non-Govt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Transportation of Students</td>
<td>6</td>
<td>1 = Private car 2 = Taxi 3 = Public transport 4 = Institution bus 5 = Walking 6 = No provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Classification of Program’s Local Environment</td>
<td>6</td>
<td>1 = Tourist 2 = Rural 3 = Suburban 4 = Inner-city 5 = Industrial 6 = Commercial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unemployment in Program’s Local Environment</td>
<td>3</td>
<td>1 = Low (&lt; 102) 2 = Medium (102-250) 3 = High (&gt; 250)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Participating School(s) Retention yr.10-11</td>
<td>3</td>
<td>1 = Low (&lt; 602) 2 = Medium (602-750) 3 = High (&gt; 750)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Participating School(s) Retention yr.11-12</td>
<td>3</td>
<td>1 = Low (&lt; 252) 2 = Medium (252-502) 3 = High (&gt; 502)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Funding Source 1</td>
<td>2</td>
<td>1 = C’wealth 2 = State/Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Funding Source 2</td>
<td>2</td>
<td>1 = P.E.P. 2 = Mainstream establishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Funding Administration</td>
<td>3</td>
<td>1 = TAFE admin’ed 2 = Schools admin’ed 3 = Joint TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Program costs</td>
<td>3</td>
<td>1 = Met by TAFE 2 = Met by Schools 3 = Met jointly by TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Institutional Location</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Teaching</td>
<td>4</td>
<td>1 = TAFE 2 = Schools 3 = Joint TAFE/Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Participating Schools</td>
<td>X</td>
<td>X = No. of Schools participating in the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Potential Schools</td>
<td>X</td>
<td>X = No. of Schools which could be participating in the program at that location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Program Derivation</td>
<td>4</td>
<td>1 = Existing 2 = Modified 3 = Integrated TAFE subject(s)/subject(s)/course(s) course(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Vocational Orientation</td>
<td></td>
<td>0 = Name of the vocational basis of the program (e.g. Accounting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Attendance Pattern</td>
<td>5</td>
<td>1 = 1 TAFE 2 = 2 TAFE 3 = 3 TAFE attendance/attendances/attendances/week attendance/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = Full-time 5 = Block attendance at TAFE College. (No. of blocks/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Timing</td>
<td>3</td>
<td>1 = Inside School hrs 2 = Outside School hrs 3 = Both inside &amp; outside School hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Variable Name</td>
<td>No. of Variable Values</td>
<td>Program Variable Values</td>
<td>Additional Numerical Data</td>
<td>Additional Qualitative/Other Data</td>
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<td>-----------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 20 Duration           | $x_1$, $x_2$          | $x_1$ = Total no. of hours attendance in School  
                      |                        | $x_2$ = Total no. of hours attendance in TAFE   |                          |                                 |
| 21 Accreditation      | 4                      | 1 = TAFE  2 = Secondary 3 = Jointly accredited  
                      |                        | 4 = No accreditation                               |                          |                                 |
| 22 Credential         | 4                      | 1 = Entrance 2 = Approved 3 = Registered by Accreditation  
                      |                        | 4 = Other                                           |                          |                                 |
| 23 Career Pathways    | 0                      | = Name of the major occupational designation(s) aimed at by the program |                          |                                 |
| 24 Educational Pathways |                      | 0 = Name of the institution(s) and course(s) to which program leads |                          |                                 |
| 25 Program Initiation | 3                      | 1 = Initiated 2 = Initiated at regional School/College  
                      |                        | 3 = Initiated at Central level level  
                      |                        | (i.e. Statewide)                                                      |                          |                                 |
| 26 Year level of students in Program | 4                      | 1 = Year 11 2 = Year 12 3 = Both years 11 & 12 |                          |                                 |
| 27 Total Student Enrolment | $x_1$, $x_2$, $x_3$  | $x_1$ = Total no. of year 11 students enrolled  
                      |                        | $x_2$ = Total no. of year 12 students enrolled  
                      |                        | $x_3$ = Total no. of all students recorded at item 26  
                      |                        |                                                         |                          |                                 |
| 28 Gender Distribution | $x_1$, $x_2$          | $x_1$ = No. of females enrolled in program  
                      |                        | $x_2$ = No. of males enrolled in program  
                      |                        |                                                         |                          |                                 |
| 29 Program History    | 3                      | 1 = Program 2 = Program offered 3 = Program to be offered  
                      |                        | 2 = Program offered pre-1985 in 1985  
                      |                        | 3 = Program to be offered in 1986  
                      |                        |                                                         |                          |                                 |
| 30 Curriculum Documentation | 6                      | 1 = Documentation 2 = Documentation includes  
                      |                        | 3 = Documentation includes guide for aims/statement of content  
                      |                        | 4 = Documentation includes teaching methodology  
                      |                        | 6 = No curriculum documentation exists  
                      |                        |                                                         |                          |                                 |
| 31 Program Evaluation | 2                      | 1 = There is 2 = There is not  
                      |                        | an evaluation mechanism  
<pre><code>                  |                        | (specify )                                                      |                          |                                 |
</code></pre>
<table>
<thead>
<tr>
<th>Program Variable Number</th>
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**FORM C**

**PROGRAMS:** (Type & Nos)

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**FORM C**

**CURRICULUM DESIGN PROCESS:**
- Funding □
- Needs Analysis □
- Teacher Release □
- Discrete C.D. Activity □
- Separate Syllabus □

**CENTRAL POLICY:**
- Policy Document (State Level) □
- College School □
- Nil □

**PROGRAM COORDINATION:**
- Central (H.O.) Coord. □
- Regional Coord. □
- College/School Coord. □
- Joint Coord. Group □

**WHICH TAFE COLLEGES ARE ACCESSIBLE:**

**POPULATION/DEMOGRAPHY/ECONOMICS:**

**CURRENT DEVELOPMENTS/INITIATIVES:**
| STATE/TERRITORY: | |
| INTERVIEWEES & PLACE: | |
| PROGRAM TITLE: | |
| PROGRAM ADMINISTRATION: | |
| PARTICIPATING SCHOOLS/COLLEGES: | |
| PROGRAM TYPE: | |

**TAFE/SCHOOLS PAC PROJECT**

**FORM D**

**10/6/85**

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### PROGRAM TEACHING:

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### PROGRAM FUNDING: FUND SOURCES:

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<tr>
<td>PEP</td>
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<tr>
<td>TAFE</td>
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<tr>
<td>Schools</td>
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### FUND ADMINISTRATION:

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<tr>
<td>Schools</td>
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<tr>
<td>Corp. (Inc)</td>
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**Form D**

### Accreditation:

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<tr>
<td>Full TAFE Course</td>
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<td>Credit for TAFE Course</td>
<td>Yr. 11</td>
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<td>Statement of Attainment</td>
<td>Yr. 12</td>
</tr>
<tr>
<td>Result Slip</td>
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### Credential Transfer:

- **What?**
- **How?**

### Curriculum Design Process:

- **Funding**
- **Teacher Release**
- **Needs Analysis**

- **Policy Doc.**
- **C.D. responsibility**
  - (composition of C.D. team)
- **State level**
  - (College/School)

### Curriculum Characteristics:

- **Document**
- **Objectives**
- **T/L**
- **Resources**
- **Student selection**
<table>
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<tr>
<td><strong>Program Promotion:</strong></td>
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<td><strong>Targets</strong></td>
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<td>School</td>
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<tr>
<td>College</td>
</tr>
<tr>
<td>Community</td>
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<tr>
<td>Disadvantaged groups</td>
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</table>

(What Form?)
STATE/TERRITORY:

INTERVIEWEES & ADDRESS:

POLICY: Existing? Developing?

PROGRAM/STUDENT OWNERSHIP

ACCREDITATION/ CREDENTIALLING/ ARTICULATION.
A. INTRODUCTION

The original project proposal which secured funding for this project included as two of its objectives:

1. To identify and document exemplary and promising co-operative practices, in particular, those factors which assist and facilitate those co-operative practices.
2. To identify and describe those factors, including administrative, industrial, course design, etc, which have limited greater co-operation between the secondary and TAFE sectors.

It was envisaged that these objectives would be achieved primarily through the conduct of a "series of case studies describing and carefully documenting the practices in a sample of vocational areas of relevance to both secondary schools and TAFE" (p. 4 of project proposal).

The strategy for the undertaking of case studies was confirmed by the Project Steering Committee at its first meeting on 23rd April, 1985 via that Committee's endorsement of the Project Plan (project document No. 2). The Project Plan noted (p. 3) that data collected from case studies would serve as the prime source of information for the draft report of case studies (Product No. 9), for the document describing alternative strategies for 1986 pilots (Product No. 12) and for the development of dissemination materials (Product No. 15).

During the exploratory phase of the project, the Project Team has identified:

1. A number of important characteristics of co-operative programs which could serve as criteria for the selection of case study areas (see Section B of this document).
2. A number of co-operative programs which could serve as useful case studies (see Section C of this document).
3. A number of potential case study contributors who could undertake case studies for the project according to a set of guidelines designed by the Project Team.
The project team proposes the use of the following criteria to aid the selection of case study programs by the Project Steering Committee. These criteria are proposed with the intention of achieving a selection of programs to be case studied, where the selection is based on a 'judgemental' rather than a 'representative' sampling principle. As such, a number of the programs selected according to these criteria will necessarily be atypical of the full range of co-operative programs in Australia. If this is done, it is hoped that the case studies selected will provide critical information concerning the major issues for the project - viz credentialling, policy and curriculum processes.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>USE OF CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geographical location and transport accessibility of program to students</td>
<td>1. Select programs to achieve a spread.</td>
</tr>
<tr>
<td>2. Socio-economic environment of students' local community</td>
<td>2. Select programs to achieve a spread.</td>
</tr>
<tr>
<td>3. Source of funding for program, viz (a) from Federal or State funds</td>
<td>3. Select programs funded from a range of sources.</td>
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<tr>
<td>(b) from P.E.P or alternative votes.</td>
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<tr>
<td>4. Institutional location of the program, i.e. in TAFE Colleges, in Schools or in both.</td>
<td>4. Select some programs where teaching is conducted in Schools.</td>
</tr>
<tr>
<td>5. Teaching responsibility for the program, i.e. by TAFE, School teachers or both.</td>
<td>5. Select some programs where teaching is undertaken by School teachers.</td>
</tr>
<tr>
<td>6. Vocational orientation of the program.</td>
<td>6. Select some programs which do not have a traditional TAFE trade base.</td>
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<tr>
<td>7. Existence of a program credential with (a) TAFE</td>
<td>7. Purposively select programs which have secured (or are in the process of securing) a credential for the program from (a) or (b) or both.</td>
</tr>
<tr>
<td>(b) Secondary Education and of cross-credentialing between (a) and (b).</td>
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<tr>
<td>8. Existence of articulation pathways for the program through</td>
<td>8. Purposively select programs which provide articulation pathways through (a),(b),(c).</td>
</tr>
<tr>
<td>(a) TAFE</td>
<td></td>
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<tr>
<td>(b) other Tertiary institutions</td>
<td></td>
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<tr>
<td>(c) work.</td>
<td></td>
</tr>
<tr>
<td>CRITERION</td>
<td>USE OF CRITERION</td>
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<tr>
<td>9. Gender distribution of students undertaking program.</td>
<td>9. Purposely select programs in order to achieve a balance of traditional male/</td>
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<tr>
<td></td>
<td>female vocational orientations.</td>
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<tr>
<td>10. Specificity of needs of special groups - Aborigines, non-English</td>
<td>10. Purposely select some programs designed to meet the needs of special groups.</td>
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<td>speaking people, disabled.</td>
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<tr>
<td>11. Degree of centralisation/decentralisation of the curriculum planning</td>
<td>11. Select programs to achieve a spread.</td>
</tr>
<tr>
<td>process for the co-operative program.</td>
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<tr>
<td>12. Degree of curriculum negotiation between TAFE and Schools personnel</td>
<td>12. Select programs to achieve a spread.</td>
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<tr>
<td>in designing program.</td>
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<tr>
<td>13. Extent to which a student (or community) needs assessment has</td>
<td>13. Purposely select programs which have been designed resulting from a needs</td>
</tr>
<tr>
<td>provided basis for development of program.</td>
<td>assessment.</td>
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<tr>
<td>TAFE.</td>
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<tr>
<td>15. Existence of an evaluation mechanism for the co-operative program</td>
<td>15. Purposely select programs which have an evaluation mechanism.</td>
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<tr>
<td>16. Accessibility of program for the purposes of case study</td>
<td>16. Purposely select programs which are accessible to being case studied.</td>
</tr>
<tr>
<td>17. Public/Independent distribution of participating Schools</td>
<td>17. Purposely select some programs in which independent schools are participating.</td>
</tr>
<tr>
<td>CO-OPERATIVE PROGRAM</td>
<td>State/Territory</td>
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<tr>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>1. Course Award in Vocational Education (under E.S.T.E.P.)</td>
<td>S.A.</td>
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<tr>
<td>2. Integrated Studies Program (under E.S.T.E.P.)</td>
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<tr>
<td>3. Special Needs Program for Girls (under E.S.T.E.P.)</td>
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<tr>
<td>4. South East Link Course Program (Mt.Gambier)</td>
<td>S.A.</td>
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<tr>
<td>5. Business Studies Program (Centralised)</td>
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<tr>
<td>6. Automotive Program (Whyalla)</td>
<td>S.A.</td>
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<tr>
<td>7. Electronics Program (Belconnen/Hawker)</td>
<td>A.C.T.</td>
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<tr>
<td>8. Automotive/Vehicle Program (Woden/Fyshwick)</td>
<td>A.C.T.</td>
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<tr>
<td>9. Horticulture Program (Woden)</td>
<td>A.C.T.</td>
</tr>
<tr>
<td>10. Business/Fashion/Hospitality Program (Gold Coast)</td>
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<tr>
<td>11. Hervey Bay Senior College (Maryborough)</td>
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<tr>
<td>12. Engineering/Business Studies Program (Gladstone)</td>
<td>Qld.</td>
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**C. POSSIBLE CASE STUDY PROGRAM**
<table>
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<th>CO-OPERATIVE PROGRAM</th>
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<td>22. Welding for Girls (Albany)</td>
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<td>25. Christchurch Grammar School Agriculture External Program (Claremont)</td>
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<td>26. Skills Development (3 trades) (Thornlie)</td>
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<td>27. Country Residential Link (Thornlie)</td>
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<tr>
<td>28. Gin Gin District School Link (Midland)</td>
<td>W.A.</td>
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<td>29. Engineering/Auto Program (Rockingham)</td>
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Entries below this line are projected only:

| Proposed Program - Based on resource sharing (Alice Springs)                         | N.T.           |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| Agricultural/Aborigine Program (Katherine)                                           | N.T.           |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| Isolated Communities Program (Darwin)                                                | N.T.           |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| Senior Colleges (Hobart & Launceston)                                               | Tas.           |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| Combination of Vocations Program (Port Kembla/Wollongong)                            | N.S.W.         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| CO-OPERATIVE PROGRAM | State/Territory | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|----------------------|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 35. Link Programs (Dubbo) | N.S.W. |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 36. Link Programs (Blacktown) | N.S.W. |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 37. Link Programs (Petersham) | N.S.W. |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 38. Futures Award (Newport) | Vic. |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 39. Joint Programs (Bendigo) | Vic |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 40. Migrant Interface Program (Shepperton) | Vic |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| 41. TAFE/Special Schools Program (Swinburne/Box Hill) | Vic |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
TAFE/Schools Programs and Credentials Project

Guidelines for Case Study Contributors

1. Background to the National Research Project

The project is a joint project of the Commonwealth Schools Commission (including the involvement of the Curriculum Development Centre Council) and the TAFE Council of the Commonwealth Tertiary Education Commission. The project is being conducted by the TAFE National Centre for Research and Development with a grant provided by the two Commissions as part of the Participation and Equity Program.

In August 1984 the joint Commonwealth Schools Commission/TAFE Council working group identified a need for:

co-ordinated national action to examine the desirability and feasibility of developing joint TAFE/Schools courses and shared credentials, and the need for the reform of existing assessment and credentialling practices which inhibit participation in education or training by the common 15-19 year old age group.

In addition some schools and TAFE colleges had already begun to develop joint courses in response to the needs of their students. These courses were developed in a variety of ways, including different approaches to structure, duration, and credit. These courses lend themselves to documentation particularly with a view to recording those factors which assist and facilitate co-operative practices between Schools and TAFE Colleges.

The TAFE/Schools Programs and Credentials Project team (hereafter referred to as the project team) was appointed to undertake the project in March 1985. The project team is:

Neil Jones - on secondment from NSW TAFE
Zofia Krzemionka - previously Career Counsellor, Student and Community Services Unit, S.A. College of Advanced Education.
2. Purpose of the Project

The project has been designed to carry out a number of research and development activities focussing on co-operative programs and the exchange of credit between Secondary Schools and TAFE. Four of these are listed below.

2.1 A major task of the project team is to identify and describe the nature and extent of existing models of co-operation between Schools and TAFE Colleges. This is being achieved by field visits to all States and Territories and followed up with written requests to TAFE and Education Authorities for further information. One of the project's outcomes arising from this activity will be a compilation of an inventory of co-operative programs.

2.2 In order to highlight various models of co-operation, a number of co-operative programs will be selected and documented for case studies. In particular case studies should identify exemplary and promising co-operative practices including those factors which assist and facilitate co-operation between TAFE and Schools. Factors which have limited greater co-operation between the Secondary and TAFE sectors should also be noted.

2.3 A national network of persons working in or connected with programs has been established and a newsheet will be circulated at regular intervals for the purposes of exchanging information on the development of co-operative programs.

2.4 It is also intended that a rationale for the development of co-operative programs will be developed as one of the project outcomes. Strategies and models which facilitate closer co-operation between Secondary Schools and TAFE will be recommended.

In summary, the purpose of the project is to address the issues of co-operation between TAFE and Schools, and to highlight a number of ways in which such co-operation may be pursued.

3. Selection of Case Studies

A number of co-operative programs have been selected for case study using the criteria developed for this purpose by the project team and endorsed by the Project Steering Committee.
Programs have been selected purposively to enhance the provision of information which is critical to resolving the major issues for the project such as those surrounding credentialling, policy and curriculum processes.

Attention has been given to the following criteria in selecting the case studies.

1. Geographical location and transport accessibility of program to students.
2. Socio-economic environment of students' local community.
3. Source of funding for programs i.e.
   (a) from Commonwealth and State funds
   (b) from P.E.P. or alternative votes.
4. Institutional location of the program i.e. in TAFE Colleges, in Schools or in both.
5. Teaching responsibility for the program i.e. by TAFE teachers, School teachers or both.
6. Vocational orientation of the program.
7. Existence of a program credential with
   a) TAFE
   b) Secondary Education
   and of cross-credentialling between (a) and (b).
8. Existence of articulation pathways for the program through
   a) TAFE
   b) other tertiary institutions
   c) work
9. Gender distribution of students undertaking program.
10. Specificity of needs of special groups - Aborigines, non-English speaking people, disabled.
11. Degree of centralisation/decentralisation of the curriculum planning process for the co-operative program.
12. Degree of curriculum negotiation between TAFE and Schools personnel in designing program.
13. Extent to which a student (or community) needs assessment has provided basis for development of the program.
14. Apparent harmony of co-operative arrangements between Schools and TAFE.
15. Existence of an evaluation mechanism for the co-operative program.
16. Accessibility of program for the purposes of case study.
4. Negotiation of Case Studies

In an effort to ensure that the procedures for undertaking, documenting and submitting case studies are consistent and practicable, specific requirements will need to be negotiated with individual case study contributors. These will include:

a) the format for presentation of case study documentation,

b) a time schedule for the case study, consistent with both the requirements of this research project and the time constraints of case study contributors,

c) any support required to conduct the case study efficiently - such as provision of expertise/advice, provision of typing/documenting services, funding assistance, etc.,

d) editing/reviewing of case study contribution by contributor and the project team,

e) any acknowledgements to the case study contribution as a part of the report for this research project,

f) observation of matters of protocol/ethics pertinent to individual Education or TAFE Authorities or contracting agencies.

The requirements set out in the following sections are statements of the case study arrangements that the project team wishes to use as a starting point for negotiations with individual case study contributors.

4.1 Format for Presentation of Case Study Documentation

The documented case study should include the six sub-sections 4.1.1 - 4.1.6 outlined below:

4.1.1 History/Background to the Co-operative Program

This section should be a descriptive account of how the program was initiated. The account should attempt to answer the following:

. who initiated the co-operative program (TAFE, Schools, other)

. how the program was initiated
when the program was initiated

reasons for initiating the program (was there an expression of demand – if so, by whom)

4.1.2 Design Process for the Co-operative Programs

This section should provide a description of the planning process involved in the development of the co-operative program. The description should attempt to answer the following:

who were the officers involved in the planning process and what were their functions in the process,

what were the planning processes or strategies used to develop the program,

were the needs of the students assessed (or researched), and how was this done,

what resources (money, teacher releases, etc) were utilised in the design process,

how was the curriculum for the program documented,

how long did the planning process take (i.e. from initiation to implementation)

4.1.3 Placement of the Co-operative Program into TAFE/School Offerings

This section should be a description of how the co-operative program has been placed into the full range of offerings in the School(s) and TAFE College.

The description should attempt to answer the following:

what timetabling arrangement was used to incorporate the program into the total subject/course provision of the School(s) and College.

did the incorporation of the program (as above) have implications for the other offerings of the School(s) and College.
4.1.4 Descriptive Characteristics of the Program

This section should be based on the enclosed checklist of co-operative program characteristics (see Attachment). A checklist, once completed, will provide a summary of the characteristics of the co-operative program.

The descriptive detail required in this section should therefore be a qualitative expansion (as appropriate) of any or all of the 33 program characteristics which have been quantified in the responses on the checklist. This section therefore provides an opportunity to present additional information which will help to clarify the quantitative data supplied on the checklist.

In particular, further qualitative information is sought relevant to -

- variable nos. 8 & 9: - how much funding from each of the sources listed was directed towards the conduct of the program

- variable no. 10: - how are the funds administered

- Variable no. 11: - what is the mechanism for payment of program costs

  - were payments transferred at institutional, regional or State (centralised) level

- variable no. 12: - name the School/College (and address) in which the program is located

- variable no. 13: - if the teaching is undertaken jointly, what is the distribution of hours to TAFE and Schools

- variable no. 14: - name the Schools, and include their address(es)

- variable no. 15: - what is the reason that all the potentially participant Schools are not involved at the present time

- variable no. 16: - if the program comprises modified TAFE subject(s)/course(s), what kind of modifications have been made, and what were these modifications made to
- if the program is an integrated curriculum, explain what kind of integration exists

variable no. 21: - briefly what was the accreditation process

variable no. 22: - how was the credential determined
- what is the credential called.

variable no. 30: - attach a copy of any available curriculum documentation to the case study documentation

variable no. 31: - briefly explain what the evaluation mechanism for the program is

variable no. 32: - how are students selected to enter the program
- is there a selection mechanism imposed or do students self-select

variable no. 33: - briefly explain the structure and content of any in-service being provided for TAFE or School teachers who are teaching on the program.

In addition, briefly describe any strategies which have been used to promote the co-operative program to students, parents, employers, community groups, etc.

4.1.5 Other Features of the Co-operative Program

This section should provide a description of any other feature of the co-operative program that the case study writer(s) consider relevant to the purpose of the national project. These might include the following.

a) Significant contributions of the program such as the

- impact on the range of choices for year 11 and 12 students
- impact on the total curriculum provision of the School
- impact on other curriculum offerings of the TAFE College
impact on Statewide educational policy for post-compulsory education

impact on development of other co-operative programs

impact on the accreditation/credentialling procedures in the State/Territory

b) Particular problems encountered such as in the
   design of the program

   implementation of the program

   funding of the program

   administration of the program

   accreditation of the program

c) Particular issues arising from the program's design and/or implementation. Such issues might be questions that have arisen, which appear to need resolution

d) Any unanticipated outcomes.

4.1.6 General Comments

This section should include any impressions gained about the co-operative program from students, teachers in Schools and TAFE, administrators, parents, employers, the community, or any other interested parties.

4.2 Time Schedule for Case Study

To meet the needs of the national research project, it is important that case studies are completed during the months of October and November 1985.

4.3 Support for Conduct of Case Study

To facilitate the conduct and documentation of the case study, the project team is in a position to be able to offer some support, if required, such as:

a) advice regarding the documentation of the case study,

b) clerical support such as typing/printing.
4.4 Editorial Arrangements

The project team will discuss the documentation of the case studies with contributors, and will not make editorial changes without consultation.

4.5 Acknowledgements

Within the broader national research project, acknowledgements will be made by

a) crediting authorship of the case study to the case study contributor,

b) acknowledging the work of the case study contributor in the final report that will be completed for this research project.

4.6 Protocol for Case Study Arrangements

The project team have endeavoured to observe protocol and ethical considerations in conducting preliminary field visits, and in discussing possible case studies with contributors and their employing agencies. If at present, or at any future time, the project team appears to have overlooked such a consideration, the advice of case study contributors would be appreciated.
These guidelines have been developed in an effort to help the case study writer. The guidelines suggest a way to organise the case study description, under a series of main headings. If case study writers are able to use these headings, interpretations, and comparisons across case studies, will be easier for the project team to make. If more detail, or clarification of what is meant under each heading, is required, this can be provided by the project team.

The description of the program should be structural under the following headings:

1. **History/Background to the Co-operative Program**
   
   This should be a descriptive account of how the program was initiated, who was involved, and the reasons for the initiation.

2. **Design Process for the Co-operative Program**
   
   This should provide a description of the planning process involved in the development of the program - who was involved, how much did it cost, were student needs analysed.

3. **Placement of the Program into TAFE/School Offerings**
   
   This should be a description of how the program has been placed into the full range of curricular offerings in the School(s) and/or TAFE College - including timetabling arrangements.

4. **Descriptive Characteristics of the Program**
   
   This should be the provision of as much checklist information as is possible - 33 data categories are listed on the attached checklist. This data can be recorded on the checklist.

5. **Other Features of the Program**
   
   This should provide a description of any other feature of the program that the case study writer(s) consider relevant to the purpose of the national project - such as the impact of the program on student choice; problems encountered; unanticipated outcomes.
6. **General Comments**

This should include any impressions gained about the program from students, teachers, administrators, parents, employers, etc.
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<th>Principal</th>
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<tbody>
<tr>
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<td>High Street</td>
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This is the first issue of a newsheet which is expected to run during the life of this research and development project (until March 1986). If subsequent issues of the newsheet prove useful to practitioners, administrators, teachers in the area of the TAFE/Schools interface, then it is hoped the newsheet will continue beyond the life of the national project.

**AIMS OF THE NETWORK AND NEWSHEET**

1. To identify practitioners, administrators, policy makers, researchers and teachers who are active, or are involved in, the area of the TAFE/Schools interface.

2. To inform people in the network, via the newsheet, of progress of the national project investigating TAFE/Schools Programs and Credentials, and of some of its findings, as those emerge.

3. To bring into contact with one another people working in the area of the TAFE/Schools interface.

4. To provide a forum for the exchange of ideas amongst people in the area of the TAFE/Schools interface.

**CURRENT STATUS OF NETWORK**

The listing of names and addresses in the network as it exists at present has been compiled from contacts made so far by the team undertaking the national project. The network listing is therefore incomplete and it is hoped that by distributing this first newsheet, the network can be broadened to include all interested persons for subsequent issues of the newsheet.

**ABOUT THE NATIONAL PROJECT**

The team undertaking the project is Neil Jones and Sofia Kresmionka. They commenced work in March 1985 and are located at the TAFE National Centre for Research and Development for the duration of the project. The project is being managed by a Steering Group, jointly chaired by officers of the Commonwealth Schools Commission and TAFE Council.

The project is a joint project of the Curriculum Development Centre and the TAFE National Centre for Research and Development and has been funded jointly by the Commonwealth Schools Commission and TAFE Council. The project aims to investigate the nature of current co-operative practices between Schools and TAFE in Australia, especially as these apply to credentialling.

A number of State-commissioned enquiries including Beasley (W.A.), Blackburn (Victoria), and Education 2000 (Qld), have made recommendations for increased linkages between schools and TAFE. As well, the Commonwealth Participation and Equity Program provides for the exploration of the TAFE/Schools relationship more extensively, especially in the 15-19 year old age group.
Currently throughout the States/Territories there are considerable efforts and resources being directed towards the development and implementation of co-operative programs between TAFE and Schools, and attention being given to the determination of appropriate credentials for such programs, especially for students beyond post-compulsory schooling. By investigating these initiatives, and by reviewing similar developments overseas, it is hoped this national project will be able to contribute to policy, planning and curriculum decisions by Education and TAFE Authorities. (A copy of the complete project brief for the project can be obtained on request).

PROJECT ACTIVITIES TO DATE

Visits to A.C.T., Queensland and Western Australia have been completed. Other States/Territories are to be visited by the end of August.

Literature searching has been completed.

The compiling of a national inventory of co-operative programs in Australia has commenced.

National Networking has commenced.

Proposals to produce an audio-visual on the theme of co-operative programs, and to conduct a national workshop of TAFE/Schools practitioners have been developed.

A draft 'context' paper has been written. This will be available in due course.

The process of selecting co-operative programs for detailed case study has commenced.

The second meeting of the Project Steering Committee is to be held on 19th July - a more detailed progress report of the project will be available on request after this date.

FURTHER DEVELOPMENT OF NETWORK

1. Subsequent issues of the newsheet will include brief 'snap-shot' descriptions of some co-operative programs that have been observed.

2. An invitation to contribute to the newsheet, information or ideas about co-operative programs, is extended to network members.

3. An invitation to nominate persons to be added to the network listing is extended (no entry fee or obligation is involved.)

4. The project team is currently identifying co-operative programs suitable for detailed case study purposes. If you are aware of any TAFE/Schools co-operative endeavour which you think may be of interest, then please let us know.

5. Since most of the people whose names appear on our current network listing have had no choice in the matter, if you would prefer not to be included please let us know.

The Project Team is contactable:

a) by mail at TAFE National Centre for Research and Development, 296 Payneham Road, PAYNEHAM. S.A. 5070

b) by telephone on (08) 42 7905

c) If unavailable, via Ms. Lorraine Hobart at the above address and telephone number.
The project is a joint project of the Commonwealth Schools Commission (including the involvement of the Curriculum Development Centre Council) and the TAFE Council of the Commonwealth Tertiary Education Commission. The project is being conducted by the TAFE National Centre for Research and Development with a grant provided by the two Commissions as part of the Participation and Equity Program. The project team, Neil Jones and Zofia Krezemionka, began working on the project in March 1985.

PROJECT ACTIVITIES UP-DATE

Visits to all States/Territories have been completed

The compiling of an inventory of co-operative programs in Australia is continuing. Individual State/Territory Education and TAFE Authorities are being formally approached regarding the contribution of additional information to the inventory.

National networking is continuing. Over 400 people are now in the network.

A draft context paper is being edited and will be available in due course.

A number of co-operative programs have been selected for detailed case study. Some case studies have commenced. For others, negotiations with case study contributors are being undertaken.

The third meeting of the Project Steering Committee is to be held on 15th October - a more detailed progress report of the project will be available on request after this date.

CO-OPERATIVE PROGRAM PROFILES

Included in this newsheet are some brief 'snap-shot' descriptions of co-operative programs that have been observed during the project team's visits to the States/Territories. Due to the brevity of information presented, some programs may not have been represented to their full advantage. For this reason it is suggested that further information could be sought from the cited program contact person.

1. PROGRAM TITLE: TAFF/SEC Course
   PROGRAM LOCATION: Sunshine Coast, Nambour, Queensland
   PARTICIPATING COLLEGES/SCHOOLS: Burnside High School
   Sunshine Coast College of TAFE
   PROGRAM CONTACT: Glen Davidson (Burnside High School)

This State funded program is a complete year 11 or 12 alternative choice for students in the post-compulsory years of secondary schooling. The program operates with an integrated timetable structure which has an equivalent of three days spent in the school environment and the remaining two days spent in the TAFE environment. Approximately 30 students are currently involved. The program was offered in 1984 and is running in 1985. The program is open to all students, and leads to a Certificate of Achievement. The program comprises a core and options as follows:
2.

CORE
1. Applied Communication Studies
2. Applied Mathematical Studies
3. Human Movement and Recreation
4. Applied Tourism Studies
5. Applied Business Studies

OPTIONS
1. Marine and Seagoing Operations
2. Catering and Hospitality Practices

The first three core subjects are taught in School by School teachers while the remaining core subjects and options are taught in the TAFE College by TAFE teachers.

2. PROGRAM TITLE: TAFE/SEC Course
PROGRAM LOCATION: Gold Coast, Queensland
PARTICIPATING COLLEGES/SCHOOLS: Gold Coast College of TAFE
Benowa State High School
Southport State High School
Keebra Park State High School
PROGRAM CONTACT: Jill Agnew (Benowa State High School)
Bill Dobbie (TAFE)

This State funded program provides for year 11 or 12 students the opportunity to select from existing TAFE subjects. Students attend the TAFE College one or two times/week both inside and outside school hours, and spend up to a maximum of 150 hours in the program (depending on the study area). Approximately 90 students are currently involved. The program is running experimentally during 1985. The program is open to all students and, during the pilot, is being jointly accredited by the TAFE and Secondary accrediting agencies.

Subjects are selected from the following TAFE study areas:
1. Office/Secretarial
2. Fashion
3. Key Boarding
4. Building

Depending on the study areas, both TAFE and School teachers are teaching on the program in their respective institutions. For those subjects being taught by School teachers, TAFE teachers are involved in a monitoring process.

3. PROGRAM TITLE: Basic Electronics
PROGRAM LOCATION: Belconnen/Hawker, ACT.
PARTICIPATING COLLEGES/SCHOOLS: Bruce TAFE College
Hawker College (Senior Secondary)
PROGRAM CONTACTS: Ken Griffiths (Bruce)
Jenny Everett (Hawker)

This PEP funded program provides for year 11 or 12 students the opportunity to study the existing TAFE program, Basic Electronics. Students attend the TAFE College twice a week, both inside and outside school hours for a total of 144 hours. Approximately 15 students are currently involved. The program is open to all students and is jointly accredited by the TAFE and Secondary accrediting agencies. TAFE teachers teach the program.
This PEP funded program provides an alternative full-time year 11 program for post-compulsory students. (This will be extended into year 12 in 1986). Walgett High School is in an isolated area, some 300 km from Orana College (at Dubbo), and has a substantial Aboriginal population. TAFE teachers attend the School either in 3 day blocks 2 or 3 times during the year, and teach the students full-time on these days, or they attend once a week for 12 weeks, for up to 54 hours in total duration, depending on the TAFE study area.

The TAFE components of the total program form part of the syllabus for each subject area designed by the school. These TAFE components are part of the "Other Approved Studies" category accredited by the Secondary accrediting agency. As such they lead to students being eligible for credit in TAFE approved courses. Approximately 15 students are currently involved. The program is running as a trial in 1985. The program is open to all students at the school, although some students are counselled to enter the program via student and parent interviews.

The TAFE components are offered within the subject areas of:

1. Career Education
2. Rural Employment Skills
3. Computing
4. Art-Craft Studies
5. Personal Productivity
6. Rural Technics
7. Community Studies

Both TAFE and School teachers are teaching on the program.

WORKING DEFINITION OF TAFE/SCHOOLS CO-OPERATIVE PROGRAMS

For the purposes of data collection in the TAFE/Schools Programs and Credentials Project, a TAFE/Schools Co-operative Program is considered by the project team to be:

1. a course, subject or unit of study (or part thereof) provided for students at the level of year 11 and/or 12 Secondary schooling for which any of the curriculum, resources, teaching inputs or teaching location has been the subject of negotiation between TAFE and Education Authorities, either locally or centrally

and/or

2. a course, subject or unit of study (or part thereof) provided for students at the level of year 11 and/or 12 Secondary schooling for which a joint-credential (from TAFE and Secondary) exists or is in the process of being negotiated.
4.

TAPE/SCHOOL INTERFACE CONTACT PEOPLE

The project team has identified the following persons as useful contacts at the central level. They may be able to provide further information about TAFE/School programs for their State/Territory and make the appropriate referrals to specific program co-ordinators and contacts.

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<thead>
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<th>STATE</th>
<th>TAFE</th>
<th>EDUCATION</th>
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<tr>
<td></td>
<td>L.C. Tower</td>
<td>PO Box 20-</td>
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<tr>
<td></td>
<td>Woden Town Centre</td>
<td>Civic Square.</td>
</tr>
<tr>
<td></td>
<td>PHILLIP, ACT. 2606</td>
<td>CANBERA, ACT 2608</td>
</tr>
<tr>
<td>N.S.W.</td>
<td>Mr. Michael Liddle, Directors Unit</td>
<td>Ms. Lindy Hyam, Directorate of Studies</td>
</tr>
<tr>
<td></td>
<td>NSW Department of TAFE</td>
<td>NSW Department of Education</td>
</tr>
<tr>
<td></td>
<td>PO Box 6518</td>
<td>GPO Box 33.</td>
</tr>
<tr>
<td></td>
<td>HAYMARKET, NSW. 2000</td>
<td>SYDNEY, NSW 2001</td>
</tr>
<tr>
<td>Northern Territory</td>
<td>Ms. Joy Irvine, Project Officer</td>
<td>(Same as for TAFE)</td>
</tr>
<tr>
<td></td>
<td>Dept. of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GPO Box 2781</td>
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<tr>
<td></td>
<td>DARWIN, N.T. 5794</td>
<td></td>
</tr>
<tr>
<td>Queensland</td>
<td>Mr. Pat Parsons, Curriculum (TAFE)</td>
<td>Mr. Rod Lees, Special Programs Unit</td>
</tr>
<tr>
<td></td>
<td>41 Merivale Street, SOUTH BRISBANE, Q. 4101</td>
<td>C/- Education Dept. (PO Box 33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NORTH QUAY, QLD. 4000.</td>
</tr>
<tr>
<td>South Australia</td>
<td>Ms. Mary Spencer-Smith, S.A. Dept. of TAFE, GPO Box</td>
<td>Ms. Ilse Frank, Education Centre</td>
</tr>
<tr>
<td></td>
<td>2352, ADELAIDE, S.A. 5001</td>
<td>31 Flinders Street, ADELAIDE, SA. 5001</td>
</tr>
<tr>
<td>Tasmania</td>
<td>Mr. Barry Morgan, Co-ordinator of PEP Division of TAFE</td>
<td>Ms. Jan Edwards, PEP Unit</td>
</tr>
<tr>
<td></td>
<td>110 Murray Street, HOBART, Tas. 7000</td>
<td>Education Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letitia Street Annexe (PO Box 1698)</td>
</tr>
<tr>
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<td>HOBART, Tas. 7000</td>
</tr>
<tr>
<td>Victoria</td>
<td>Ms. Patrice Murphy, Asst. to Chairman of TAFE Board</td>
<td>Mr. Adrian Stephens, Executive Officer PEP Committee</td>
</tr>
<tr>
<td></td>
<td>Office of TAFE Board, 420 St Kilda Rd, MELBOURNE, Vic.</td>
<td>Education Department</td>
</tr>
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<td>3004</td>
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<td></td>
<td></td>
<td>WEST MELBOURNE, Vic. 3003</td>
</tr>
<tr>
<td>Western Australia</td>
<td>Ms. Ann Ansell, Acting Senior</td>
<td>Mr. Peter Dunnell, Superintendent of Education (PEP)</td>
</tr>
<tr>
<td></td>
<td>Education Officer, Curriculum R &amp; D (TAFE)</td>
<td>W.A. Education Department</td>
</tr>
<tr>
<td></td>
<td>Education Dept of W.A. 151 Royal Street, EAST PERTH,</td>
<td>151 Royal Street, EAST PERTH, W.A. 6000</td>
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<tr>
<td></td>
<td>W.A. 6000</td>
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</tr>
</tbody>
</table>

FURTHER DEVELOPMENT OF NETWORK

An invitation to contribute to the newsletter, information, ideas, names of people and names of co-operative programs, is extended to network members.

The project team may be contacted

a) by mail at — TAPE National Centre for Research and Development
   296 Payneham Road
   PAYNEHAM, S.A. 5070
b) by telephone — 08/42 7905

c) if unavailable, via Ms. Lorraine Hobart at the above address and telephone number.
The project is a joint project of the Commonwealth Schools Commission (including the involvement of the Curriculum Development Centre Council) and the TAFE Council of the Commonwealth Tertiary Education Commission. The project is being conducted by the TAFE National Centre for Research and Development with a grant provided by the two Commissions as part of the Participation and Equity Program. The project team, Neil Jones and Zofia Krzemionka, began working on the project in March 1985.

PROJECT ACTIVITIES UP-DATE

Compilation of the inventory of co-operative programs in Australia is continuing and information being sought via checklists is being received from individual States and Territories.

National Networking is continuing. The network now has a membership of 500.

Case studies of co-operative programs have been negotiated and are being received.

Project Progress Report No. 2 is now available on request.

The project team presented a workshop at the Changing Context of TAFE Conference, in Adelaide recently. The presentation included the discussion of possible TAFE/Schools co-operative programs models. These may be of use to persons in Colleges and Schools who are interested in introducing the TAFE/School co-operative program concept in 1986. A draft document on TAFE/Schools co-operative models is available on request.

DEFINING 'EXEMPLARY' PROGRAMS

The approaches being taken to TAFE/Schools co-operation in a number of regions in all States/Territories are considered to be exemplary. These approaches are being case studied for the project.

By using the term 'exemplary' the project team is referring to co-operative programs which are characterised by any or all of

- the provision of a joint TAFE/Schools credential
- the provision of a wider range of study choices for post-compulsory students
- the capacity of the program to attract students who would otherwise discontinue their education
- evidence that the program has been based on a systematic analysis of student needs
- evidence that the curriculum for the program has been based on negotiations between TAFE and Schools
CO-OPERATIVE PROGRAM PROFILES

Included in this newsheet are some brief 'snap-shot' descriptions of co-operative programs that have been observed during the project team's visits to the States/Territories. Due to the brevity of information presented, some programs may not have been represented to their full advantage. For this reason it is suggested that further information could be sought from the cited program contact person.

1. PROGRAM TITLE: TAFE/Schools Program: Farm Management Courses for Year 11 and 12 Students.
   PROGRAM LOCATION: Claremont, Western Australia
   PARTICIPATING SCHOOLS/COLLEGES: Christ Church Grammar School
   PROGRAM CONTACT: Technical Extension Service of TAFE
                    Ray House (Christ Church Grammar School)

This School funded program gives access to a number of Technical Extension Service Subjects in farm management which are available to Year 11 and 12 students who would be returning to farming properties. Students enrol in a TAFE Certificate of Agriculture, choose their subjects and incorporate them into their timetable. They are able to telephone their TAFE Tutor should they require further explanation. Approximately 20 students have been involved since the program was introduced in 1983. 6 students have been involved in 1985. The following subjects have been included: Agricultural Marketing, Farm Finances, Farm Budgeting, Animal Husbandary, Farm Development, Grain Sampling, and Woolclassing I.

2. PROGRAM TITLE: Program for Improving Potential for Employment (P.I.P.E)
   PROGRAM LOCATION: Darwin, Northern Territory
   PARTICIPATING SCHOOLS/COLLEGES: Darwin High School,
                                       Darwin Institute of Technology (D.I.T.)
                                       (formerly Darwin Community College)
   PROGRAM CONTACTS: Bill Doherty (Darwin High School)
                     Dick Cohen (D.I.T.)

This PEP funded pilot program provides an alternative full-time year 12 program for post-compulsory students. In a five day week students attend the High School for two days, gain work experience with an employer for 2 days and attend the D.I.T. (the TAFE provider in Darwin) for one day. Approximately 15 students have been involved in the pilot program during 1985. The course offers studies in: Basic Mathematics, English and Environmental Science.

The program leads to the award of a School Certificate by Darwin High School. TAFE teachers and School teachers are responsible for teaching their respective components of the program.

FURTHER DEVELOPMENT OF NETWORK

An invitation to contribute to the newsheet, information, ideas, names of people and names of co-operative programs, is extended to network members.

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   a) by mail at TAFE National Centre for Research and Development
      296 Payneham Road
      PAYNEHAM. S.A. 5070
   b) by telephone 08/ 42 7905
   c) if unavailable, via Ms. Lorraine Hobart at the above address and telephone number.

HAPPY CHRISTMAS

OP4/NJ/2K/1h
1. THE FOLLOWING MODELS OF TAFE/SCHOOLS CO-OPERATION HAVE BEEN DRAFTED FOR DISCUSSION PURPOSES ONLY.

2. THE DRAFTS ARE BASED ON THE PROJECT TEAM'S CURRENT IMPRESSIONS OF EXAMPLES OF CO-OPERATION OBSERVED IN THE FIELD COMBINED WITH SOME FREE-THINKING.

3. ONE OF THE INTENDED FINAL OUTCOMES FOR THE PROJECT IS THE DEVELOPMENT OF A NUMBER OF MODELS. THESE WILL OF COURSE BE BASED UPON THE RESEARCH FINDINGS FROM THE PROJECT.

NEIL JONES,
ZOFIA KRZEMIONKA;
TAFE NATIONAL CENTRE
AND C.D.C.
NOVEMBER 7, 1985
3. School/TAFE Integrated Curriculum

NOTE: The entry TAFE * in the Awards column means a minimum of partial completion of an existing TAFE award - this could be in the form of some units/subjects of a TAFE course or some parts/units of TAFE subjects, for which exemptions or credits for those parts completed would be granted by TAFE.
4. Schools/Tertiary

Entry

Institutional Arrangement

Core & electives based on student needs assessment, Secondary Board accreditation and specific tertiary entry requirements

School

TAFE

College

Inst. of higher Ed.

Inst. of higher Ed.

Inst. of higher Ed.

Curriculum

Awards

Pathways

Statewide Post-Compulsory School Cert.

+ TAFE

Participating institutions of higher Education

+ TAFE

5. Pre-Voc Fleximode

Yr. 10

School

TAFE

College

School

Part or whole of Statewide Post-Compulsory School Cert.

+ Part or whole of TAFE pre-voc

Work

Part or whole of TAFE pre-voc

TAFE

Work
<table>
<thead>
<tr>
<th>Entry</th>
<th>Institutional Arrangements</th>
<th>Curriculum</th>
<th>Awards</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. <strong>Traineeship</strong></td>
<td><img src="image" alt="Diagram" /></td>
<td>2/3 industry training on-job program; 1/3 general/vocational off-job program.</td>
<td><strong>Traineeship</strong></td>
<td>TAFE</td>
</tr>
<tr>
<td>Yr. 10/11</td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>unemployed work</td>
<td>School</td>
<td>TAFE College</td>
<td></td>
<td>Work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. <strong>TAFE/Schools/Work</strong></th>
<th><img src="image" alt="Diagram" /></th>
<th>Combination of basic general curriculum, broad-based vocational, and work experience</th>
<th><strong>School Certificate</strong> (or part of Statewide Post-Compulsory School Cert.)</th>
<th>TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr. 10/11 returning students</td>
<td>Employers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>TAFE College</td>
<td></td>
<td>Work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. <strong>TAFE/Hub School</strong></th>
<th><img src="image" alt="Diagram" /></th>
<th>Core + electives Comprising existing TAFE subjects, a existing Secondary subjects/life skills</th>
<th><strong>Vocational Ed. Cert.</strong></th>
<th>TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr. 10</td>
<td>School</td>
<td>Hub School</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>School</td>
<td>School</td>
<td>School</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>TAFE College</td>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>
Entry

9. Democratic

Institutional Arrangement

Curriculum

Awards

Pathways

Student negotiated curriculum (including content and assessment methods) from potential offerings of Schools, TAFE, Higher Ed. + External study.

Statewide

Post-Compulsory

School Cert.

Tertiary Ed.

(incl. TAFE)

TAFE

+ Work

Higher Ed.
DRAFT MODELS of TAFE/SCHOOLS CO-OPERATION

1. The following models of TAFE/Schools co-operation have been drafted for (discussion purposes only) at the 3rd Meeting of the Project Steering Committee.

2. The drafts are based on the project team's current impressions of examples of co-operation observed in the field combined with some free-thinking.

3. One of the intended final outcomes for the project is the development of a number of models. These will of course be based upon the research findings from the project. A Steering Committee discussion of the draft models at this stage, however, should help the project team in its thinking later in the project.
### MODEL OF TAFE/SCHOOLS CO-OPERATION

<table>
<thead>
<tr>
<th>MAIN FEATURES</th>
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#### 1. INTEGRATED COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>Aims/Structure</th>
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</table>

- To provide continuing and recurrent education to meet the post-compulsory educational needs of a fairly small community from the following 5 program areas:
  - (a) tertiary entrance
  - (b) general senior secondary
  - (c) secondary/TAFE
  - (d) tertiary entrance/vocational preparation
  - (e) TAFE

- Personal enrichment courses are also offered.

<table>
<thead>
<tr>
<th>Physical/Delivery</th>
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</table>

- A single campus (new institution) - previously catered for by (say) a TAFE College and a small number of High Schools.

<table>
<thead>
<tr>
<th>Student needs</th>
</tr>
</thead>
</table>

- Programs provided are based on perceived community's needs.

<table>
<thead>
<tr>
<th>Environment</th>
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</table>

- An adult learning environment.

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<tr>
<th>Pathways</th>
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</table>

- Pathways to tertiary institutions (including TAFE) and work.

<table>
<thead>
<tr>
<th>Attendance</th>
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- Full-time and part-time attendance.

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<tr>
<th>Duration/Credential</th>
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</table>

- The 5 program areas are 2 years full-time and all lead to a Statewide accredited Post-School Certificate.

<table>
<thead>
<tr>
<th>Resources</th>
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</table>

- Staffing and resourcing is managed by College Board (representatives of Secondary, TAFE, other tertiary bodies and the community).

<table>
<thead>
<tr>
<th>Access</th>
</tr>
</thead>
</table>

- All post-compulsory students in the region attend the college.

#### 2. SCHOOLS CLUSTER/EXISTING TAFE PROVISIONS

<table>
<thead>
<tr>
<th>Aims</th>
</tr>
</thead>
</table>

- To provide students enrolled in years 11/12 with a senior program which affords choice of selected study somewhere along the general - vocational education dimension:

```
          General                               Vocational
          --------                               --------
```

- Up to six Schools in close proximity to a TAFE College.

<table>
<thead>
<tr>
<th>Physical</th>
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</table>

- Students select a mixture of Secondary Board approved/registered subjects, School developed subjects, and existing accredited TAFE courses/subjects offered at the TAFE college.

<table>
<thead>
<tr>
<th>Structure/Credential</th>
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</table>

- The TAFE courses/subjects offered are determined on the basis of the needs/demands of the wider client group of the local college.

<table>
<thead>
<tr>
<th>Student needs</th>
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</table>

- Part School and part TAFE environment.

<table>
<thead>
<tr>
<th>Environment</th>
</tr>
</thead>
</table>

- Pathways to TAFE and work.

<table>
<thead>
<tr>
<th>Pathways/Duration</th>
</tr>
</thead>
</table>

- Full-time attendance in program; part-time attendance in TAFE college as required by TAFE course or subject.

<table>
<thead>
<tr>
<th>Resources/Delivery</th>
</tr>
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</table>

- Staffing and resourcing is co-ordinated Statewide or regionally by joint TAFE/Schools committee.

<table>
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<tr>
<th>Access</th>
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</table>

- Program is open to all students.
### 3. SCHOOL/TAKE INTEGRATED CURRICULUM

**Aims/Duration**
- To provide students enrolled in years 11/12 with an alternative full-time program of senior studies, based on the assessed needs of the student population.
- One School in close proximity to a TAFE College and a higher education institution.

**Physical**
- School (or School and TAFE) develops, at the local level, an educational program to meet the needs of students (based on a needs assessment involving students). School and TAFE deliver the curriculum on the basis of optimum resourcing and teaching expertise and to optimise TAFE articulation.

**Structure/Student needs/Delivery/Resources**
- School and TAFE deliver the curriculum on the basis of optimum resourcing and teaching expertise.

**Environment**
- Access to the local higher education institution, TAFE and work.

**Pathways**
- Pathways to the local higher education institution, TAFE and work.

**Attendance**
- Full-time attendance in program; part-time attendance in TAFE College.

**Credential**
- The credential earned is accredited at the local level, but a number of places at the local higher education institutions are guaranteed for successful students.

**Access**
- Program is closed to students who wish to pursue higher education at an institution outside the region. Program is open to all others.

### 4. SCHOOLS/TERTIARY

**Aims/Duration**
- To provide students enrolled in years 11 and 12 with alternative full-time pathways to a range of tertiary studies, based on the educational requirements of these tertiary institutions.
- Schools, TAFE College(s) and a number of institutions of higher education.

**Physical**
- Schools, TAFE and a number of institutions of higher education design a program of core and elective studies which are Secondary Board accredited/registered for which the electives are tailored to the academic requirements of selected courses of higher education, (such as Arts/Humanities, Engineering/Science).

**Structure/Student needs**
- Schools and TAFE deliver the curriculum on basis of optimum resourcing and teaching expertise.

**Delivery/Resources**
- Part School and part TAFE environment.

**Environment**
- Pathways to the participating institutions of higher education.

**Pathways**
- Pathways to the participating institutions of higher education.

**Attendance**
- Full-time attendance in program.

**Credential**
- The credential earned is Secondary Board accredited/registered; a number of places at the participating institutions of higher education are guaranteed for successful students.

**Access**
- Program is open to all students.
5. PRE-VOC FLEXIMODE

**Aims/Duration**

- To provide students enrolled in years 11/12 with a full-time senior program which includes completion of whole (1 year) or half of an existing TAFE pre-vocational course, and provides flexible exit/entry points.

**Physical**

- At least one School in close proximity to a TAFE College which is resourced to offer a TAFE accredited pre-vocational course.

**Structure/Student needs/Credential**

- Students select Secondary Board approved/registered subjects, School developed subjects, and a half of or a whole one year TAFE pre-vocational course. Mid year intakes into the TAFE pre-vocational course are required.

**Examples of flexible patterns are:**

<table>
<thead>
<tr>
<th>Pre-program</th>
<th>Program</th>
<th>Post-Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Pre-voc</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>1 Year</td>
<td>1 Year</td>
</tr>
<tr>
<td>Year 10</td>
<td>½ Year</td>
<td>½ Year</td>
</tr>
<tr>
<td>Year 10</td>
<td>½ Year</td>
<td>½ Year</td>
</tr>
<tr>
<td>Work</td>
<td>½ Year</td>
<td>1 Year</td>
</tr>
<tr>
<td>unemployment</td>
<td>1 Year</td>
<td>½ Year</td>
</tr>
</tbody>
</table>

- Staffing, resourcing and delivery are standard.

- Part School and part TAFE environment.

- Pathways to TAFE and work.

- Full-time attendance in whole program; while attending pre-vocational component, attendance at TAFE College is full-time.

- Program is open to all students.

6. TRAINEESHIP

**Aims/Duration**

- To provide a traineeship (as in Kirby) for post-compulsory students with a one year full-time program which includes a TAFE/Schools off-the-job component.

**Physical**

- A School and TAFE College in close proximity to the industry based on-the-job training component of the program.

**Structure/Student needs/Resource/Delivery/Credential**

- TAFE and School co-operate to offer the off-the-job component of a traineeship program designed on local industry and students needs. TAFE and School determine what contribution each makes on principle of optimum resourcing and teaching. Off-the-job component is accredited with Training Authority, and comprises TAFE accredited courses/subjects.

**Environment**

- Part School, part TAFE, part work.

**Pathways**

- Pathways to TAFE and work.

**Attendance**

- Part-time (2 days/week, or 35% of 1 year in a block) in the off-the-job component of program - part of this in TAFE; part in School.

**Access**

- Program is open to all applicants. Applications are lodged with D.E.I.R., State Training Authorities or employers.
### 7. TAFE/SCHOOLS/WORK

<table>
<thead>
<tr>
<th>Aims/Duration</th>
<th>To provide a one year full-time program of study for post-compulsory students which comprises a School component, TAFE component, and a work experience component.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>A School and TAFE College in close proximity and a co-ordinator to organise students' work experience with employers.</td>
</tr>
<tr>
<td>Structure/Student needs/ Resources/Delivery</td>
<td>School provides studies in basic Maths, English, Environmental Science, Home Economics. TAFE provides practical broad based vocational program based on students' expressed interests. Work experience provided by employers.</td>
</tr>
<tr>
<td>Credential</td>
<td>School subjects are Secondary Board approved/registered; TAFE subjects gain credits.</td>
</tr>
<tr>
<td>Environment</td>
<td>Part School, part TAFE, part work.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Pathways to TAFE and work.</td>
</tr>
<tr>
<td>Attendance</td>
<td>2 days/week in School; 2 days/week in TAFE; 1 day/week work experience.</td>
</tr>
<tr>
<td>Access</td>
<td>Program is open to all students.</td>
</tr>
</tbody>
</table>

### 8. TAFE/HUB SCHOOL

<table>
<thead>
<tr>
<th>Aims/Duration</th>
<th>Provides students at years 11/12 with a full-time program of study with vocational/applied studies component.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Requires one TAFE College and one School. A number of schools can participate. Students need to be located together in one hub-school in order to participate in the course.</td>
</tr>
<tr>
<td>Structure/Student Needs</td>
<td>Schools/TAFE design a program of core and elective studies which include existing vocational subjects from the TAFE College and a program of life skills/year 11/12 subjects at the school based on community student needs.</td>
</tr>
<tr>
<td>Delivery/Resources</td>
<td>Schools staff and TAFE staff responsible for their respective components of the course.</td>
</tr>
<tr>
<td>Environment</td>
<td>Part School and part TAFE.</td>
</tr>
<tr>
<td>Pathways</td>
<td>To TAFE and work.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Full-time attendance in program: 2 days in School and 3 days in TAFE.</td>
</tr>
<tr>
<td>Credential</td>
<td>The program leads to the award of a Vocational Education Certificate which is accredited by the Secondary Board and TAFE.</td>
</tr>
<tr>
<td>Access</td>
<td>Program is open to all students.</td>
</tr>
<tr>
<td>MODEL OF TAFE/SCHOOLS CO-OPERATION</td>
<td>MAIN FEATURES</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>9. DEMOCRATIC</td>
<td></td>
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<tr>
<td><strong>Aims</strong></td>
<td>Provides post-compulsory students with an equivalent full-time 2 year course of study, which is actively negotiated by the students from their School base and includes curricular selection from all tertiary sectors as well as related work areas.</td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td>School(s) and accessible Tertiary Institutions (ie TAFE/CAE/Uni/Distance Education) and work base.</td>
</tr>
<tr>
<td><strong>Student Needs</strong></td>
<td>Co-operatively and participatively determined by students with School/Tertiary/work industry representatives. Requires access to information of tertiary/courses and career paths in order to be able to make curricular choices.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Two years (equivalent year 11 and 12 full-time), possibly longer in order to complete students selected studies.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Prior negotiation of unit content and descriptive assessment procedures. Includes variety of teaching/learning methodologies. All components have been accredited by School/Tertiary/Industry Training authorities.</td>
</tr>
<tr>
<td><strong>Delivery/Resources</strong></td>
<td>School/Tertiary/industry trainees and institutions - according to student selection.</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>School/Tertiary/work according to student's selection.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>To tertiary sector and work.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Full-time equivalent - times as negotiated (may include day and evening)</td>
</tr>
<tr>
<td><strong>Credential</strong></td>
<td>Program leads to award of a single post-compulsory certificate, which leads to cross credits/exemptions for parts of program already completed.</td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td>Open to all people seeking full secondary education and/or tertiary education pathways.</td>
</tr>
</tbody>
</table>