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Improving the TAFE student experience in the Faculty of Arts and Education

December 2009

Piper Rodd and Sarah Paddle
Introduction

This report is the basis for a plan and a series of actions in 2010 aimed at improving the student experience, and the teaching and learning environment for TAFE students articulating into courses in the Faculty of Arts and Education.

A project undertaken in 2009 examined the status quo for TAFE students entering undergraduate courses in the broad discipline areas within the Faculty. The focus was limited to this Faculty, and we acknowledge that a whole-of-university approach is needed to develop further strategic, marketing and policy issues to address the challenges facing TAFE students.

This project examined the current credit transfer arrangements existing for TAFE students entering the Faculty. The conclusion is that while certain arrangements exist, and while there are individual outstanding relationships and experiences in place for students, more broadly, the Faculty needs to act swiftly to improve the student experience of both potential and articulating TAFE students in our programs; and to work to engage academic staff in better understanding the background and context for potential TAFE linkages and for students’ learning leading to degree courses.

The important database generated by this report demonstrates that there are significant potential links between the Faculty and a new range of TAFE programs. Planning in 2010 will engage academics in the relevant disciplines and fields of study to improve their understanding of both the nature, teaching and background of relevant TAFE programs and also of the specific needs of TAFEs student who articulate into degree courses in our Faculty.
Recommendations for 2010

1. The Faculty produce a guide for academics on all TAFE course articulations and linkages that relate to the Faculty.

2. Special projects focusing on improving the TAFE student experience be funded by Teaching and Learning.

3. The Faculty ensure objectives, criteria and expectations for students’ work reflect recognition of the issues that may be faced by TAFE students. TAFE teaching is competency based, while university education focuses on broad skill and content-based learning. University education emphasises individual autonomy and responsibility for adult learning. For many students the move from secondary school or TAFE, with the attendant differences in academic and cultural expectations, contribute to making the transition into university a sometimes difficult one.

4. The Faculty establish and maintain contact with students who articulate from TAFE. The Faculty of establish a network and a longitudinal study to follow the progress of its TAFE students. This follow through is important to improve our understanding of the specific challenges these students face.

5. The Faculty should develop strategies to promote actively degree courses in the humanities and the general social sciences to TAFE students. The disciplines of fine arts, creative arts, multimedia and publishing enjoy pre-existing articulation pathways with TAFE courses. There are well-established pathways into early childhood education. But Arts courses are rarely promoted to TAFE students; studies of the humanities and the social sciences are not marketed as viable options for TAFE students. The promotion of education degrees such as primary and secondary teaching programs could also be strengthened.

6. The Faculty investigate a establishing its own website dedicated to TAFE and the TAFE student experience. This website would be dedicated to promoting the range of possible study options within the faculty’s diverse discipline areas. This would enable all relevant information to be made easily accessible to prospective students.

7. All degree options and credit arrangements should be codified, concise and simple to access and easy to understand. All possible course intersections should be identified, not only for those courses which have traditionally enjoyed clearly defined relationships. Presently, the pathways between TAFE courses and the Faculty programs are often predicated on a personal relationship forged by individual faculty members on their own initiative.

8. Easy to understand credit transfer possibilities and clear advice on precisely how to access all credit available to students should be developed.
Prospective students should be made aware of all potential course intersections so that they can make relevant and well-informed choices about the degree options available to them. The contact details of all relevant Faculty staff who will assist their selection and application process should be clearly accessible to students so that they may readily access any further information required about their chosen course.

9. **Steps should be taken at University and Faculty level to ensure prospective and current students feel that the university values their prior learning at TAFE**

Students who articulate into a degree program should feel that their academic experiences and TAFE qualifications are acknowledged and respected. This may be achieved by establishing specially allocated entry places for TAFE students and graduates. Flinders University has places set-aside specifically for TAFE entrants and offers guaranteed entry into degree courses to students who have successfully completed a Certificate IV or higher TAFE qualification. The TAFE qualification does not have to be in the same discipline area as degree program sought. The University of South Australia has similar policies, offering TAFE students specially allocated entry places. Deakin might improve the ease of entry into degree courses for TAFE students through seeking to prioritise TAFE achievements.

10. **The University should encourage the State government to promote TAFE to university pathways**

Many states have dedicated government websites devoted to articulation possibilities from TAFE to university in that state. For example the State Government of Queensland has a devoted website with PDF documents promoting pathways from TAFE to Universities in Queensland. Similarly, the government of New South Wales operates a website that clearly articulates pathways from TAFE courses into university degree courses at NSW universities. Victoria does not currently have such a website. In the absence of this centralised information, the onus on Deakin and the Faculty to form strong and viable relationships with the TAFE sector is even greater.

11. **The Faculty should ensure that all available support services for TAFE students at the university and Faculty are clearly publicised and made easily accessible**

All available support services must be promoted to TAFE students who enter the Faculty as research confirms the importance of such programs in supporting their success.

12. **The Faculty develop a ‘Pathways to Study’ link on its homepage similar to the one provided by the University of Ballarat providing faculty awards with links to TAFE programs with relevant advanced standing recognition.**
### Current and proposed course Intersections between TAFE courses and Faculty of Arts and Education courses
(Under revision February 2010)

<table>
<thead>
<tr>
<th>Faculty of Arts and Education Fields of Study</th>
<th>TAFE Course</th>
<th>TAFE Institution/s</th>
<th>Existing pathways</th>
<th>Proposed pathways</th>
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<tbody>
<tr>
<td><strong>COMMUNICATION and MEDIA</strong></td>
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<tr>
<td>Webmedia</td>
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<td>Gordon; Box Hill</td>
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<tr>
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<td>Diploma of Interactive Digital Media</td>
<td>Gordon; Box Hill</td>
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<tr>
<td>Journalism</td>
<td>Diploma of Arts, Professional Writing and Editing</td>
<td>Gordon; Box Hill</td>
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<td>Literary Studies</td>
<td>Certificate IV Liberal Arts</td>
<td>Centre for Adult Education Chisholm Gippsland Holmesglen Northern Melbourne Institute Swinburne University of Technology Victoria University Wodonga Shepparton</td>
<td>To be developed in 2010</td>
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</tr>
<tr>
<td></td>
<td>Diploma of Liberal Arts</td>
<td>Bendigo Box Hill CAE Chisholm Gippsland Holmesglen NMIT RMIT Ballarat VU</td>
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<td></td>
<td>Diploma of Professional Writing and Editing</td>
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<td>Certificate IV in Professional Writing and Editing</td>
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<tr>
<td>Media and Communication</td>
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<td>Box Hill</td>
<td>Up to eight credit points awarded towards the BA</td>
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<tr>
<td></td>
<td>Diploma of South West</td>
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<tr>
<td>Multimedia</td>
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<tr>
<td><strong>Public Relations</strong></td>
<td>Certificate IV in Business, Public Relations Advanced Diploma in Business, Public Relations</td>
<td>Gordon</td>
<td>Up to four credit points accredited towards BA (Public Relations) Up to eight credit points towards BA (Public Relations)</td>
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</tr>
<tr>
<td>Professional and Creative Writing</td>
<td>Diploma of Professional Writing and Editing Certificate IV in Professional Writing and Editing</td>
<td>Bendigo, Box Hill, CAE, Chisholm, Gippsland, Gordon, Holmesglen, NMIT, RMIT, Ballarat, VU</td>
<td>Up to eight credit points awarded towards BA (Professional and Creative Writing) To be further developed in 2010</td>
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**SOCIETY AND CULTURE**

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<tr>
<th>Australian Studies</th>
<th>Certificate IV in Liberal Arts</th>
<th>Centre for Adult Education Chisholm Gippsland Holmesglen Northern Melbourne Institute Swinburne University of Technology Victoria University Wodonga Shepparton</th>
<th>To be further developed in 2010</th>
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</thead>
<tbody>
<tr>
<td>International &amp; Community Development</td>
<td>Diploma of Liberal Arts</td>
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<td>Philosophy</td>
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<td>Politics and Policy Studies</td>
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<tr>
<td>Criminology</td>
<td>Advanced Diploma of Justice Studies</td>
<td>Chisholm (Frankston, Cranbourne); Holmesglen (Waverley)</td>
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<tr>
<td>Anthropology</td>
<td>Certificate IV in Liberal Arts</td>
<td>Centre for Adult Education Chisholm</td>
<td></td>
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<tr>
<td>Cultural Heritage and Museum Studies</td>
<td>Diploma of Liberal Arts</td>
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<tr>
<td>History</td>
<td>International Development Studies</td>
<td>International Relations</td>
<td>Arts</td>
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<tr>
<td>Language Studies (Arabic, Chinese/ Mandarin, Indonesian)</td>
<td>Certificate IV in Chinese, III in Arabic and II in Indonesian</td>
<td>Certificate IV Mandarin</td>
<td>Box Hill Holmesglen (Chadstone)</td>
</tr>
</tbody>
</table>

**PERFORMING AND CREATIVE ARTS**

| Animation | Diploma of Interactive Digital Media | Gordon, Box Hill |
| Dance | Certificate IV of Dance | Box Hill |
| Drama | Certificate IV in Musical Theatre | Box Hill |
| Film Studies | Certificate IV in Screen and Media | Box Hill |

***Arrangement in place whereby TAFE teachers in dance at Box Hill receive credit and recognition of their experience towards an MA (coursework) in dance and music at Deakin***

Up to eight credit points towards Bachelor of Arts or BA (Contemporary Arts)

***An arrangement exists for music students and musical theatre students at Box Hill contribute to film-making students' projects at Deakin, providing soundtracks to films, and receive credit***
<table>
<thead>
<tr>
<th>Field</th>
<th>Course Description</th>
<th>Location(s)</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graphic Design</strong></td>
<td>Diploma of Arts, Graphic Arts</td>
<td>Gordon</td>
<td>Up to eight credit points towards BA (Graphic Design, Visual Arts)</td>
</tr>
<tr>
<td></td>
<td>Certificate IV in Design</td>
<td>Box Hill</td>
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<tr>
<td></td>
<td>Certificate II in Printing and Graphic Arts</td>
<td>Box Hill</td>
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<tr>
<td><strong>Photography</strong></td>
<td>Diploma of Arts (Visual)</td>
<td>South West; Gordon</td>
<td>Up to eight credit points towards BA (Visual Arts)</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>Certificate IV in Visual Arts and Contemporary Craft (Waverley)</td>
<td>Box Hill; Gordon; South West</td>
<td>Up to eight credit points towards BA (Visual Arts)</td>
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<td></td>
<td>Diploma of Arts (Visual)</td>
<td>South West</td>
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<tr>
<td></td>
<td>Diploma of Arts (Tapestry)</td>
<td>South West</td>
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<tr>
<td></td>
<td>Diploma of Arts (Studio Textiles and Design)</td>
<td>Gordon</td>
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</tr>
<tr>
<td></td>
<td>***Bachelor of Arts (Visual)</td>
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<tr>
<td><strong>EDUCATION</strong></td>
<td>Diploma of Children’s Services</td>
<td>South West; Gordon</td>
<td>Up to 2 years credit towards Bachelor of Early Childhood Education</td>
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<td></td>
<td>Associate Degree in Early Childhood Education</td>
<td>Holmesglen (Waverley)</td>
<td></td>
</tr>
<tr>
<td><strong>Primary</strong></td>
<td>Certificate IV Liberal Arts</td>
<td>Centre for Adult Education</td>
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<td></td>
<td>Diploma of Liberal Arts</td>
<td>Chisholm</td>
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<td></td>
<td></td>
<td>Gippsland</td>
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<tr>
<td>Secondary (Science)</td>
<td>Certificate IV in Science</td>
<td>Holmesglen (Chadstone); Box Hill</td>
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<td></td>
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<tr>
<td>Certificate IV in Musical Theatre</td>
<td>Holmesglen Northern Melbourne Institute Swinburne University of Technology Victoria University Wodonga Shepparton Box Hill Gordon; Southwest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate IV Chinese; Certificate II Indonesian</td>
<td>Diploma of Arts (Visual)</td>
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</tbody>
</table>

***Rural and regional TAFE Institutes not all included in this Review for 2010***
Best Practice in Australian Universities

Case Studies in articulating from TAFE to universities

This section of the report reviews examples of best practice in other Australian universities, focusing on pathway policies and credit arrangements, and the marketing of these articulation pathways through university websites.

The University of South Australia offers specifically allocated university places for TAFE graduates. This allows students to gain easy entry through a well-articulated and defined entry pathway. The university also has in place excellent articulation policies which are clearly advertised and developed with strong links to South Australian TAFEs. However, a TAFE qualification does not automatically guarantee entry into desired degree program and the university retains specified admission standards. Flinders University also offers specifically allocated university places for TAFE graduates. This allows prospective university students easy entry through a well-articulated stream. The university offers guaranteed entry into degree courses to students who have successfully completed a certificate IV or higher TAFE qualification. The TAFE qualification does not have to be in the same discipline area as degree program sought. Entry into the Bachelor of Arts program is granted to students who have achieved a Certificate IV and credit is given for relevant units undertaken at TAFE.

Griffith University, in conjunction with TAFE Queensland, offers a number of dual Griffith University/TAFE programs. In most of these dual programs, students study the first year at TAFE, then study subsequent years at both TAFE and Griffith University gaining both a TAFE qualification and a Griffith University degree. Dual qualification students are made direct offers into a Griffith University degree upon satisfactorily completing the TAFE component of the dual program. Students do not need to re-apply through QTAC for their Griffith place.

The University of Ballarat provides a good example of transparent and clear articulation of links between the university and TAFE. The information displayed on the university’s website provides a direct and logical link from the homepage directly to the “Pathways to Study” site which is featured prominently and boldly on the main page. There is also a less obvious link on the side of the main page. The pathways page of the website clearly sets out all degree courses in discipline areas offered by the university alongside links to all TAFE programs with relevant advanced standing recognition. This website and university offers an excellent example for Deakin to follow as it is unusual in featuring extensive cross-referenced Arts and Education courses.

La Trobe University also provides an instructive example of good practice regarding the transparency with which information is displayed to TAFE students wishing to transfer into a degree program. The university website is easy to follow, comprehensive and logically set out. It lists all TAFE colleges and courses with which La Trobe has established credit arrangements with specific degree programs. This information is laid out in a table with the progressive headings: “These TAFE studies...give you credit for...in the following La Trobe course/s...” The web page is linked to all relevant degree or faculty pages at the university as well being linked to the relevant TAFE institute. However, very few credited pathways exist into arts and education degrees, and
generally courses in the areas of commerce and engineering are most frequently represented as viable pathway options.

The University of Adelaide also provides a website which delivers clear and logically organised information for prospective students. The university homepage directs students to a “TAFE credit transfer directory” or to the relevant faculty page for further information regarding advanced standing credit provisions. The University of Tasmania provides a direct and easy to follow website for prospective students seeking admission and credit from TAFE. The website directs prospective students to “Double Advantage” page which explains the university’s policy regarding articulation from TAFEs (or polytechnics) and the university. The university actively promotes and advocates the possibility and advantages of studying concurrently, gaining two qualifications, directing students to website outlining all subjects areas in which this double advantage study is possible. The University of New England homepage displays a prominent and bold link to “Pathways to UNE” which links to a page that outlines a comprehensive list of questions related to advanced standing arrangements.

Case Studies within the Faculty of Arts and Education

Early Childhood Education
The Bachelor of Early Childhood Education (BECE) offers an instructive example of a degree program that builds directly on the skills and knowledge that students have gained through studying at TAFE. The Deakin BECE offers students who have already achieved a two-year TAFE qualification in early childhood education, the Diploma in Children’s Services, to enter university at third year level, gaining full credit for the completion of the TAFE course. Students gain a four-year university degree in two years full-time study. The success of this course is partially attributable to the collaborative and cooperative arrangements between Deakin and a number of TAFE colleges. In 2009 the first students graduated with four-year degree qualifications.

Communication and Creative Arts
The School of Communication and Creative Arts has also forged strong discipline-specific relationships with TAFEs. Maintaining credit transfer arrangements has attracted students into its degree courses at Deakin. Credit arrangements exist in the areas of graphic design, multimedia and creative writing. Within these specific and targeted disciplines the School offers students between eight and twelve credits in recognition of prior and relevant study. The advanced standing committee ensures that the standards and currency of curriculum in relation to courses at Holmesglen are maintained. TAFE teachers of dance receive credit towards an MA at Deakin in recognition of their industry experience. Credit arrangements also exist through which TAFE fine arts students can receive up to a full year of credit towards a BA.
Research Context on the TAFE student experience

Introduction

The articulation between TAFE institutions and universities in Australia is a matter of public policy discussion and an issue of increasing interest to the sector. Transition between institutions is becoming increasingly viable and desirable as once rigid administrative admission policies at universities are liberalised. Research suggests that students who articulate into university degree courses from TAFE perform as well as, if not better than, students who enter university through more conventional channels, while retention rates for these students are also better than for students who enter university directly from school (PhillipsKPA, 2006).

There is little or no research directly on students transferring from TAFE to universities in order to undertake courses in arts and education faculties, but there is research on the subject the TAFE student experience at universities more generally (MacKenzie, 2006). The federal government Department of Education, Science and Training commissioned a report into the general issue of articulation between higher education institutions. This commission resulted in the consulting firm PhillipsKPA (2006) producing an extensive report, entitled 'Giving Credit Where Credit is Due', which identified areas of policy concern and approaches to teaching and learning in the higher education sector that could be improved. Helen Cameron (2004) undertook a similar research study based on a small sample of students who had successfully transferred from TAFE to study in a range of disciplines at the University of South Australia. While the scope of Cameron’s research is specific and concentrated on a small cohort of students it remains a highly relevant and topical study for comparison to policy implications and understanding of the student experience in the Faculty of Arts and Education.

There is a rich range of research available on the broader context of equity and access in post-secondary education for students from variously disadvantaged backgrounds (Murray-Harvey, 1996; Birrell et al., 2000; Watson & Pope, 2000; Rushbrook, 1997; Cantwell et al., 2001; Levy & Murray, 2005; Terrell, 2004). Similarly, research exists on the efficacy of isolated programs designed to facilitate entrance to university for students from specific TAFE courses, mostly in the fields of Business and Information Technology (Broughton, 2005) and business and law (Pearce et al., 2000). There is also some analysis of the relationship between TAFE and university institutions broadly. An example of this research concerns the symbiotic nature of institutions that contain within them both TAFE and university sectors, such as the report authored by Victoria University Vice Chancellor Liz Harman (Harman, 2006). While such an arrangement is relevant to this study, ultimately Deakin University cannot aim to compete directly with universities that possess an in-built TAFE feeder of potential students.

The recent Review of Australian Higher Education recommends that more streamlined regulatory processes facilitate increasing flexibility between VET colleges and universities, enabling a degree of intersection of qualification provision and education as higher education providers adapt to meet the needs of the market into the future (Bradley, 2008). The Bradley Review also recommends that the pathways operating in both directions between the sectors be made clearer and stronger (Bradley, 2008: 179). With this policy shift in mind, this review seeks to understand the factors affecting a strong and mutually beneficial relationship for TAFE students and the Faculty. It
examines the inter-related topics of access to university from TAFE courses and the concurrent diversity of a student population, alternative entry pathways into tertiary education and discussion of the cultural intersections and barriers between TAFE and universities in Australia. This review analyses research from a range of sources including an assessment of reports, statistics and policy as published by the federal government Department of Education, Science and Training (DEST).

Since the major structural, administrative and funding changes implemented from the early 1990s, universities and the Vocational Education and Training Sector (VET) have adapted and merged in their respective roles as educational providers. Historically, these sectors have remained distant from each other, each servicing a specific and niche market-role within the sector. TAFE education has traditionally provided technical and vocationally focussed training catering for members of the so-called “paraprofessional” class, while universities conventionally engage students more broadly and academically and provide qualifications for professional occupations. This distinction within the community has become blurred as universities have adapted to private sector pressures for higher education to meet increasingly specific vocational demands in society.

Pithers and Holland argue that students who enter university from a vocational training background, or as mature age students with experience in the workforce, increasingly view themselves as clients or customers of the university they attend (Pithers & Holland, 2002). As universities compete for students within an increasingly decentralised free market-style funding environment the pressure to specify course objectives and vocational training, with defined career outcomes, becomes standard university procedure. This shift facilitates an opportunity to create a more seamless relationship between TAFE colleges and universities. As Alan Reid describes, the educational landscape has become more flexible in recent years. He argues that,

Work experience programs, school-based apprenticeships, VET programs, university subjects studied at school and online learning are all examples. Common to most of these are attempts to blur the traditional boundaries between schools and post-school options (Reid, 2008: 18).

Confirming the desire for educational institutions to become more permeable and adaptable, the recent Review of Australian Higher Education observed that, “it is no longer helpful to see stark contrasts between higher education and VET in the level and types of qualifications they deliver” (Bradley, 2008: 180). While the report acknowledges the traditional differences between the two sectors and argues for the inevitability of the higher education sector merging towards an increasingly synthesised delivery of higher education, ultimately it recommends that the VET and university organisations retain the respective strengths of their uniqueness. The report further argues that the VET system meets “urgent and vital national needs for particular vocational skills and its primary purposes must not be unreasonably distorted by any need to increase higher education participation” (Bradley, 2008: 181). It concludes by recommending that what is needed is a greater synchronisation of planning, more transparent and accessible advice to students about their choices and the coordination of service provision and delivery, rather than “the subsuming of one sector by the other” (Bradley, 2008: 181). Simply put, the review recommends that Australia must implement clear and achievable objectives towards improving participation and completion rates of higher education courses while maintaining both the TAFE and university sectors.

Australia has fallen to ninth place out of thirty OECD nations in terms of population
numbers aged 25-34 with degree-level qualifications (Bradley, 2008: xi). Access Economics predicts that from 2010 the supply of Australians with under-graduate degrees will be inadequate to meet with market demand (Bradley, 2008: xi). In order to meet this need for skilled people in the workforce, universities must seek to increase the participation of people from disadvantaged backgrounds who remain under-represented in the higher education sector.

**Access, Equity and Diversity**

In line with other OECD countries, Australia is moving towards realising a goal of universal participation in tertiary education. Based upon recommendations of the Bradley Review, the federal government has implemented targets to boost the number of university graduates from disadvantaged backgrounds, stipulating that twenty percent of Australian undergraduate students must be from poor backgrounds by 2020 (Perkins, 2009). Leesa Doughney argues that while this concern is driven primarily by the need to equip citizens with complex knowledge and evolving skills, there is also a significant rationalisation of social justice to be pursued (Doughney, 2000: 1). Achieving equity in access to university education remains a significant and problematic issue for the Australian Government. As demographer Bob Birrell et al’s research suggests, despite the government emphasis on equity and diversity policies relating to higher education, little improvement towards achieving the goal of increased access of those from economically disadvantaged social circumstances has occurred (Birrell et al, 2000: 50).

Students who commence their post-secondary studies at TAFE colleges and articulate to university courses are often from disadvantaged socio-economic backgrounds. Coupled with the social, cultural economic and linguistic challenges of background, these students frequently have experienced difficulty with formal education, rendering the transition to university study challenging (Cameron, 2005: 3). On the other hand recent research has suggested that academic achievement at high school does not necessarily influence the likelihood of success of students at university (Levy & Murray, 2005). It is, therefore, imperative that universities implement programs that will assist students in their transition to tertiary education, being explicit about the expectations and responsibilities on students undertaking university study.

**Challenges and benefits experienced by students entering university through non-traditional pathways**

Students articulating into university courses through TAFE pathways represent one of this multitude of alternative entry paths to higher education. Examples of these alternatives include university bridging and preparation courses, special tertiary entry examinations, recognition of prior work experience, foundation study programs and mature age entry criteria. Empirical research strongly suggests that students who enter university through a range of alternative pathways, indirectly from secondary school study, benefit greatly through support programs and networks developed to assist with the transition to tertiary study.

Jill Lawrence conducted research on the subject of students’ construction of their experience of university through alternative entry pathways (Lawrence, 2004). This study found that the qualities of flexibility, perseverance and commitment to pursuing a university education were key to successful use of alternative pathways, while support programs and networks assisted students to adapt to the university environment. Her
research followed the experiences of mature age students who entered the University of Southern Queensland through various alternative pathways. She found that participants who had undertaken previous study through either a TAFE or a university preparatory course were those who continued with their university study and had the highest rates of success in tertiary education generally (Lawrence, 2004: 237). Simply, Lawrence’s research demonstrates that there is a correlation between prior TAFE study and future success at university. However, this view of the inherent benefits of TAFE study is tempered by research that suggests that while there are evident advantages of TAFE study for students wishing to pursue university education there are also concurrent challenges that these students face. Students who enter university via alternative pathways including through TAFE, are often from disadvantaged backgrounds and therefore carry with them into their university study additional issues potentially affecting their academic performance, often finding the culture and expectations of university difficult to adapt to, while also struggling to meet financial and personal commitments (Cameron, 2004).

Conclusion
The literature examined in this report suggests a number of important points regarding the significance of articulation from TAFE to university education paths. The review of the research demonstrates that students who commence university study via indirect pathways – not directly from secondary school – and who have undertaken a course of study at a TAFE college, often have higher than average retention rates and perform better in their academic results. While the articulation of students from TAFE into university courses remains a relatively new area of educational research, there is sufficient evidence to suggest that students who utilise this pathway into tertiary education benefit from the recognition of their indirect educational path into university. The provision of information and support programs to assist students to negotiate the transition between TAFE and university remains an important factor in the academic success of these students.
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