

Recommendations of the National Study on Credit Transfer from VTE to higher education and MCEETYA responses

Recommendation	Response
RECOMMENDATIONS DIRECTED TO MCEETYA AND/OR THE COMMONWEALTH, STATES AND TERRITORIES	
<p>Recommendation 1: Funding incentives</p> <p>That DEST work with States/Territories to provide funding incentives to higher education institutions to increase the numbers of VTE students granted credit. The full range of possible options should be considered in consultation with the higher education sector. The options to be considered should include, but not be limited to:</p> <ul style="list-style-type: none"> (a) building a financial incentive such as a loading or bonus into Commonwealth-supported higher education places that involve the equivalent of at least one year of credit for prior VTE studies; (b) a performance-based funding scheme similar to that used for the funding of Aboriginal and Torres Strait Islander students; and/or (c) joint Commonwealth and State funding for additional places earmarked for credit transfer to be made available to the higher education sector. 	<p>MCEETYA notes that individual jurisdictions may choose to progress these recommendations without there being any implication that the responsibility for funding for each sector should change.</p>
<p>Recommendation 2: Competitive funding</p> <p>That DEST, with contributions from States/Territories, establish a funding scheme to be allocated on a competitive basis to assist VTE and higher education institutions develop the appropriate systems, policies, structures and processes to support effective credit transfer from VTE to higher education. Conditions for receiving funding would include meeting the minimum institutional requirements for credit transfer arrangements set out in this report. To ensure that funded initiatives are sustainable, funding would need to be available for at least three years.</p>	
<p>Recommendation 3: Developing common terms</p> <p>That MCEETYA work collaboratively with the VTE and higher education sectors to agree on common terms and definitions to be associated with credit transfer and articulation and then embed the use of these terms and definitions within core policies and documents, as well as within institutions. The typology and definitions developed in this study and in the AQF guidelines should be used as a starting point.</p>	<ul style="list-style-type: none"> i The JCHE has referred this recommendation on developing more consistent terminology to the AQFAB, requesting that they address this issue by mid 2007; and ii The JCHE should provide a progress report to MCEETYA by November 2007.
<p>Recommendation 4: Quantitative study</p> <p>That MCEETYA, in addition to its planned changes to system-level data collection, commission a study involving quantitative data collection and analysis to provide information about current levels and outcomes of credit transfer. This should involve</p>	<ul style="list-style-type: none"> i MCEETYA supports in principle the concept of a quantitative study to collect and analyse data on credit transfer, however this is unlikely to be productive until improved data becomes available from 2009; and

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determining, more accurately, current levels and trends of credit transfer including an analysis of factors impacting on the levels of credit transfer such as issues of student demand and unmet demand.	ii The JCHE should ask MCEETYA to reconsider this recommendation in 2009 once data is available.
<p>Recommendation 6: Address funding and administrative barriers</p> <p>That the Commonwealth and State/Territory governments work together to address the funding and administrative barriers to credit transfer over which they have responsibility. This will need to involve collaboration between the higher education and VTE sections of these governments, as well as between the Commonwealth and State/Territory governments.</p>	MCEETYA considers that the precise nature of the funding and administrative barriers is not clearly articulated in the report. There may be a wide range of barriers that are the responsibility of a number of agencies, but without more detail on what are the specific barriers that need to be addressed it will be difficult to act on this recommendation.
<p>Recommendation 7: Revising good practice principles</p> <p>That MCEETYA undertake a revision of the Good Practice Principles to take into account the terminology and findings from this study and to enable input from the VTE and higher education sectors. The various national guidelines and principles should be brought together into a single set of documentation.</p>	<p>The JCHE should:</p> <ul style="list-style-type: none"> i ask AQFAB to combine the two sets of MCEETYA credit transfer principles into one document, and establish links with related AQFAB and AVCC guidelines; ii encourage appropriate dissemination and promotion of the combined principles; and iii provide a progress report to MCEETYA by November 2007.
<p>Recommendation 12: Agencies and peak bodies work to disseminate information</p> <p>That DEST, the States/Territories, the AVCC and other relevant peak bodies work together to assist institutions to disseminate information about systems that administer, record, promote and monitor credit transfer arrangements. This assistance should also extend to encouraging and supporting the collaborative development of new or improved systems where necessary. The AUQA Good Practice Database could be used to record good practice examples.</p>	<p>The JCHE should:</p> <ul style="list-style-type: none"> i highlight this recommendation for consideration by peak bodies and institutions when the report is publicly released; ii discuss with AUQA the prospect of using the Good Practice Database as a mechanism for implementation of this recommendation; and iii report back to MCEETYA on this issue by November 2007.
<p>Recommendation 13: Study on credit assessment processes</p> <p>That MCEETYA commission a study to examine ways in which VTE credentials are assessed within admissions processes across Australia and make recommendations to ensure consistency and equitable treatment both within State Admissions Centre processes and within institutions.</p>	<ul style="list-style-type: none"> i MCEETYA supports in principle the concept of a study to examine ways in which VTE credentials are assessed within admission processes. ii The JCHE should further consider recent studies which may include relevant information about the assessment of VTE credentials in higher education admission processes. iii The JCHE should provide further advice to MCEETYA on this recommendation by November 2007.
<p>Recommendation 16: National forum on credit transfer</p> <p>That MCEETYA sponsor a regular national forum on credit transfer to share examples of good practice, analyse trends in levels of credit transfer and highlight issues that need to</p>	<ul style="list-style-type: none"> i MCEETYA supports in principle, the concept of a national forum on credit transfer; ii Victoria hosted a forum on credit transfer in November 2006. The

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be addressed to enhance opportunities for credit transfer.	<p>forum was well attended. There was a general consensus at its conclusion that a national forum held annually would be a useful way to share good practices in credit transfer;</p> <p>iii Victoria is planning to host another credit transfer forum in 2007. Other jurisdictions will work with Victoria to broaden the scope of this forum; and</p> <p>iv The JCHE should report back to MCEETYA on this issue by November 2007.</p>
<p>Recommendation 17: Credit transfer from higher education to VTE</p> <p>That MCEETYA commission further work to investigate credit transfer arrangements, policies, practices and outcomes for students moving from higher education to VTE.</p>	<p>i MCEETYA considers that there is not sufficient information in the report on whether there are difficulties with credit transfer and articulation from HE to VTE; and</p> <p>ii This recommendation should be referred to the NQC for advice on the need for an additional study.</p>
RECOMMENDATIONS DIRECTED TO OTHER AGENCIES	
<p>Recommendation 8: Strengthening the AQF</p> <p>That the AQF Advisory Board continue to explore ways in which the AQF can provide a stronger basis for credit transfer arrangements between VTE and higher education qualifications. This could possibly be done through a common framework underpinning a common taxonomy or language for descriptors of qualifications accredited in the VTE and higher education sectors, making the interrelationships among the qualifications more explicit.</p>	<p>i The JCHE has referred this recommendation to the AQFAB requesting that they address this issue by mid 2007.</p> <p>ii The JCHE will provide a progress report to MCEETYA by November 2007.</p>
<p>Recommendation 14: VTE graded assessment</p> <p>That the VTE National Quality Council hasten efforts to develop and implement processes of graded reporting of assessment of student outcomes for VTE programs at least at the certificate IV and diploma levels.</p>	<p>The JCHE has sought input from the NQC on implementing this recommendation. The JCHE will report on progress with this recommendation to MCEETYA by November 2007.</p>
<p>Recommendation 15: VTE training packages reform</p> <p>That the VTE sector explore ways of maximising opportunities for credit transfer within the development and dissemination of National Training Packages. Industry Skills Councils should strengthen input from the higher education sector to the development of National Training Packages. The National Quality Council should review the Training Package Development Handbook to ensure that competency standards and their packaging into AQF qualifications are defined in ways that maximise opportunities for developing credit transfer arrangements between VTE and higher education qualifications while also meeting industry needs. Strategies should be developed for conveying</p>	<p>i DEST will implement this recommendation through changes to the Training Package Development Handbook and cooperation with the Industry Skills Councils.</p> <p>ii The JCHE will provide a progress report to MCEETYA by November 2007.</p>

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information to the higher education sector about changes to National Training Packages to facilitate credit transfer arrangements.	
RECOMMENDATIONS DIRECTED TO INSTITUTIONS	
<p>Recommendation 5: Institutional approaches</p> <p>That the AVCC and other relevant peak bodies, in collaboration with interested institutions, develop institutional approaches for monitoring trends in and evaluating credit transfer outcomes at the institutional level and support institutions to implement those approaches.</p>	<p>The JCHE should:</p> <ul style="list-style-type: none"> i write to peak bodies seeking comments on recommendations 5, 9, 10 and 11, and their support to implement them; ii seek advice from AUQA about considering credit transfer practices as part of their audits; and iii ask the peak bodies and AUQA to provide feedback on action taken in relation to these recommendations, for reporting back to MCEETYA by November 2007.
<p>Recommendation 9: Institutional self-review</p> <p>That institutions use the Good Practice Guides within this report to review their own practice in credit transfer and to implement improvements. Evidence of such self-reviews and their outcomes should be a focus of quality assurance processes overseen by AUQA and the NQC.</p>	
<p>Recommendation 10: Structured credit preferable</p> <p>That institutions implement strategies to move towards more structured, rather than unstructured or individual, credit transfer arrangements.</p>	
<p>Recommendation 11: Institutional strategies</p> <p>That institutions implement strategies to ensure appropriate leadership, co-ordination and systems are in place to support effective credit transfer arrangements.</p>	