



Education and Training

# Creating a connected ACT tertiary education environment

A DISCUSSION PAPER

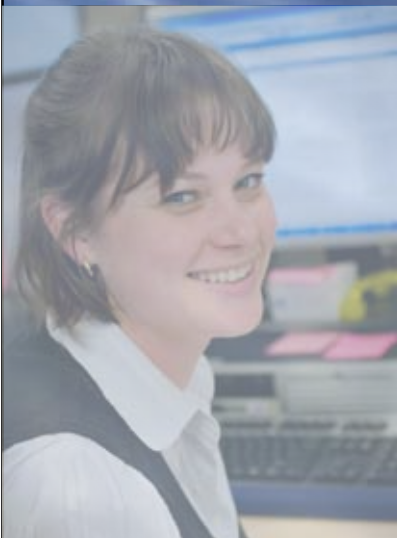


*"The nation will need more well-qualified people if it is to anticipate and meet the demands of a rapidly moving global economy. ... We need to turn the rhetoric of lifelong learning into a reality".*

Professor Denise Bradley  
Review of Australian Higher Education, December 2008

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## Our task

Australia's tertiary and training landscape will be transformed in the years ahead.

The Bradley Review has foreshadowed a new era in tertiary education. In training, we must respond to skills shortages, engage with a national vocational education and training (VET) regulator and implement our 'learn or earn' commitment to students.

**The Australian Capital Territory has a unique opportunity to create a truly connected and integrated education environment which gives students what they want and need.**

The ACT has strong foundations – the Australian National University, University of Canberra, Canberra Institute of Technology and many other vocational and higher education providers. We have a strong culture of training in our schools.

The challenge is social and economic. It is both supply and demand driven.

We must focus on students. We need to deliver the courses and qualifications they want. We need an education environment which is easier for students to navigate. If a student wants to create a new combination of courses, across institutions, funding and administrative arrangements should not stand in their way.

At the same time, we must give industry the skilled workforce that it needs. The ACT must improve supply side levers to meet current and future demand. We need to enhance productivity and economic growth.

Most of all, we should reward innovation. We need incentives to improve the quality of education. We must get the balance right between competition and collaboration.

Change is challenging. But change is constant.

I want to create a vision which sets the ACT apart as Australia's lifelong learning capital. This discussion paper is the first step in that conversation.

There is much to do, and much at stake, so we will take our time to get it right.

**But now is the time for bold ideas. Now is the time for reform.**

**Andrew Barr**

Minister for Education and Training

May 2010

## Our challenge

### Lifelong learning

The challenge for tertiary education in the ACT is to:

- provide individual students with 'better connected learning' (Deputy Prime Minister and Minister for Education, March 2009)
- achieve a true lifelong learning environment by providing ease of movement through every part of the education system at various stages of a person's life
- offer attractive and relevant education programs so that people continue to develop their skills to respond productively and flexibly to the labour market, in the interest not only of economic growth but also the development of a more fulfilled and tolerant community<sup>1</sup>
- facilitate a knowledge economy as a means for industry and business to innovate.

Reducing duplication, increasing educational collaboration and improving efficiency in the ACT tertiary education system will be fundamental to this task.

### Tertiary context

For some time people have known that there is considerable financial advantage to gaining new skills and knowledge.

With smaller and smaller numbers of young people, Australia also needs its mature workers participating for longer in the workforce and with higher levels of skills. Quality of life improves with more education. These longer careers and the desire for quality of life also drive individuals to undertake further education.

The tertiary sector is critical to further education. Sometimes this education may be at a higher qualification than the person currently holds, or in a different field of study. Education is less and less a linear pathway. People choose where and what to study according to many competing demands in their lives.

This means that many ACT people will participate in learning throughout their lives, and although their pathway might be from vocational education to higher education it may equally be in reverse.

ACT tertiary students are those who are in a post-secondary school learning environment. They include school leavers, other young people, employed persons learning for personal fulfillment or career growth, employees funded by their employer for enhanced job performance, and job seekers acquiring new skills to gain employment.

At each stage students should have ease of access to tertiary education so that they can achieve their full potential. That is, students must be central to the discussion and our mission must be to enhance their lifelong learning opportunities and experience.

It is important that students are able to move between education providers. That is, students should be able to learn in an environment that provides pathways for further study with a different tertiary education provider regardless of whether it is at the same, higher or a different level of qualification. These seamless pathways are the crux to creating real lifelong learning opportunities.

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<sup>1</sup> ACT Skills Future: Key initiatives in a long term strategy to address the skills challenge, Australian Capital Territory, December 2008.

## Questions to focus the conversation

The ACT Government needs to monitor and analyse the effectiveness of the tertiary sector for the challenges ahead. Greater participation in tertiary education needs connectivity between the various parts of the system and between the system and industry.

To tackle these challenges, you are invited to respond to three themes posed as questions about the directions of ACT tertiary education. Each of these themes is led by a top-level question linked with a series of more specific questions (questions are listed from page 14). In summary, these questions ask that you consider:

1. How can tertiary education providers meet ACT industry and professional needs for innovation and growth? (page 14)
2. What needs to be strengthened for the ACT to improve school retention rates and encourage tertiary education pathways, particularly for those disconnected from the community and education and training? (page 16)
3. How can the ACT tertiary education system be connected to provide enhanced and sustained lifelong learning opportunities? (page 17)

In answering these questions, the outcomes we aim for are:

- tertiary education providers working more closely with industry
- smoother transitions between school and tertiary education or employment
- engagement of individuals outside the tertiary system
- better connections between universities, and between universities and the Canberra Institute of Technology (CIT) and other Registered Training Providers (RTOs)
- seamless pathways between all parts of the education system to enable true lifelong learning opportunities.

## Our context

### The national challenge for education

As a result of the report of the Review of Australian Higher Education, the Council of Australian Governments (COAG) has agreed to major national growth targets which include:

- 40% of people aged 25 to 34 attaining bachelor degrees by 2025
- doubling the number of higher order completions (diploma and advanced diploma) between 2009 and 2020
- 90% of people aged 20 – 24 completing year 12 or equivalent qualifications by 2015 (COAG has defined equivalent as Certificate III from 2020) [*The ACT has set a target of 95% of 19 year-olds completing year 12 or equivalent by 2013 in The Canberra Plan*]
- halving the number of people without qualifications at Certificate III or above between 2009 and 2020
- greater participation in tertiary education from under-represented groups, including those from low socio-economic status (SES) communities.

Other education initiatives are:

- removing limitations on how universities respond to student demand from 2012 as caps are lifted on the number of university places they can offer
- the National Partnership on Youth Attainment and Transitions, which aims to increase the participation and engagement of people aged 15-24 in education and training
- new national quality regulation arrangements for higher education and vocational education and training (VET).

It is also important to note the importance to the ACT economy of both:

- international students
- university research income and profile.

## The ACT situation

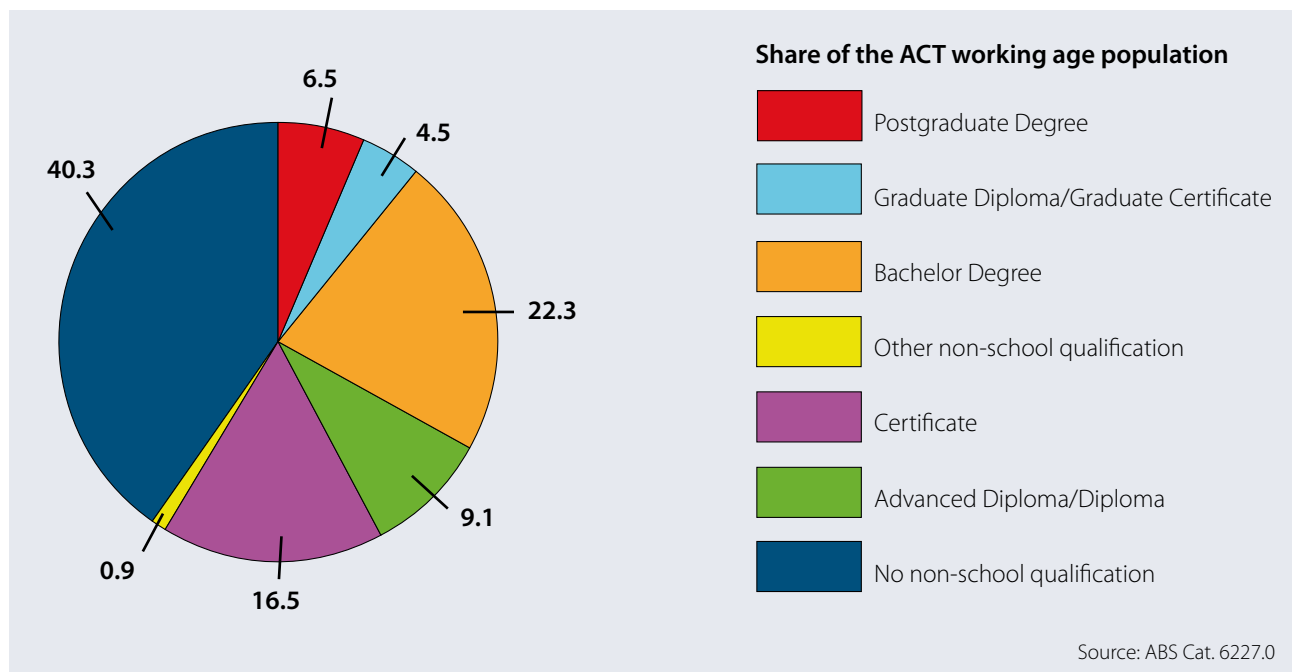
Like all states and the Northern Territory, the ACT must play a part in meeting targets.

As Jason Clare, Parliamentary Secretary for Employment, said recently ‘the workforce of the future will have a lower proportion of low-skilled people – in the United States three out of four new jobs created will require post-secondary

skills. There will also be increasing numbers of professionals’<sup>2</sup>.

While ACT has a highly educated workforce, many people have no formal post-school qualifications. The chart below, using ABS data, indicates that four out of ten people of working age in the ACT have no ‘non-school qualifications’. This impacts on the length of their productive life and also on their income and adaptability to change in the workforce.<sup>3</sup>

### Educational qualification of ACT working age population (May 2006)



<sup>2</sup> Presentation to Australian Workplace Conference, Sydney, 31 March 2010.

<sup>3</sup> ACT Skills Future: Key initiatives in a long term strategy to address the skill challenge. Australian Capital Territory, December 2008.

## ACT employment

The ACT has a high percentage of workers in occupations requiring qualifications. To meet future demands for a workforce with the right mix of cognitive and technical skills that will equip the ACT to strengthen its knowledge economy, more people will need higher levels of qualifications.

The major workforce sector in the ACT is Government and Defence. Property and Business Services, Retail and Education are also strong sectors. Consistent with national trends the ACT also has high numbers of people working in both health and community services and construction.

These figures are shown on the following table:

### Industry employment, ACT, 2001 to 2006<sup>4</sup>

Industry (1 Digit ANZSIC)	2001	2006	2001	2006	change 2006/2001 %
Government Administration & Defence	38,853	50,958	24.1%	28.9%	31.2%
Property & Business Services	23,692	21,658	14.7%	12.3%	-8.6%
Retail Trade	19,666	19,342	12.2%	11.0%	-1.6%
Education	14,193	15,367	8.8%	8.7%	8.3%
Cultural & Recreational Services	10,899	11,567	6.8%	6.6%	6.1%
Health & Community Services	8,379	9,872	5.2%	5.6%	17.8%
Construction	7,763	9,555	4.8%	5.4%	23.1%
Accommodation, Cafes & Restaurants	7,987	7,951	5.0%	4.5%	-0.5%
Personal & Other Services	6,394	7,208	4.0%	4.1%	12.7%
Manufacturing	5,437	5,247	3.4%	3.0%	-3.5%
Other smaller sectors					
Transport & Storage, Electricity, Gas & Water Supply, Mining	5,127	4,974	3.2%	2.8%	-3.0%
Finance & Insurance, Communication Services	6,289	5,685	3.9%	3.2%	-9.7%
Wholesale Trade, Agriculture, Forestry & Fishing	3,772	3,609	2.3%	2.0%	-4.3%
Not stated/non classifiable	2,633	3,293	1.6%	1.9%	25.1%
<b>Total</b>	<b>161,084</b>	<b>176,286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>9.4%</b>

4 Source: ABS Census of Population and Housing, 2006.

## University destinations for study

It is interesting that the ACT has a larger percentage of its residents studying at a university outside the ACT than any other jurisdiction apart from the Northern Territory. In 2008 over 30% of ACT residents studying with a higher education provider were studying at a non-ACT university.

This is probably a result of the ACT's geographical proximity to two major cities (Sydney and Melbourne) and student demand for courses not on offer in the ACT.

However, it offers an opportunity for ACT providers to increase student numbers by both:

- making it more attractive to ACT students who leave to study elsewhere to remain in the ACT
- attracting greater numbers of students from other States to the ACT for study.

### University students by State of home residence and State of higher education provider<sup>5</sup>

STATE of permanent home residence	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	MULTI-STATE	TOTAL
NSW	223,979	5,554	6,459	2,708	1,035	715	328	5,058	6,233	252,069
VIC	8,711	165,677	3,702	863	1,491	763	574	886	5,190	187,857
QLD	8,421	2,466	129,066	806	705	268	592	464	2,612	145,400
WA	1,876	1,302	1,089	70,591	305	97	391	166	200	76,017
SA	1,886	1,342	680	412	48,054	122	774	138	178	53,586
TAS	897	1,036	363	225	195	13,330	26	104	123	16,299
NT	577	411	563	210	454	23	3,834	96	64	6,232
ACT	4,160	867	595	177	173	43	30	14,434	568	21,047
<b>Total Australia</b>	<b>250,507</b>	<b>178,655</b>	<b>142,517</b>	<b>75,992</b>	<b>52,412</b>	<b>15,361</b>	<b>6,549</b>	<b>21,346</b>	<b>15,168</b>	<b>758,507</b>
Outside Australia	81,970	100,128	50,828	35,769	23,587	4,830	447	6,443	3,586	307,588
<b>TOTAL</b>	<b>332,477</b>	<b>278,783</b>	<b>193,345</b>	<b>111,761</b>	<b>75,999</b>	<b>20,191</b>	<b>6,996</b>	<b>27,789</b>	<b>18,754</b>	<b>1,066,095</b>

5 DEEWR Higher Education Statistics: Students Full Year, 2008.

## Tertiary education in the ACT

### ACT colleges

In 2010, 4705 year 12 students are enrolled in the ACT.

ACT year 12 retention rates are strong. Most recent Census data indicated that over 80% of people aged 19 in the ACT had attained Year 12 compared to the Australian figure of 69%.<sup>6</sup>

In the ACT the number of Year 12 Certificates awarded as a percentage of the total number of students enrolled in year 12, according the February Census of that year, is shown in the following table. It shows an increase each year since 2007.

	2007	2008	2009
Year 12 Certificates awarded of total enrolled in Year 12	84.4%	87.6%	92.2%

The ACT Government aims to increase retention to year 12 and better integrate secondary education with vocational education and training and higher education. Through enhanced lifelong learning opportunities, all young people will have improved opportunities to transition from school to further education or employment.

Other ACT Government initiatives aimed at retaining young people in a learning environment and prepare them for employment include:

- 'learn or earn', where all young people 24 years or under are guaranteed a place in a learning environment if they are not in the workforce

- 15 ACT providers of year 11 and 12 (including both government and non-government) are RTOs offering VET programs
- ACT Youth Commitment to ensure that no young person is lost from education, training or employment and each person is given the best chance of reaching their potential
- legislation which requires participation in education or training to age 17 from 2010
- Trade Training Centres are being established to help increase the proportion of students achieving year 12 or equivalent qualification and help address skill shortages in traditional trades and emerging industries.

The ACT Government is aiming for 100% retention to year 12 with maximum opportunities for all to transition to further education or employment.

### Tertiary education providers

The ACT has some of the nation's leading tertiary education providers with national and international reputations in their respective markets. These exist within close proximity of one another and provide a broad range of qualifications to local and regional Australians and growing numbers of international students.

These tertiary education providers are pivotal to the economy of the ACT, developing a skilled workforce to meet ACT industry needs and creating wealth through export income. They provide an essential component of the ACT community, in the services they provide directly and in the support they give to primary and secondary education and community groups, and the contribution they make to the ACT social fabric.

While a discussion about apprenticeships, traineeships and vocational education in schools is important, it is essential that this also addresses acquisition of higher qualifications. It is frequently people with higher qualifications who promote research and innovation and meet ACT industry needs for knowledge workers with high levels of cognitive capabilities as well as technical skills.

The tertiary system in the ACT includes four universities located in the ACT, other universities offering programs in the ACT, Canberra Institute of Technology (CIT) as the public VET provider and approximately 130 RTOs.

Funding for the universities comes primarily from the Commonwealth Government. University regulation will shortly be under the control of the new national regulator, Tertiary Education Quality and Standards Agency (TEQSA).

CIT reaches over 20,000 people annually in the ACT and surrounding region. As a leading VET provider CIT is an integral part of the ACT, offering training and education to individuals and industry from certificate to degree programs. As part of changes to vocational education nationally regulatory responsibility is transitioning from ACT Government to a new national VET regulator.

The four universities in the ACT are the University of Canberra (UC); Australian National University (ANU); campus of the Australian Catholic University - Signadou (ACU); and University of NSW at the Australian Defence Force Academy (UNSW@ADFA).

## Students in tertiary education

Numbers of students in tertiary education are shown in the table below.

The table shows the number of students studying at CIT or a university in the ACT.<sup>7</sup> The figures include overseas fee-paying students. CIT figures do not include students enrolled in non-accredited adult and community education (ACE) or Adult Migrant English Program (AMEP).

	2007	2008	2009
CIT	18,796	19,993	21,073
UC	10,722	11,189	11,108
ANU	15,416	16,600	15,705
ACU	699	743	810
UNSW@ADFA	2,151	2,344	2,489
<b>Total</b>	<b>47,784</b>	<b>50,869</b>	<b>51,185</b>

Post graduate students contained in the above figures are as follows:

	2007	2008	2009
UC	3,133	3,133	2,836
ANU	6,027	6,789	6,065
ACU	227	221	228
UNSW@ADFA	937	1,287	1,324
<b>Total</b>	<b>10,324</b>	<b>11,430</b>	<b>10,453</b>

7 DEEWR Higher Education Statistics: Students Full Year, 2008.

### University of Canberra (UC)

The ACT legislation, the *University of Canberra Act 1989*, established the UC, which now caters for students from over 80 countries and educates them to undertake around 30 different professions including health, education, resource science, communication, design, business and government and international studies.

### Australian National University (ANU)

ANU's mission 'is an education-intensive research institute of international distinction. As Australia's national university, ANU sets the standard in research, education and community engagement of issues of national and international importance.'<sup>8</sup>

### Australian Catholic University (ACU)

ACU is a public university formed under company legislation in Victoria. It has six campuses around Australia including the Signadou campus in Canberra. Signadou focuses on education, nursing, social work and theology.

### University of NSW

University of NSW (UNSW) at ADFA is the University of NSW College near Duntroon in Canberra. It offers undergraduate programs leading to UNSW bachelor degrees in arts, business, engineering, science and technology. Students comprise officer cadets of the Australian Regular Army, Royal Australian Air Force and midshipmen of the Royal Australian Navy in residence. UNSW@ADFA also offers graduate study and research leading to higher degrees, diplomas and certificates. Serving defence personnel and civilians may apply for postgraduate coursework and research.

### Other

There are also five non self-accrediting higher education providers in the ACT:

- the College of Law, Blue Mountains International Hotel Management School Pty Ltd trading as Australian International Hotel School
- Australian Defence College, and the Institute of Chartered Accountants in Australia, and
- the CIT offering four bachelor degrees - fashion, photography, forensic science, and programming and virtual worlds.

A number of other universities operate in the ACT such as Charles Sturt University (CSU), which has arrangements with CIT and St Mark's National Theological Centre for the delivery of higher education qualifications. CSU distinguishes itself through its wide geographic presence and distance learning capacity, core to its commitment to preparing students for work in professions.<sup>9</sup>

### Canberra Institute of Technology (CIT)

In vocational education and training CIT, established under the *Canberra Institute of Technology Act 1987*, manages the major component of the ACT's commitment with over 400 programs leading to nationally and internationally recognised qualifications. CIT offers higher education qualifications in its own right and in partnership with the ANU and CSU. CIT also has a well-established collaborative partnership with UC for articulation.

In 2009 CIT delivered over six million nominal hours of training with more than 34,600 student enrolments (including ACE and AMEP enrolments) and produced over 5,915 job ready graduates and 2,315 international students.<sup>10</sup> CIT student enrolments by course level are

8 Interim Agreement of Mission Based Compacts, ANU and the Australian Government, 2010.

9 Interim Agreement of Mission Based Compacts, CSU and the Australian Government, 2010.

10 CIT Annual Report 2009.

shown in the table below. These figures differ from those on page 9 as an individual student can enrol in more than one course. These figures also do not include ACE and AMEP enrolments.

### Student enrolments—CIT

Level	2007	2008	2009
Bachelor and Grad Diploma	91	84	75
Adv Diploma and Diploma	6,132	6,127	6,443
Cert IV	2,742	3,472	3,564
Cert III	4,725	5,098	5,690
Cert I and II	2,593	2,758	2,866
Statement of attainment and other awards	7,847	8,430	8,303
<b>Total</b>	<b>24,130</b>	<b>25,969</b>	<b>26,941</b>

### Registered Training Organisations (RTOs)

National Centre for Vocational Education Research (NCVER) reports a 2.9% increase from 2007 to 2008 in the number of students in VET in the ACT.

In April 2010 there were 134 RTOs in the ACT, including the 15 schools with VET programs.

RTOs contest public funding and access private and commercial markets. As many as 900 RTOs registered in other states and territories indicate delivery or capacity to deliver in the ACT on the national register. NSW TAFE (Illawarra) offers vocational education and training to people in the ACT region.

Large ACT registered enterprise providers include Army, Navy, Royal Australian Air Force, civilian Defence staff, Customs, Australian Federal Police and Australian Tax Office, as well as other Commonwealth agencies. This segment of the RTO community does not typically access funded programs.

### Funding to VET

Australian Government base funding to VET in the ACT is \$21 million in 2009-10. ACT Government funding to VET in 2009-10 includes \$29 million to ACT Department of Education and Training and \$64.7million to CIT. Over \$24 million of DET VET funds is available to both public and private VET delivery on a competitive basis through the User Choice, Priority Support and Productivity Places Programs.

## International programs and student populations

The ACT is growing as a destination for overseas students, and their contribution to the ACT is significant - cultural enrichment as well as economic contribution through tuition fees, living expenses and labour supply.

UC, ANU and CIT have strategic objectives that include growth of international student numbers. These students tend to be enrolled at one of these three tertiary education providers.

### Overseas student numbers - ACT higher education providers<sup>11</sup>

	2007	2008	2009
CIT	1,419	1,642	2,315
UC	2,324	2,323	2,191
ANU	3,372	3,683	3,632
UNSW@ADFA	2,151	2,344	2,489
<b>Total</b>	<b>9,266</b>	<b>9,992</b>	<b>10,627</b>

In 2008 the ACT Government formed 'Team Canberra', a compact between ANU, CIT, DET and UC to jointly market education programs and to promote Canberra in the international education market. The ACT Government is supporting the development of an ACT Education Export Strategy under the auspices of the Canberra Business Council.

<sup>11</sup> DEEWR Higher Education Statistics: Students Full Year, 2008.

## Partnership and articulation

Articulation arrangements and partnerships allow students to move easily between education providers by defining what credit and recognition they can claim from previous qualifications and prior learning.

Currently a number of partnerships between tertiary education providers promote articulation and student participation in tertiary education. The Structural Adjustment Fund, released by Minister for Education Julia Gillard in early April, encourages collaboration between universities and between universities and VET providers (in particular TAFEs) to form sustainable partnerships. In the ACT a number of partnerships and articulation arrangements already exist.

The University of Canberra has quite extensive articulation and other collaborative arrangements with CIT. Over 150 credit transfer arrangements are in place, covering diplomas and advanced diplomas in a variety of discipline areas. Students can receive credit for their CIT studies and so reduce the number of units they need to study at UC.

	2007	2008	2009
Articulation Arrangements in between UC and CIT	146	166	213

Areas of articulation include graphic design, information technology and software engineering, multimedia, human biology, public relations, early childhood, primary and secondary teaching, landscape architecture, science, management, languages, tourism management, interior design, medical science, coaching science and sports management, human nutrition, business informatics, business administration, commerce, psychology,

community education, environmental science, industrial design, nursing, architecture, justice studies, cultural heritage conservation, advertising and marketing communication, journalism and media arts and production.

The number of CIT articulators enrolled at UC is growing with 96 in 2007, 116 in 2008 and 142 in 2009. This does not capture the full number of students who go from CIT to UC - it only reflects the number who receive formal credit transfer.

Formal articulation arrangements also exist in the fields of nursing and social work between CIT and ACU.

CIT and ANU jointly offer associate degrees in the fields of science, engineering and music. From 2008 the relationship has expanded to encompass broader opportunities for collaboration including expanding the number of and types of articulation arrangements, introducing a Summer Scholars program (to enhance CIT's staff opportunities to become involved in research), and looking at potential sharing of resources including facilities and staff.

It should also be noted that the number of students choosing to study vocational education and training qualifications after they have a degree is also significant. CIT does not require students to identify if they have a degree, but over 15% of those who chose to answer this question on the enrolment form state they already had a degree in 2009.

## 'Everyone matters'

The educational journey taken by each of us matters because it enhances the quality of our lives and provides financial advantages. But journeys take very different pathways:

*Jane's interest in plants led her to start work with a landscaping business while at school. Her employer saw her potential and supported her to do a Certificate IV in Horticulture (Landscape). At her own initiative Jane then went on to finish a Bachelor of Landscape Architecture.*

*Daniel completed a graphic design degree straight from school. But then he decided that working at a computer each day was not what he really wanted to do - he wanted to use his hands. After five years in the workforce as a graphic designer, Daniel joined the growing number of mature-aged apprentices when he decided to do an apprenticeship in cabinet making.*

*Jyoti started a degree in accounting but found after six months it was not quite right for her. She dropped out of study. Later Jyoti realised that she would not get the promotions she needed in the workplace without a degree. She then decided to go back to study and started with a diploma with the intent of finishing with a degree.*

In future increasing numbers of ACT people will take journeys on tertiary pathways like these. This will help them with career choices as well as assist the Territory to meet future workforce requirements.

## **Question one: How can tertiary education providers meet ACT industry and professional needs for innovation and growth?**

### **When thinking about engagement with industry**

- How can the ACT Government and tertiary educators engage better with industry, employers and other stakeholders to identify demand and ensure the provision of relevant training and post-school options?
- How can industry, government and the tertiary education sector work together to meet critical skills shortages now and in the future?
- What does education need to do in the ACT to meet the commitments in the Canberra Plan to a quality health system and address the critical skills shortage area of health professionals?
- What can we do to support the demand for well qualified professionals and 'knowledge workers' who are at least three-year qualified?
- How can industry support tertiary education providers to equip students, in particular young people, with employable skills?
- What does industry expect of tertiary educators in preparing people for employment in knowledge professions including human resource management, accounting, education and health?
- What does industry expect from ACT tertiary education providers in terms of equipping the workforce with literacy and numeracy skills?

### **When thinking about research and innovation**

- How should ACT tertiary education providers respond to achieve growth in innovation, research and sustainability as an essential component of an ACT knowledge economy?
- What new education models would enhance growth in the major innovative industries in the ACT? For example:
  - combined university and trade qualifications not based on the apprentice model
  - workplace learning, in particular in final years of the degree when there is a need for the practical application of the knowledge acquired
  - jointly delivered higher education and vocational education qualifications?

**When thinking about learner engagement**

- In the light of calls by bodies such as Skills Australia for great participation from mature-aged Australians, what sort of education opportunities work best for this group:
  - short targeted courses
  - bite-size skills sets
  - flexible learning environments
  - workplace integrated learning
  - recognition of prior learning
  - e-learning and enhanced technology solutions?
- What should be done to strengthen the ACT tertiary education industry as a destination for international students?

## **Question two: What needs to be strengthened for the ACT to improve school retention rates and encourage tertiary education pathways?**

### **When thinking about the COAG targets**

- What needs to happen in the ACT to increase the number of people aged 25 to 34 with at least a bachelor degree by 2025?
- How can we ensure students stay studying so that we contribute to the overall Australian target of increasing the number of diploma-qualified ACT people?
- How can the ACT increase year 12 retention rates and empower students to shape their own pathways for education, training and employment?
- How can ACT students from lower socio-economic backgrounds be supported in entering and sustaining participation in tertiary education?

### **When thinking about year 12 school leavers**

- How does the ACT keep its year 12 graduates in the ACT for university or training?
- What are the obstacles for students from regional, rural and remote areas to choosing the ACT for tertiary education?
- What interactions with tertiary education providers would empower school students identified with special needs, including those who are gifted and talented?
- How does the ACT maximise the number of students prepared to enter a degree course?

### **When thinking about vocational education and training**

- What sort of support is needed by senior secondary schools and colleges offering vocational education and training courses?
- What can be done to promote apprentice completion rates?
- How can the growing numbers of mature-aged apprentices be supported appropriately?

### **When thinking about international students**

- How can ACT tertiary education providers ensure international students have a quality experience?

## **Question three: How can the ACT tertiary education system be connected to provide enhanced and sustained lifelong learning opportunities?**

### **When thinking about the system**

- What are the roles of ACT tertiary providers in enabling access to lifelong learning opportunities?
- Is there duplication in any part of our education system, and if so, how can it be reduced?
- Is there an opportunity to create better efficiencies and collaboration between tertiary providers, if so how?
- What governance should be in place to encourage seamless pathways for education in the ACT?
- Do we need to consider better uses of human capital resources? For example, should education providers share staff as well as infrastructure ?

### **When thinking about connections**

- How can the ACT improve access to lifelong learning opportunities so people can move between different education providers at different stages of their lives?
- How can the ACT create a unique tertiary education system that overcomes barriers between systems and providers?
- What are the barriers for students moving between tertiary education providers?
- What are the opportunities to attract students to the ACT:
  - how can ACT students be encouraged to study in the ACT
  - how can more students from other states be attracted to ACT tertiary institutions?
- What infrastructure and resource changes are needed to facilitate this seamless learning system?
- Are private RTOs sufficiently well connected to the overall ACT tertiary education environment?
- What sorts of information about pathways do:
  - secondary schools students need about tertiary education
  - parents need to encourage young people to go on to further education?

## Have your say

Feedback is invited from the ACT community on the focus questions. Information on how to provide feedback is available from the Department of Education and Training website: [www.det.act.gov.au](http://www.det.act.gov.au). Other questions can be directed to the email [tateconsultation@act.gov.au](mailto:tateconsultation@act.gov.au) or phone: 02 6205 8452. Written feedback should be sent to:

TaTE Consultation  
Department of Education and Training  
GPO Box 158  
CANBERRA ACT 2601.

Closing date for feedback is **Friday 25 June 2010**.

## For more information

**Everyone Matters**, ACT Department of Education and Training Strategic Plan 2010 – 2013.

See: Publications section of [www.det.act.gov.au](http://www.det.act.gov.au)

**Review of Australian Higher Education**, Expert panel chaired by Professor Denise Bradley, December 2008.

See: Higher education section [www.deewr.gov.au/](http://www.deewr.gov.au/)

**Report advising on the development of the Victorian Tertiary Education Plan**, Expert panel chaired by Professor Kwong Lee Dow, December 2009.

See: [www.skills.vic.gov.au/](http://www.skills.vic.gov.au/)

**ACT Skills Future: Key initiatives in a long term strategy to address the skills challenge**, Australian Capital Territory, December 2008.

See: [www.cmd.act.gov.au/](http://www.cmd.act.gov.au/)

**Australian Workforce Futures: A national workforce development strategy**, Skills Australia, 2010.

See: [www.skillsaustralia.gov.au/](http://www.skillsaustralia.gov.au/)

**Beyond Articulation: A sustainable model for collaboration**, University of Canberra, August 2008.

See: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1596404](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1596404)