Today’s Presentation

- Pathways and lifelong learning in the Australian context
- The strengthened Australian Qualifications Framework: a next generation framework
- Observations from a provider’s perspective
Current Policy Environment

- Pathways from school to work and through further education and training
- Emerging tertiary sector
- COAG targets for educational attainment
- Income support for students
AQF Qualifications Pathways Policy

- Maximise student credit for learning already undertaken
- Enhance student progression
- Recognise multiple pathways and that learning can be formal, non-formal or informal
- Support development of pathways in qualifications design
Principles of the Pathways Policy

- Clear and transparent to students
- Systemic and systematic
- Enable flexible qualification pathways
- May be horizontal or vertical
- Facilitate credit
- Eliminate unfair or unnecessary barriers for students access to AQF qualifications
AQF Qualifications Pathways Policy

- Issuing organisations must have clear, accessible, transparent policies and processes for pathways and credit arrangements.
- Decisions subject to appeal and review.
- Does not impinge on qualification outcomes/discipline requirements or issuing organisations’ responsibility to make admission decisions.
Credit Agreements

- Credit on basis of formal individual agreements with students or negotiated agreements between issuing organisations
- Recommended levels of credit for AQF qualifications
Pathways Policy Priorities

- Between access qualifications such as Certificates I and II to Certificate III qualifications
- Diploma to Degree pathways - from Diploma, Advanced Diploma and Associate Degree to Bachelor Degree in same discipline
- Integrated qualifications at different AQF levels
VET to higher education pathways

- Confidence and trust
- Recognition of Prior Learning (RPL)
- Credit transfer and articulation agreements
- “Nested” qualifications
- Dual-sector institutions
AQF Pathways Policy in action - The Swinburne Experience

- Founded in 1908.
- A multi-campus, dual sector institution
- 98 undergraduate, 186 postgraduate programs and more than 320 TAFE programs.
- 30,778 students, including 7,000 international students.
- Ranked one of the top 500 universities in the world by QS World University Rankings and the Shanghai Jiaotong Academic Ranking of World Universities.
Swinburne’s Tertiary Transitions Program

• Objective – to enhance the transition of Swinburne’s VET students to successful higher education study

• Close collaboration between higher education faculties and TAFE schools

• Specific units:
  - Academic Literacy
  - University Environment
  - Assessment
  - Discipline specific skills
Thank you

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