



**TAYLOR'S UNIVERSITY**

Wisdom • Integrity • Excellence

# **Education Pathways and Challenges**

**Prof Perry Hobson  
PVC – Global Engagement  
IPoE Forum panel Presentation  
Darwin, 2014**

# Education Pathways and Challenges

## FOCUS:

**What are the potential impediments of education pathways and recognition of prior learning for students moving between VET and HE?**

**What domestic and international implications are there?**

# Perry Hobson

I started my post-secondary education doing a HND at Ealing College of Higher Education in London



**OXFORD BROOKES UNIVERSITY**



**UMASS AMHERST**



**Southern Cross University**



**International Centre of Excellence in Tourism and Hospitality Education**



**PATA**  
Pacific Asia Travel Association



**TTA**  
Travel & Tourism Research Association  
Asia-Pacific Chapter



**ASIA PACIFIC CHRIE**  
The Hospitality & Tourism Educators



**CAUTHE**  
Council for Australasian University Tourism and Hospitality Education



**THE HONG KONG POLYTECHNIC UNIVERSITY**  
香港理工大學



**MCI**  
MANAGEMENT CENTER  
INNSBRUCK



**SIU** Southern Illinois University  
CARBONDALE



## Academics as they like to see themselves.....

Intellectuals ..



...thinkers

.....and as they are seen by their VET colleagues

# A bit “Nerdy” .....



**... and probably should not be allowed out into the real world**



## The HE academic.....



**Maybe we need to have a better understanding.....and we need some more RESPECT**

**....the VET trainer**





# History

- Traditionally there was a clear separation between VET and Higher Education
- Completely different types of students, course and approaches and outcomes
- Institutions were either in one segment or the other – but not both
- Universities used to be for an elite % of students.
- VET was in colleges or apprentices in industry (or a combination industry/college)
- Focus has been shifting the population into more HE

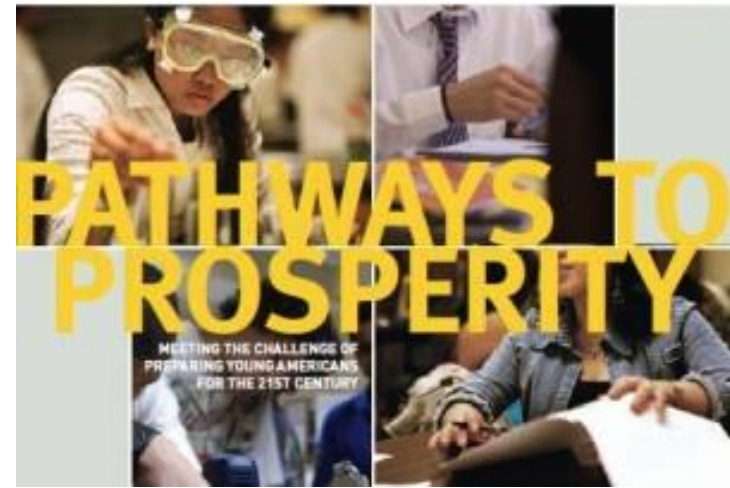
# Pathways to Prosperity

Feb 22, 2011 - A new US-based **Harvard University** School of Education study, “Pathways to Prosperity,” recommends that educators place a stronger focus on vocational education and apprenticeships, rather than aim to send every high school student to college.

*“We are the only developed nation that depends so exclusively on its higher education system as the sole institutional vehicle to help young people transition from secondary school to careers,”*

says Robert Schwartz, academic dean of the college and co-author of the study

Source: <http://www.thepelicanpost.org/2011/02/22/harvard-study-calls-for-new-education-priorities/>





## ISSUES

- Increasing demand for education
- More people are accessing post-secondary education
- Aspirations are towards higher education – for social, societal/status and/or financial reasons
- But there is a “skills gap” – as countries tend to need skills, but often have people with no qualifications....or too many people with academic qualifications
- The pressure is now on universities to have graduates that are ‘employable’
- Can and should VET and HE ‘dovetail’ into one another?

# Research project to help VET students achieve at University



An Australian OTL project to increase pathways from VET to HE – headed by the University of Tasmania

# What are 'obstacles' or 'blockers' to articulation pathways



**Do we want to create more  
seamless VET-HE pathways?**



- **Funding models – who is paying for VET and HE?**
  - **Public, private**
  - **If public - state vs federal**
- **Pathways linkages between VET and HE is an more affordable model for many**
- **Competition - btw providers to have the shortest pathway**
  - **VET colleges want to show a seamless articulation**
  - **HE providers want ‘feeder’ institutions and students**
- **Issues about how much and what credit to give?**

- **How to give credit for (specific, unspecific, block)**
- **What to give credit for thru matching of the curricula - how detailed? Subject by subject – mis-match of titles, credits hours etc.**
- **Preparation issues of VET students going into HE due to differing approaches to learning and examination (competencies vs essays)**



## **Particular Issues Faced**

- **About 60% of our own Diploma students at TU progress on a pathway to a Degree at TU (2+2)**
- **We do very precise matching by subject, must have a match of title, credit hours and 80% of content etc.**
- **Subject to spot inspections by MQA**
- **About 20-30% of our student cohort comes in from other colleges in Malaysia (KDU, BUCH, Sunway, UiTM)**
- **Issue about competitors being a cheaper – so as a private institution, do we end up losing more Year 1/2 revenue than say we might gain from additional Year 2/3?**



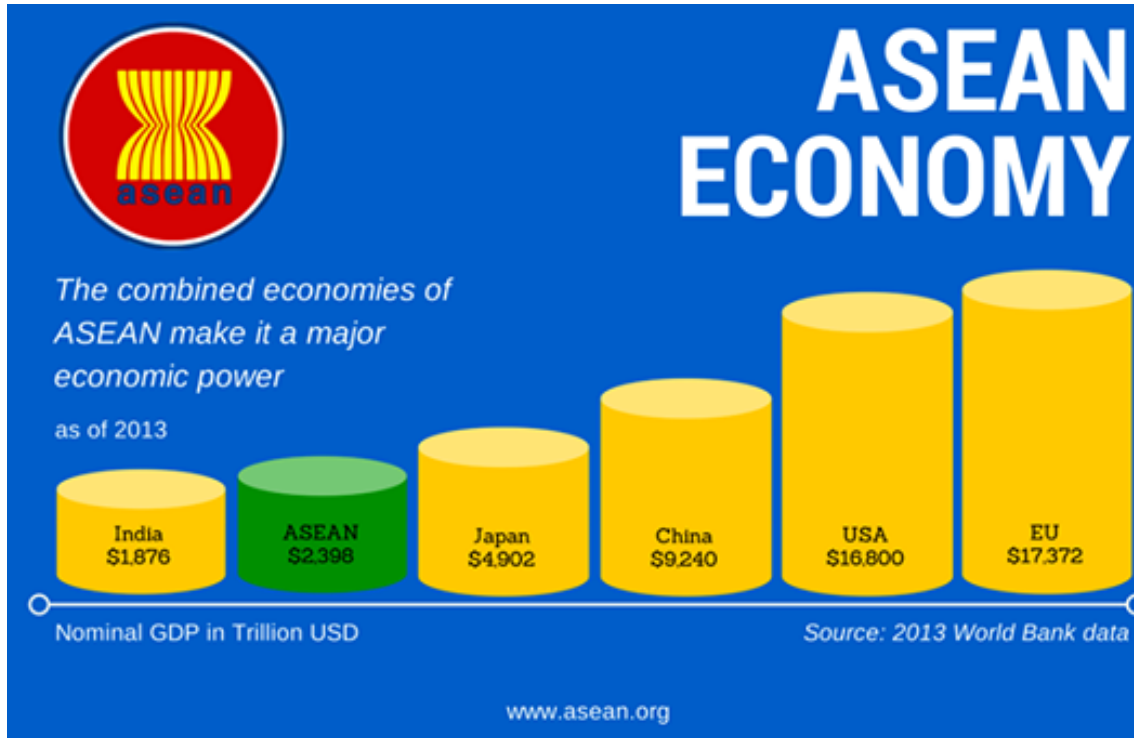
## Internationalisation

- Education is now no longer a national construct
- Global education opportunities exists (over 4m students studying outside their home country)
- Regional education recognition of qualifications for labour mobility eg. EU and ASEAN
- Raises issues of recognition of qualifications as well as education pathways etc.

# How do we put global pathways in the hands of students?



# ASEAN Integration





# The ASEAN Qualifications Reference Framework (AQRF)

**TERESITA R. MANZALA**

CHAIRPERSON  
PROFESSIONAL REGULATION COMMISSION



Republic of the Philippines

Professional Regulation Commission

# NQF's Levels (Unified)

COUNTRY	NUMBER OF LEVELS
PHILIPPINES	8
THAILAND	9
MALAYSIA	8
INDONESIA	9
BRUNEI	8
CAMBODIA	8
AUSTRALIA	10
NEW ZEALAND	10





# NQF Domains and Levels

COUNTRY	DOMAINS	LEVELS
Philippines	3	8
Thailand	7	8
Malaysia	8	8
New Zealand	3	10



# ASEAN Qualifications Reference Framework (AQRF)

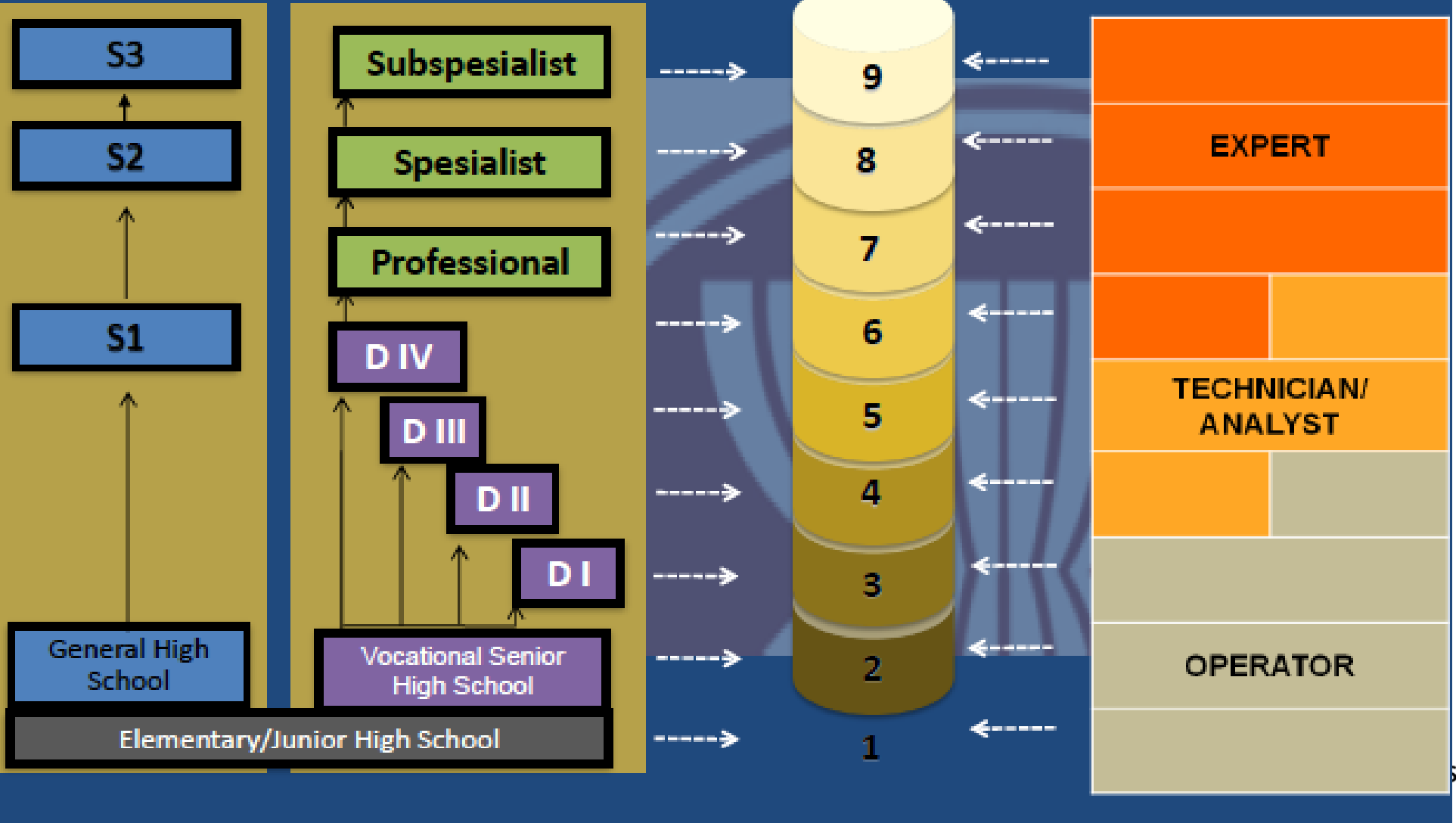
**V. PURPOSE:** To enable comparisons of qualifications across countries that will:

1. Support recognition of qualifications
2. Facilitate lifelong learning
3. Promote and encourage credit transfer and learner mobility
4. Promote worker mobility

# INDONESIA

## FORMAL ACADEMIC EDU

## FORMAL VOCATIOAL/PROF EDU



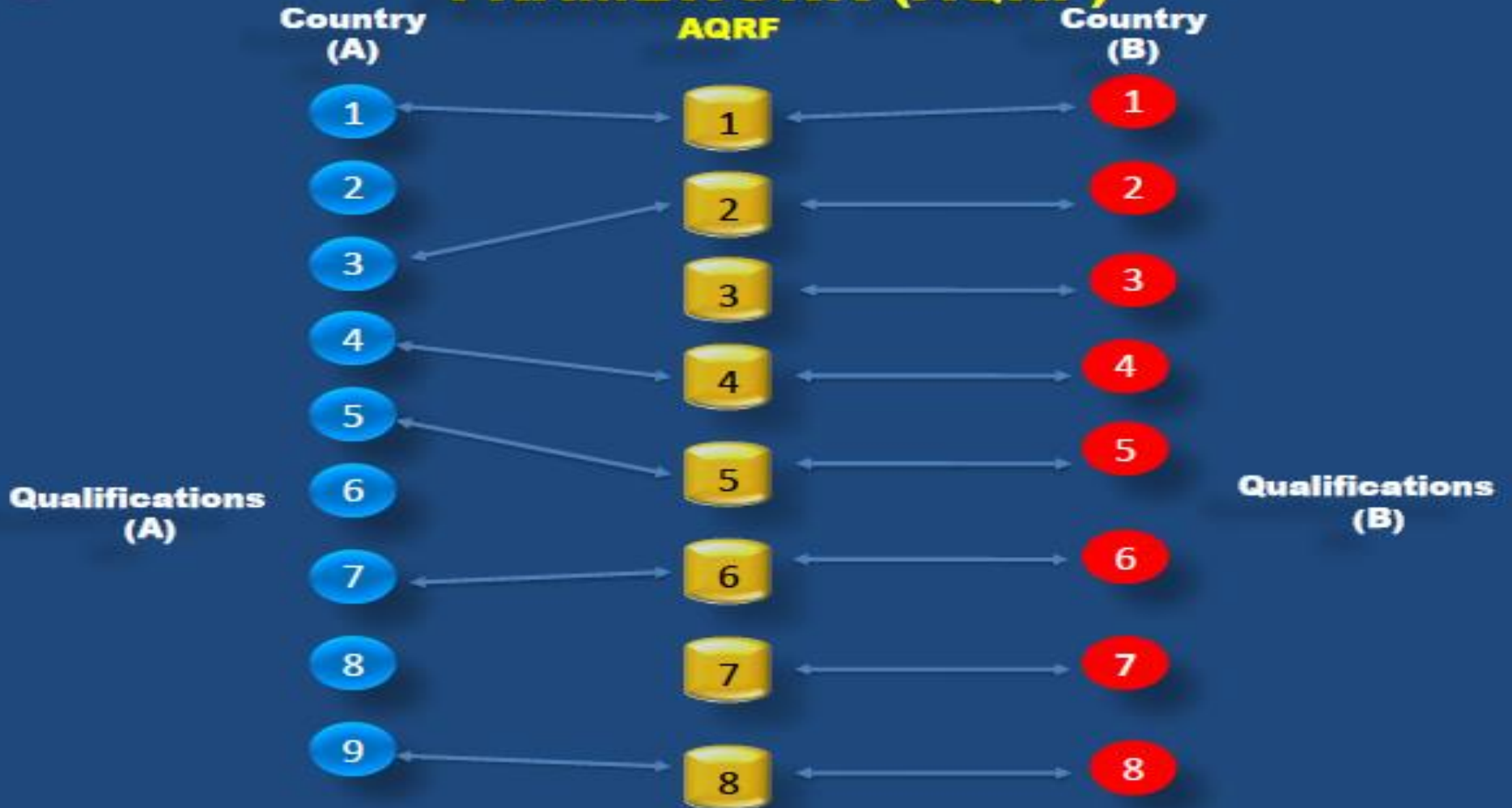


## MALAYSIA

MQF Levels	Sectors			Life Long Learning
	Skills	Vocational & Technical	Higher Education (Academic & Professional)	Accreditation of Prior Experiential Learning APEL
8			Doctoral Degree	
7			Masters Degree	
6			Bachelors Degree	
			Graduate Cert. & Diploma	
5	Advanced Diploma	Advanced Diploma		
4	Diploma	Diploma		
3	Skills Cert. 3	Vocational & Technical Certificate	Certificate	
2	Skills Cert. 2			
1	Skills Cert. 1			



# ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)



# Can VET and Higher Education Work Hand in Hand?





**t**hank You