

TDA Higher Education Benchmarking Study

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Laneway Session 5

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Background

- Internationally:
 - Massification, diversification, marketisation, escalating costs
 - ‘a college degree is the new high school diploma’ as economies hollow out
 - Reduced need for traditional higher level VET
- In Australia:
 - Increasing sectoral permeability
 - Traditional higher level VET threatened
 - Growth in non-university HE provision including TAFE
 - No coherent framework for tertiary education policy, funding or institutions

Public Non-University HE Providers

- Canada, New Zealand, Singapore United Kingdom, United States
- Policy settings
- Funding
- Outcomes
- Innovations
- Challenges

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What we learned: Good practices

- Distinctive applied curriculum and pedagogies incorporating workplace-based learning experiences
- High participation by disadvantaged groups, especially the 'place-bound'
- Qualifications from sub-degree to masters including short-cycle qualifications leading quickly to employment
- Built in block credit (New Zealand, United Kingdom) and pathways that work (United States)
- High levels of learner engagement

What we learned: Policies that support quality non-university provision

- Coherent policy settings creating a unified tertiary sector based on parity of esteem - New Zealand, Singapore, some US states
- Effective pathways from vocational to higher education (Texas, New Zealand) and Higher and/or Degree Apprenticeships (Singapore and England)
- Equitable funding for students and providers (Canada, New Zealand, United States) at the same rate as universities (New Zealand)

What we learned: Policies that support quality non-university provision

- Support for applied research with industry (Canada, New Zealand) and scholarship (New Zealand, Canada, England, United States)
- Consistent quality standards for teaching and research (England - Teaching Excellence Framework, New Zealand)
- Regulatory systems that support diversity (New Zealand, England)

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Challenges for non-university providers

- Public and government perceptions of non-university providers as second best
- Funding for start-up delivery and research
- Making pathways work
- Insufficient attention to postgraduate delivery
- Demonstrating successful outcomes for equity groups, lack of consistent data in some countries (United States)

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