This Guide is organised around the following themes:

1. **Learning Pathways for Students**
   - Credit transfer and course articulation
   - Joint (dual qualification) courses
   - TAFE delivered HSC VET (TVET) courses

2. **Support for Student Participation in Tertiary Education**
   - Information for students on course options
   - Flexible admission practices
   - Offer of tertiary scholarships
   - Supporting the transition to tertiary study

3. **Sharing to Achieve Better Outcomes for Students**
   - Formal relationships and agreements
   - Sharing of facilities
   - Sharing of expertise
   - Mutual involvement in research and innovation

4. **Principles to Guide Major Co-operative Activities**
1. Learning Pathways for Students

Effective learning pathways provide programs and experiences that build upon students' interests and abilities and maximise career options and employment opportunities. With more choice, the educational experience of students can be tailored to find the right mix of school, TAFE and university programs that best suits their learning and career aspirations.

Flexible pathways, through various entry and exit points, mean that students' learning need not be constrained by previous educational decisions. Ultimately, learning pathway initiatives support the principle that when students commence school they embark on a lifelong learning process.

Credit Transfer and Course Articulation

Credit transfer refers to the recognition of previous specified learning undertaken in another education sector or institution. Credit transfer arrangements, which specify the quantum of credit available for a specified pattern of study, are negotiated between educational institutions such as TAFE NSW, universities, schools or Adult and Community Education (ACE). A student who is eligible for credit transfer can gain advanced standing into the course or qualification in which they are enrolled, thereby avoiding repetition or previous learning. Also, by undertaking fewer modules it may be possible to complete a course or qualification in less time.

Articulation is when two or more qualifications are linked together. For example, a TAFE Diploma in Information Technology (IT) could articulate into a university degree in IT. Articulated courses enable students to move sequentially from one qualification to the next.

TAFE to University Credit Transfer

TAFE NSW has pioneered formal credit transfer arrangements with universities. These arrangements aim to ensure that when admitted to university, TAFE NSW graduates receive the agreed credit. In some cases, universities guarantee admission to relevant degrees for qualified TAFE graduates. By the end of 2002, TAFE NSW had negotiated around 1,500 separate credit transfer arrangements with universities.

The development of credit transfer and articulation pathways between TAFE NSW and universities is considered a priority. A website which will display credit transfer arrangements between TAFE and universities in both directions is currently in development.

Examples of Good Practice

TAFE NSW - Hunter Institute and the University of Newcastle have comprehensive information about transfer of students between the two institutions. They have established a TAFE-University Pathways Coordination Committee that monitors the granting of credit and the progress of ex-TAFE students enrolled at the university. In 2003, under the recognition agreement between the two institutions, 62 out of 74 Bachelor degree programs articulated with relevant TAFE NSW courses and provided extensive credit for TAFE studies completed. The university website (http://www.newcastle.edu.au/study/credit/) publishes detailed information on the credit given for completed TAFE courses.

Contact: Director - Central Coast Campuses, Hunter Institute, Dr Barry McKnight
Email: barry.mcknight@tafensw.edu.au
A tripartite agreement between TAFE NSW - Illawarra Institute, Illawarra Area Health Service, and the University of Wollongong enables Aboriginal students who successfully complete an introductory health course to then undertake the Enrolled Nurse Education Program. On successful completion of the program, students are offered two years employment as enrolled nurses with the Illawarra Area Health Service. Following this, enrolled nurses may apply to the University of Wollongong to complete an undergraduate nursing program.

Contact: TAFE NSW Illawarra Institute Director, Barry Peddle, Email: barry.peddle@tafensw.edu.au

University to TAFE Credit Transfer

An increasing number of university graduates are enrolling in TAFE courses to supplement their university degrees with a vocational qualification. In 2004, 32,847 students enrolled in TAFE NSW courses had completed university degrees.

From 2004, TAFE NSW has been collecting data about the amount of recognition granted to university graduates who enrol in TAFE courses. This will allow it to monitor patterns of credit transfer.

The development of credit transfer and articulation pathways between universities and TAFE NSW is considered a priority. A website which will display credit transfer arrangements between TAFE and universities in both directions is currently in development.

Examples of Good Practice

Newcastle University is seeking formal credit transfer arrangements for students applying to TAFE NSW from the university. To achieve this the university has provided TAFE NSW with information on 68 courses for which it is seeking 'standard exemptions'.

Contact: Director - Central Coast Campuses, Hunter Institute, Dr Barry McKnight Email: barry.mcknight@tafensw.edu.au

School to TAFE Credit Transfer

Credit transfer is available at TAFE NSW for specified Higher School Certificate (HSC) study. Currently there are credit transfer arrangements for a total of over 50 HSC subjects. These give credit into more than 500 TAFE NSW modules and mutual recognition arrangements for the nine VET Industry curriculum frameworks which are based on national training packages.

Examples of Good Practice

HSC recognition arrangements are published on the HSC/TAFE Credit Transfer website at www.det.nsw.edu.au/hsctafe. The primary audience for the website is secondary school students. A broader audience includes teachers and careers advisers. The HSC/TAFE Credit Transfer website was awarded the 2002 TAFE NSW Gold Quality Award and the Excellence in Quality Award for commitment to quality and excellence.

Kingscliff High School offers multiple pathways through its VET Information Technology (IT) Program. Students can study Certificate II and Certificate III in IT (Network Administration) at the school. Both courses articulate directly into the TAFE NSW system.
School to University Credit Transfer
Credit transfer is available in limited circumstances to students who undertake university level courses while still at school. Most commonly, universities offer credit or advanced standing to those HSC students who have studied at the university in which they subsequently enrol. School to university credit transfer is relatively new.

Examples of Good Practice

After students successfully complete its Board-Endorsed HSC courses Mind and Morality, Problem Solving and Communication in Science and Archaeology: Past and Future, the University of Sydney will offer them six award points (equal to a semester length unit of study) towards degree courses in the Arts and Science faculties.

Contact: http://www.summer.usyd.edu.au/hscboard

In 2002/03, the 30-40 students of Georges River College who successfully completed The Nature of Knowledge and Learning or Understanding the Learning of Science course received credit towards University of Sydney teaching degrees. In 2004, The Understanding and Learning of Science course was replaced by Understanding Human Development which together with The Nature of Knowledge, is now available to Year 11 and Year 12 students and has approximately 50 students enrolled, some of whom now come from Blakehurst High School. Students who successfully complete these courses receive credit towards University of Sydney teaching degrees or flexible entry into the faculty. The two lecturers who are based two days a week at Oatley Campus also have educational projects with K-6 and 7-10 schools in the Georges River School Education Area and in developing school based preservice teacher education strategies.

Contact: Georges River College Oatley Senior Campus Principal, (Ms) Terry O’Brien, Email: terry.obrien@det.nsw.edu.au

Years 11 and 12 students at the Sydney Secondary College or Northern Beaches Secondary College who complete first year University of Technology, Sydney courses, are eligible for six credit points towards a specified degree, equivalent to 1/8th of a typical first year of university study.

Contacts: Sydney Secondary College Principal, Mrs. Bev Deahm, Email: beverley.deahm@det.nsw.edu.au, or Northern Beaches Secondary College Principal, Steve Pickering, Email: steve.pickering@det.nsw.edu.au

Since 1999, more than 30 students from Wyndham College at Quakers Hill have enrolled in courses at the University of Western Sydney (UWS). The courses relate to subjects such as economic principles, management foundations, business law, information systems and accounting. Students receive full credit for these courses towards a UWS degree course.

Contact: Mr Ian Wing, Wyndham College Principal, Email: ian.wing@det.nsw.edu.au
The Southern Cross University Star Scheme aims to provide opportunities for talented secondary school students in the North Coast Region. Students may enrol in university courses as part of their Higher School Certificate program. On completion they can apply for advanced standing if they choose to enrol at Southern Cross University. Since its inception in 1996, Coffs Harbour Senior College has had more than 30 students involved in such courses. More than 50% have achieved distinction or high distinctions in these university courses. In 2005 the College in partnership with SCU has introduced Nursing as an option under this scheme and plans are underway to include Teacher Education in 2006.

Contact: Mr Peter Cameron, Coffs Harbour Senior College Principal, Email: peter.cameron@det.nsw.edu.au or pcameron@chec.scu.edu.au

**Joint (Dual Qualification) Courses**

Joint courses are jointly designed and delivered programs from which students can receive both TAFE and university qualifications. When the qualifications are undertaken consecutively (TAFE then university), joint courses provide TAFE students with certainty of admission to a Bachelor degree program and an equitable level of automatic credit for learning undertaken at TAFE.

Joint programs may also involve students concurrently accessing both TAFE and university courses to develop a portfolio of qualifications or competencies to maximise their career and employment prospects.

**Examples of Good Practice**

**TAFE NSW - Western Sydney Institute and the University of Western Sydney (UWS)** offer a dual qualification housing course whereby students study for two years at a TAFE NSW Institute offering the Diploma in Building Studies and Diploma in Quantity Surveying. Successful Students then spend the final two years at the UWS Blacktown Campus studying a Bachelor of Housing degree. The building degree course is taught in partnership with industry.

Contact: TAFE NSW Western Sydney Institute, Guiliana Caltabiano, Email guiliana.caltabiano@tafensw.edu.au

**TAFE NSW - Illawarra Institute and the University of Wollongong** offer joint programs that incorporate a degree and Certificate IV or Diploma in TAFE NSW. The courses involved are the four year Bachelor of Science (Nutrition) and Hospitality (Catering Operations) Certificate IV; the Bachelor of Nutrition and Dietetics and the Hospitality Certificate IV; the Bachelor of Business Administration (BBA)/Tourism and Hospitality and Diploma of Hospitality Management; and the Bachelor of Mining Engineering and the Diploma of Extractive Industries (Quarry Management).

Contact: TAFE NSW Illawarra Institute Director, Barry Peddle, Email: barry.peddle@tafensw.edu.au

Human Movement students at Charles Sturt University in Bathurst now have the option to undertake a semester length course in fitness leading to a TAFE Certificate III qualification. The TAFE program covers vocational areas presently not included in the degree course and opens up additional employment opportunities in cases where an industry recognised qualification is required.
Co-operation between Schools, TAFE & Universities

June 2005

Contact: TAFE NSW Western Institute Director, James Thorpe, Email: james.thorpe@tafensw.edu.au

TAFE Delivered VET in Schools Courses

A major area of co-operation between secondary schools and TAFE NSW is the provision of TAFE delivered HSC VET (TVET) courses to Year 11 and 12 students in schools. These courses contribute to both the HSC and to an industry recognised VET qualification.

TAFE NSW delivers the full range of Board of Studies developed industry curriculum framework courses which, through an optional examination, may count towards the calculation of Universities Admission Index (UAI). In addition to framework courses, TAFE NSW delivers HSC VET courses in a wide range of industry areas. These courses count towards the HSC and a VET credential but are not able to contribute to a UAI.

**Examples of Good Practice**

In 2001, following consultation with government and non government school sectors authorities, TAFE NSW – Hunter Institute developed a TVET website to provide schools, students and parents with detailed program and course information. ([http://www.hunter.tafensw.edu.au](http://www.hunter.tafensw.edu.au) and go to TVET courses for schools). The associated online system allows schools to login and download reports on student attendance and progress.

Contact: Director - Central Coast Campuses, Hunter Institute, Dr Barry McKnight Email: barry.mcknight@tafensw.edu.au

During 2002, strong links were forged between TAFE NSW – Western Sydney Institute and schools through development of the TVET Course Website, which provides schools with accurate, current information about each TVET course running in the current year as well as details on courses proposed for the following year.

Contact: TAFE NSW Western Sydney Institute, Guiliana Caltabiano, Email guiliana.caltabiano@tafensw.edu.au

The Griffith Link Day Program involves students from schools in Griffith and surrounding towns in the Riverina region. Through creative timetabling and collaborative planning, the range of courses available to students at all participating schools has been increased. The Riverina Institute plays a vital part in this program as a partner in the provision of quality VET programs to school students.

This program has been recognised for its innovative approach via the NSW Premier’s Public Sector Awards and mentioned in numerous reports and conference presentations. The program not only increases subject range but also provides access to specialist facilities for students in smaller communities where resources would otherwise not be available. For all these reasons the program enjoys very strong community support and involvement. Contact: TAFE NSW Riverina Institute, David Dahl, Manager Cross-Sectoral Programs, Email: david.dahl@tafensw.edu.au
2. Support for Student Participation in Tertiary Education

Now that we live in a knowledge-based economy, it is essential that we encourage young people to undertake tertiary education of some kind. Education institutions offer a number of initiatives to encourage and support students in their transition from school to tertiary education.

Information for Students on Course Options
Schools, TAFE NSW and universities have implemented a range of initiatives to assist students plan their careers. The information is often about appropriate subject selection, delivery methods, and pathways from the HSC to TAFE, university or the workplace. It is provided in the form of publications, open days, information sessions, websites, career management advice and career planning courses. Information is targeted at students, their families and their careers advisers.

Examples of Good Practice

Northern Beaches Secondary College has a well-formulated student pathways program to assist students plan for the HSC and beyond. The program includes courses on career planning, the provision of published information, and an individual one-on-one career planning meeting between college advisers and Year 10 students and their parents. A Senior Studies Guide booklet lists all courses offered. Each course is described in terms of its UAI status, course content and course outcomes. A Career Planning Guide booklet shows the tertiary education and employment options to which particular HSC courses could lead.

Contact: Northern Beaches Secondary College Principal, Steve Pickering, Email: steve.pickering@det.nsw.edu.au

Through its Student Ambassador program University of Sydney students advise and mentor school students about study at university. Around 30 carefully selected and trained student ambassadors representing most faculties attend careers markets, make presentations in schools, lead campus tours, and participate in events. The ambassadors are current university students - a positive feature for prospective students. The program includes an email a student program. School students email the Ambassador of their choice and ask any question they wish. When university offers are made the Ambassadors staff a Helpline. In December 2003 and January 2004 the Student Ambassadors received almost 7000 calls to the Helpline and in the same period they received over 900 email queries.

Contact: University of Sydney Director of Marketing and Student Recruitment, Adrienne Jerram, Email: adrienne@psu.usyd.edu.au

The Summer Schools program is a Premier’s initiative for socio-economically disadvantaged school students entering Years 9, 10, and 11. The main objective is to motivate students to seek further study and a career in a range of industries by providing them with vocational development experiences during the January school vacation. Summer Schools are designed by TAFE NSW in partnership with industry and the school education sector. The January 2005 Summer Schools program will involve 420 students from 57 high schools in 28 TAFE-delivered Summer Schools covering the vocational areas of information and communication technology, metals
and engineering, design, beauty therapy, automotive, hospitality, music, visual arts and digital media.

Contact: Joe Denaro, Department of Education and Training Equity Co-ordination Unit, Email: joe.denaro@det.nsw.edu.au

Gosford High School (GHS) and the University of Newcastle (School of Medical Practice and Population Health) have collaborated on an initiative to attract youth from the Central Coast area to the University of Newcastle's medical program, much of which can be completed at Gosford Hospital. As part of the initiative, Year 11 and 12 students are invited to attend a workshop at the hospital where university staff and hospital interns talk to students about a career in medicine. The program also focuses on the process of selection to ensure that they position themselves effectively. In the first two years of the program, four GHS students have been offered a place in the University of Newcastle Medical Program.

Contact: Peter Hall, Principal of Gosford High School, Email: peter.hall@det.nsw.edu.au

Macquarie University offers a website called HSC and Beyond (http://www.hscandbeyond.mq.edu.au/) aimed at providing a wide range of information to senior secondary school students. For students the site offerings include an online forum where questions may are asked and responded to by university staff; a range of information such as information about HSC enrichment courses and campus tours; an online newsletter The Lighthouse for secondary school communities (http://www.pr.mq.edu.au/lighthouse); and articles submitted by students talking about their experiences of university.

Contact: Katherine Johnston, Prospective Student Adviser, Email: katherine.johnston@vc.mq.edu.au

Flexible Admission Practices
Flexible admission practices enable criteria other than, or in addition to, a University Admission Index (UAI) ranking to be used for university entry. These practices support disadvantaged students to gain admission to a degree course and encourage students from regional and rural areas to choose regional universities. Flexible practices include: the awarding of bonus UAI points to local students (in the range of four to five points); acting on teacher recommendations; using consideration of disadvantage combined with academic potential; and recognising prior knowledge either through a portfolio or through other competencies.

Examples of Good Practice (school to university)

Southern Cross University (SCU) provides support for students in its feeder region, in recognition that these students may not have the same opportunities and access to education as students in capital cities. SCU automatically adds five bonus UAI points for students undertaking Year 12 studies. Alternatively, students from the local region may apply through the Star Entry Scheme which provides an early offer to SCU based on achieving excellent results during Year 12 and an assessment of overall performance by the relevant School Principal.
Contact: Southern Cross University Student Administration, Email stuadmin@scu.edu.au

The University of Sydney, through the Cadigal Entry Program, provides special admission to Aboriginal and Torres Strait Islander students. HSC applicants are considered for entry on the basis of their UAI score. However, the UAI required for entry to all courses at the university through the Cadigal Program is lower than the UAI required for direct entry. Successful students are provided with academic support and mentoring.

Contact: The Koori Centre, Email: koori@koori.usyd.edu.au or Yooroang Garang School of Indigenous Health Studies, Email: yginfo@fhs.usyd.edu.au

Under the Schools Recommendation Admission Scheme (SRAS) the University of New England (UNE) admits a number of students based on teacher recommendations and supporting information provided by the student’s high school. Although a student’s UAI is not considered under this scheme, the student must still be eligible for a UAI, limited UAI or Tertiary Entrance Score (for TAFE NSW Tertiary Preparation Courses) and must meet any prerequisites for particular courses.

Contact: studentcentre@une.edu.au

**Examples of Good Practice (TAFE to university)**

Under the DegreeLink Program, entry to the University of Western Sydney (UWS) is guaranteed upon satisfactory completion of a TAFE award. Twenty-eight TAFE NSW Diploma/Certificate courses in accounting, building and construction, early childhood, humanities, Information Technology, management, marketing, and tourism and hospitality articulate with guaranteed credit arrangements into related Bachelor degree courses at UWS.

Contact: TAFE NSW Western Sydney Institute, Guiliana Caltabiano, Email guiliana.caltabiano@tafensw.edu.au

**Offer of Tertiary Scholarships**

TAFE NSW and universities award scholarships to support the participation of eligible students in tertiary education. They are available to support socio-economically disadvantaged and Indigenous students but they are also offered by universities to attract talented or advanced students to a particular institution. Some scholarships are aimed specifically at students from particular schools. Scholarships are usually in the form of a defined amount of financial support or a HECS exemption.

**Examples of Good Practice**

The University of New South Wales has a number of small scholarships ($1,500) for students from each school with which the university has a Memorandum of Understanding. The University also enables Indigenous students who are self-funded (i.e. those whose fees are not being paid by their employer) to substitute a HECS liability for tuition fees. Contact: www.scholarships.unsw.edu.au
**Supporting the Transition to Tertiary Study**

The average attrition rate for students who commenced an undergraduate degree at a NSW university in 2001 was 20 per cent which is just below the national average. The latest national statistics (for 2002) show that NSW has the lowest attrition rates among all States and Territories.

To prepare students for tertiary study TAFE NSW and universities offer students mentoring programs and some also provide study skills courses to prepare students for a different way of learning. These programs tend to operate between an institution and students in nearby schools or communities. Students taking part in mentoring and tutoring programs are sometimes selected on the basis of disadvantage or other educational ‘risk’ factors.

**Examples of Good Practice**

Through the SHACK Tutoring Program, University of New South Wales students volunteer their time for one hour a week to tutor secondary school students, particularly those experiencing academic or economic disadvantage. During 2002 the SHACK provided tutoring for over 100 local secondary school students.

Contact: Shack Youth Services on (02) 9349 7263 or theshack@union.unsw.edu.au

The TAFE NSW Helping Young People at Risk Program provides support for the most disadvantaged young people in the community. The program aims to re-engage them in education and training and provide them with pathways to further education and employment. In 2004, approximately 48 specific projects were developed and delivered by TAFE NSW Institutes. And around eighty per cent of program participants who completed the programs went on to further study in TAFE, returned to school or gained employment. The program has been funded until June 2007.

Contact: Sue Souter TAFE NSW Access & General Education Curriculum Centre Email: sue.souter@tafensw.edu.au
3. Sharing To Achieve Better Outcomes for Students

Schools, TAFE and universities have a common interest in improving students’ learning. While each institution has its own identity and mission, there are opportunities for co-operation in order to use resources more efficiently, reduce duplication and provide students and staff with access to expertise across the education sectors.

**Formal Relationships and Agreements**

Relationship building activities promote a direct relationship between one institution and another. The relationships may have been formalised through a Partnership Agreement or Memorandum of Understanding. In other instances personnel have been appointed to maintain liaison. Relationships aim to meet mutual interests and may involve students and staff exchanges and also the exchange of knowledge and information.

**Examples of Good Practice**

The Western Riverina Higher Education Project is a TAFE, university and community collaboration that aims to enhance higher education opportunities in the Griffith region through a coalition including Charles Sturt University (CSU), TAFE NSW - Riverina Institute, the Riverina Regional Development Board and the Griffith City Council. Overall the relationship encompasses joint courses, shared facilities, shared expertise, shared services and dual sector qualifications.

Contact: TAFE NSW Riverina Institute, David Dahl, Manager Cross-Sectoral Program, Email: david.dahl@tafensw.edu.au

**Sharing of Facilities**

Shared facilities involve the joint use of teaching and learning spaces and student services facilities. TAFE NSW – university examples include the establishment of joint use facilities and the use of each other's facilities. TAFE NSW – school examples involve shared facilities and shared courses. University-school examples include use by students in selected schools of university sporting and library facilities and shared physical facilities in multi-campus institutions. Multi-campus institutions usually involve collaboration across the three education sectors.

Multi-campus institutions demonstrate a particular form of sharing. There are twelve multi-campus colleges across NSW: Dubbo College; Wyndham College (at Nirimba) and Chifley College in Western Sydney; Northern Beaches Secondary College; Great Lakes College at Forster/Tuncurry; Georges River College; Callaghan College in Newcastle; the Coffs Harbour Education Centre; Moree Secondary College; Tuggerah Lakes Secondary College and Brisbane Water Secondary College on the Central Coast and Sydney Secondary College.

There is evidence of educational advantages achieved through the multi-campus college model. Subject choice and diversity for school students have increased dramatically at Callaghan and Georges River Colleges with growing numbers of students selecting vocational courses, as well as courses delivered at TAFE NSW and university. At Chifley College the number of HSC courses has increased fourfold. At Georges River College over 55 HSC courses are studied and at Callaghan College almost 75 per cent of Year 11 students study vocational courses.
Student retention has increased in all multi-campus colleges. In 2004, Wyndham College increased student retention between Years 10 and 11 by 28 per cent; Georges River College has an apparent Year 10 to Year 11 retention rate of 115% from its three junior campuses plus students from non-government schools into the senior campus of Oatley. Year 7 enrolments increased by 41 per cent at the Hurstville Boys Campus of Georges River College in its first year of operation.

**Examples of Good Practice:**

The Port Macquarie Tertiary Campus is a co-operative arrangement between TAFE NSW - North Coast Institute, the University of Newcastle, Southern Cross University and the Hastings Council to enhance access to post secondary education for residents in the Hastings Region. The initial focus has been on supporting existing external university students through providing access on a fee for service basis to TAFE's Learner Support Centre, library and communication links. However, the University of Newcastle has now attracted Commonwealth funding to provide for nursing, information technology and business management program at the Port Macquarie Campus which will facilitate the offering of articulated TAFE diploma/degree pathways.

Contact: TAFE NSW North Coast Institute Director, Neil Black, Email: neil.black@tafensw.edu.au

The South Coast Education Network (SCEN) project involves schools, TAFE NSW and the University of Wollongong in providing Access Centres for the delivery of training and education services on the South Coast. Each centre has computer classrooms and videoconferencing facilities and is linked to the others and to Wollongong by high-speed communications. The centres are particularly appropriate to regional areas where students can access a 'one-stop-shop' for education and training.

Contact: TAFE NSW Illawarra Institute Director, Barry Peddle, Email: barry.peddle@tafensw.edu.au

The Freshwater Education Centre (FEC) is part of the Northern Beaches Secondary College (NBSC), a new cross-sectoral educational precinct involving the TAFE NSW – Northern Sydney Institute (NSI), Northern Beaches School District and the University of Technology, Sydney (UTS). Students at the Freshwater Education Centre have access to specialist TAFE NSW programs, especially in business practices and information technologies, and also have ready access to NSI programs and a variety of UTS first year university courses.

Contact: TAFE NSW Northern Sydney Institute Director, Kevin Harris, Email: kevin.harris@tafensw.edu.au

**Sharing of Expertise**

To improve the way an organisation performs and achieves its goals it may need to call upon expertise from another education sector. University staff commonly plays an active role in supporting, mentoring, advising and providing further education to school staff. The benefits to school staff are access to specialist expertise and the latest research. This expertise is
also called on from time to time when universities offer courses to school students. The expertise of school staff is utilised to support universities to produce quality trained teachers through the teacher practicum.

TAFE NSW staff sometimes deliver university courses, and TAFE expertise is used to train school staff to deliver vocational programs. The expertise of the different sectors can also be applied through participation on respective university and TAFE Boards and school governance committees.

**Examples of Good Practice**

The NSW HSC Online (http://hsc.csu.edu.au) web site is a partnership between Charles Sturt University (CSU) and NSW Department of Education and Training (DET). NSW HSC Online contains high quality resources to support students studying for the HSC, their teachers and their parents or carers. DET has responsibility for the development of syllabus-focused support material prepared by experienced teachers and academics. CSU has responsibility for the online production process. From January to November 2004, the number of pages delivered was more than 10 million.

Contact: Barbara Holland, Centre for Learning Innovation, Email: barbara.holland@det.nsw.edu.au

A Memorandum of Understanding between Alexandria Park Community School and the University of Technology, Sydney sets out an educational partnership between the school and university which includes: teaching placements for literacy and numeracy teacher training programs; professional development for teachers working with UTS Faculty of Education Aboriginal Education Unit; school participation in university research projects; and university input into the School’s quality assurance programs.

Contact: Bob Bruce, Deputy Principal, Alexandria Park Community School, Email: alexparkcs-c.school@det.nsw.edu.au

The annual University of Newcastle Science and Engineering Challenge gives NSW students an insight into the processes of scientific experiment and discovery. Through the program, university staff presents science and technology to secondary students in an inspirational way. The program combines a range of engaging activities such as building and firing a catapult and solving a virtual maze. Secondary schools that have participated in this program have shown a turn around in the numbers of students participating in the enabling sciences. Approximately 6,000 students from over 196 schools along the eastern seaboard competed in science and engineering challenges in 2004, and were supported by 750 community volunteers as well as by school teachers and university staff. The program now receives sponsorship from *Energy Australia*.

Contact: Bob Nelson, Faculty of Engineering and Built Environment, Email: robert.nelson@newcastle.edu.au

The University of New England *Science in the Bush* program provides Years 9-11 students in rural north and western NSW access to UNE expertise in fields as diverse as electronics, remote sensing, hydraulics, archaeology and ecology. It helps
students to see the fun in science through hands-on experiences. Approximately 300 students from the Armidale region attended *Science in the Bush* activities in 2004.

Contact: Dr Chris Fellows, School of Biological, Biomedical and Molecular Sciences, University of New England, Email: cfellows@une.edu.au

Beyond the Line is an initiative that promotes rural teaching by giving teacher education students the opportunity to visit non coastal rural locations to gain first hand knowledge of what it is like to live and work as a teacher in rural NSW. Each year hundreds of students from eleven universities visit the state’s more remote schools in the Bourke, Broken Hill, Deniliquin, Dubbo, Griffith, Moree, Armidale, Tamworth and Orange areas. Teachers in these areas open up their classrooms, as well as their homes to visiting trainee teachers. More than one hundred teaching students who have taken part in the program are now working in country schools.

Contact: Department of Education and Training Manager of Teacher Recruitment Programs, Sally Tranter, Email: sally.tranter@det.nsw.edu.au or go to www.teach.nsw.edu.au

TAFE NSW - Western Institute has delivered a literacy tutoring course to 28 government secondary schools. This program trains Year 10 students to provide literacy and reading tutoring and support to Year 7 students. The Year 10 tutors receive a TAFE Statement of Attainment. Both the Year 7 and Year 10 groups have been reported to have improved self-esteem, behaviour, attendance, and reading skills.

Contact: TAFE NSW Western Institute Director, Mr James Thorpe, Email: james.thorpe@tafensw.edu.au

The Plan-it Youth Mentoring program is a school-based mentoring program for students who are potential school leavers. It is a program linking community members with young people who may need extra support to continue at school or to prepare for the transition from school to work or further education and training. The students and mentors in the Plan-it Youth program work together to deal with the challenges of school relationships with peers and teachers, family life, work and training issues.

From 2002 to 2004, over 1600 students from 50 Government secondary schools had participated in the Plan-it Youth program and 800 community volunteers had been trained by TAFE NSW to mentor these students. The results indicate that the Plan-it Youth Community Mentoring Program is an effective intervention strategy in supporting young people to achieve success as they move through school into post-school life.

Contact: Joe Denaro, Equity Strategy Unit, Equity Programs and Distance Education Directorate, Email: joe.denaro@det.nsw.edu.au or Anne Millard, Sponsorship Coordinator on (02) 9561 8902 or anne.millard@det.nsw.edu.au
Mutual Involvement in Research and Innovation

Research and innovation activities typically involve university, school and/or TAFE staff working together on a project to benefit students and advance understandings that are then promoted through publication and dissemination.

Examples of Good Practice

The Macquarie ICT Innovations Centre (a co-operative project between the Department of Education and Training and Macquarie University) promotes the innovative use of information and communication technologies (ICT) to achieve positive outcomes for students. Northern Sydney Region students from Kindergarten to Year 12 are able to visit the Centre with their teachers to engage in a variety of curriculum projects developed at the Centre by NSW DET teachers, in collaboration with academic staff of the University. The Centre is also involved in the development of a number of online projects. All projects are designed to meet NSW syllabus outcomes.

Contact: Jennifer Fergusson or Bill Twyman, Directors, Macquarie ICT Innovations Centre, Email: ictINNOVATIONS@mq.edu.au

NSW schools participating in the Priority Action Schools Program aim to improve their teaching and learning and strengthen the relationship between schools, community and inter-agency personnel. As part of this initiative many have formed relationships with academic partners, usually university academics. These people act as key resources to their partner schools, helping them document their work and learn from it through their action enquiries. They also offer ideas about the innovations being trialed by the schools. Seventy-four schools are currently on the program supported by 54 university-based academic partners. A report outlining the success of the program in supporting low SES communities can be found at: http://www.det.nsw.edu.au/reviews/pasp/index.htm or for information on the program go to http://www.psfp.nsw.edu.au

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Charles Sturt University and the University of New England, through an Australian Research Council Grant with DET, are researching aspects of attracting, preparing, retaining and renewing teachers in Western NSW in the Rural (Teacher) Education Project. The R(T)EP research is concerned with the influence of rural and remote settings on teaching practices; improving the preparation and support of teachers in these areas; and enhancing student outcomes through teacher recruitment, preparation, induction, mentoring and continuing teacher education programs. The research methodology centres on the formation of productive partnerships to enhance quality teaching and student learning. The research project commenced in 2002 and will conclude with a final report in mid 2005.

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4. Principles to Guide Major Co-operative Activities

The existing range of programs and initiatives suggest that the NSW education sector is rich in cross-sectoral links. The school, vocational and higher education sectors have demonstrated a willingness to enter into agreements with one another in the interests of student learning. They also provide evidence of flexibility in the traditionally rigid boundaries between the education sectors. Students are increasingly mixing learning programs across sectors to take advantage of the learning opportunities and strengths in the different education environments.

A striking feature of the ‘good practices’ documented in this booklet is that they are successful responses to local needs and contexts but initiated within the framework of state priorities or policies. The capacity of local institutions to devise innovative programs for their particular circumstances is one that should be protected. At the same time, however, local initiatives should be publicised so that others may learn from them and, if warranted, adapt them for their own purposes.

Analysis of the ‘good practice’ initiatives has revealed a number of principles that underlie successful co-operative initiatives.

The activity provides defined benefits for students
While the proposed activity might also bring benefits to the respective institutions, the primary focus of any co-operative activity must be on students and how co-operation between the different education sectors will enhance the learning options, pathways and opportunities for the people of NSW.

There are mutual benefits and equal commitment from the education sectors involved
Genuine co-operation involves mutual advantages for the sectors involved. Co-operative agreements need to ensure that, to be sustainable, all parties feel that they are equal partners in the endeavour, and that each is contributing and benefiting.

Relevant stakeholders are consulted
Some co-operative activities will impact on the interests of other parties, such as unions, parent bodies and professional associations. In planning and implementing initiatives it is essential that relevant stakeholders are identified and consulted at the outset and, where appropriate, also involved as key partners throughout.

Each initiative is guided by a written agreement signed by all parties
Co-operative activities involving different institutions are typically formalised through a signed agreement or a memorandum of understanding. In some cases such agreements may be composed as a legal document but in others a less formal agreement may be more appropriate. Agreements need to state clearly the expected outcomes of the co-operative activity, the commitments expected of each party and the time frame for the co-operative endeavour.

Each co-operative endeavour is monitored and evaluated
To ensure that a co-operative endeavour is achieving, and continues to achieve, its goals, all parties will need to regularly monitor the implementation and outcomes of the agreement and at defined intervals also evaluate its effectiveness.