

Delivering Higher Education in TAFE NSW: Exploring the pedagogy of VET teachers.

Rosalind Carter, TAFE NSW, Australia

Carmel Ellis-Gulli, TAFE NSW, Australia

Abstract

In recent years a number of VET registered training organisations in Australia have broadened their VET training portfolios to include development and delivery of degree and associate degree qualifications. TAFE NSW is a new participant in the emerging mixed VET /Higher Education (HE) sector. The new HE environment evolving within TAFE NSW is a new construct for VET teachers involved in the delivery of HE programs. Research into the experiences and pedagogies of TAFE/ HE teachers is not substantial. This early stage research aims to identify key elements of the pedagogy of, and challenges facing, vocational education trained teachers delivering HE programs in a VET context. The project draws insights from recent literature exploring various conceptions of the new co-mingled VET and HE contexts, scholarship, curriculum and pedagogy. The project asks 'what is the pedagogy of a VET teacher delivering and assessing HE programs in a TAFE NSW college context?' The research argues that a better understanding of the role and pedagogy of a VET / HE teacher will assist the ongoing development of course delivery strategies and student learning.

The study investigates the experiences of six VET/ HE teachers delivering bachelor and associate degrees in TAFE NSW. The study indicates that teachers have developed a unique pedagogical approach which addresses national protocols for HE teaching and learning but their day-to-day practice leans largely towards a typical VET pedagogy. The study proposes that, to accommodate a range of student needs, a unique VET/ HE approach to teaching and learning is required.

Introduction and background to the emergence of HE in VET

To investigate the role of VET teachers teaching HE programs it is useful to look briefly at the process of emergence of VET organisations becoming involved in the delivery of undergraduate degrees. The final report of the Review of Australian Higher Education, the Bradley Review in 2008 recommends a very large increase in the level of domestic training and participation in higher education in Australia.

Current job creation patterns in Australia indicate a growth in demand for graduates with HE qualifications (Birrell, Healy and Smith cited in Birrell & Edwards 2009). Also noted is a need to expand provision of HE programs in underserviced regional areas in Australia and disciplines such as accounting, applied science and health and social professions have been identified as areas requiring growth in training and development (Birrell & Edwards 2009, p. 13). At the same time the Centre for Economics of Education and Training (CEET) notes that a pressing need is for substantial increases in vocational level training and completions, (Shah and Burke cited in Birrell & Edwards 2009, p. 5). Put together, these issues clearly suggest a need for the type of training and learning that will develop practical skills and produce graduates with qualifications at a range of levels. The delivery of Higher Education

through VET institutes, or in the emerging mixed-sector where institutions deliver both VET and HE programs, is one way to contribute to addressing this emerging new need to increase participation in HE in Australia.

TAFE NSW currently offers a range of applied HE degrees in disciplines such as Child Studies, Accounting, Information Technology, Engineering and in some niche market areas such as Interior Design, 3D Art Animation and Financial Planning (Technical and Further Education NSW 2014). TAFE NSW HE program curriculum is grounded in practice based applications with work experience and internships forming part of the course delivery in most courses (TAFE NSW Higher Education 2011). TAFE NSW also offers several undergraduate and post graduate degrees on behalf of other Australian universities.

In TAFE NSW, HE courses are delivered side-by-side with VET delivery in or through VET colleges in VET classrooms and online forums. Taking Moodie and Wheelahan's (Moodie & Wheelahan 2009, p. 362) classification of VET and HE institutions, TAFE NSW is still very much a single sector VET institution; not yet enrolling sufficient numbers of HE students to equate to a 'mixed sector' or dual-sector organisation as have been developing in States such as Victoria and Queensland. Nevertheless, the traditional lines that once defined and separated the VET and the HE sectors in NSW are blurring and fragmenting as the two sectors diversify their course offerings and as both widen their presence in the tertiary education market.

Recent literature notes that the sectoral boundaries between HE and VET in states other than NSW are becoming less distinct in a range of areas, not just in delivery. For example, the nature of what constitutes 'scholarship', 'research' and 'scholarly culture' in mixed-sector institutions are issues which need to be more carefully considered (Williams, Goulding & Seddon 2013, p. 10). Williams, Goulding and Seddon note that this is particularly evident in mixed-sector VET institutions, where the dominant legacy of VET culture and practice confronts new expectations about scholarly practice (teaching and pedagogy), which is rooted in higher education traditions. They go on to suggest that scholarly practice is both a consequence and an expression of the institutionalised 'sectoral distinctions and cultural hierarchies' in higher and vocational education.

In the present research project the development of a teacher's HE pedagogy is considered one of the various elements which constitute 'scholarly practice' in HE. The mixed sector environment suggests, at the outset, that teachers need to operate within two separate pedagogical frameworks. This, in itself, is not a problem. But what is not well understood is *how* VET HE teachers operate when they wear two distinct pedagogical 'hats'. This research project inquires into this experience. The study proposes that a better understanding of how teachers operate and the challenges they face within a mixed sector context will assist TAFE NSW to develop future HE delivery, assessment and staff professional development strategies. The key objective is to strengthen outcomes for HE learners in VET. The primary research question guiding this study is 'What is the pedagogy of a VET teacher delivering and assessing HE courses in the TAFE NSW / HE context?'

Literature informing the study

The following sections introduce and summarise a number of key issues raised in recent literature which relate to the development of HE teaching pedagogies and teachers' scholarly practices.

Teaching skills and curriculum in the changing tertiary environment.

This research project is located in the broad fields of teaching in higher education and vocational education and training. A new 'world order' is emerging in both the VET and HE sectors which is driven by demands for more customised and individualised products and services (Pillay & Elliot 2001, p. 8). The new context is also influencing the types of skills that are valued in education and how individuals develop the types of competencies required to operate in this new context (Pillay & Elliot 2001).

The VET sector, and to a lesser extent the HE sector, are both characterised by demands for employment focussed training, transferable skills and mobility, individualised training methods and supportive and practical applications for learning. Pillay and Elliot (2001) and Billett (2006a cited in Billett 2009, p. 831) suggest that it will be the teaching of skills such as critical thinking and the ability to rationalise issues and work with uncertainty that will perhaps be the most important assets that individuals will need to acquire to navigate across occupations and to succeed in the next century. New lenses are needed through which to view and develop new ways of learning and working in competitive and often contradictory environments but little has been written about the implications of this new competitive environment on education, pedagogies, curriculum and the development of critical thought in educational reasoning Pillay and Elliot (2001, p. 12).

Typical VET curriculum and pedagogical framework

A typical VET curriculum and underpinning VET pedagogy is characterised by teaching practices which support learning through practice and developing compartmentalised competencies and skills for immediate outcomes such as employment (Pillay & Elliot 2001, p. 19). Since the national sectoral reforms of the 1990s VET pedagogy has been informed by competency based training and the delivery of national training packages. Pardy and Seddon (2011, p. 59) argue that this type of delivery compels knowledge to be less explicit than is required in HE. They suggest that ways of knowing in VET are embedded in skills which are required for employment ...and specified in competency standards. Unlike the assessment of knowledge in the HE sector, tacit and skill based competencies are not measured or graded in VET (Pardy & Seddon 2011, p. 59). Similarly Moodie and Wheelahan (2009, p. 360) argue that VET competency based training is, overall, contextually specific and is intended to build knowledge that is required to undertake a work role or work task to a specific standard. Moodie and Wheelahan note that VET qualifications are reduced to numerous specific tasks and the transmission of knowledge takes place through high levels of student interaction and frequent opportunities for discussion and questioning. They also point out that study skills and theoretical knowledge, which are generally needed to progress to further study in HE, are not workplace competencies and so are not included in the outcomes of VET qualifications.

In response to the challenging new context of training and learning, a range of pedagogies have evolved which promote student centred and self-regulated learning,

transformational learning and learner empowerment (Pillay & Elliot 2001, p. 15). But Pillay and Elliot (2001, p. 16) also point out that these types of pedagogical models have implied a type of universality and absoluteness. They argue that new pedagogies are needed which better recognise and integrate formal and informal learning, the value of learning networks that cross institutional boundaries, promote questioning, challenge beliefs, develop critical thinking and reasoning and recognise different types of knowledge (Pillay & Elliot 2001, p. 19).

The current HE curriculum and pedagogical context

The Australian Tertiary Education Quality Standards Agency (2014) sets out its expectations for HE teaching. These include requirements for teachers to acquire a sound understanding of current scholarship and/or professional practice in the discipline that they teach; have an understanding of pedagogical and/or adult learning principles relevant to the student cohort being taught and engage students in intellectual inquiry. The standards also require that teachers are advised of student feedback on the quality of their teaching and be afforded opportunities for improvement.

A widely accepted approach to university teaching is the approach put forward by Ernest Boyer in 1990. Boyer (1990, p. 16) sets out four professional work functions of academics who teach in HE contexts. These work functions are: 'discovery'- to contribute to the stock of human knowledge; 'Integration'- to make connections across disciplines, to synthesise, critically analyse, and interpret; 'Application'- to apply knowledge dynamically, thereby creating new understandings between theory and practice and 'Teaching'- to be well informed, develop disciplinary knowledge and intellectual engagement and to extend that knowledge through teaching.

The element of 'teaching' is clearly only one element of the model but the four elements together draw attention to the breadth of a teacher's professional function in HE. This model is, however, notable for the absence of the role of the learner within the teacher's day-to-day professional functions, and by association, the creation of knowledge among learners. This model assumes a simple transmission of new knowledge from the teacher/ expert to the learner. It also appears to under-represent principles of adult education which are underpinned by recognition of the existing experience and needs of learners, learner self-direction and positive and caring interpersonal relationships (Knowles, Holton & Swanson 2005, p. 172).

Devlin and Samarawickrema (2010, p. 111) define university teaching as a scholarly activity that draws on extensive professional skills and practices and high levels of disciplinary knowledge. They also note that there is often little emphasis on the importance of developing effective teaching skills which acknowledges learners and their experience. A number of other commentators have also noted that while university lecturers are required to demonstrate strengths in content knowledge relating to their discipline, many have limited knowledge of strategies of teaching and learning (Edgerton 1988, Light 1990, Wiemer 1990 cited in Ballantyne, Bain & Packer 1999, p. 237).

Other models and frameworks have been proposed which outline elements of excellence in teaching in HE. The Australian Learning and Teaching Council

(ALTC), for example, has proposed five key guiding principles which include, briefly, motivation of students, development of resources, respect and support and scholarly activity (Devlin & Samarawickrema 2010, p. 115).

Brew (Williams, Goulding & Seddon 2013, p. 14) notes that scholarship (teaching and learning) includes demonstrating current subject knowledge, keeping abreast of literature and research, encouraging students to think critically, engaging in professional practice where relevant and focussing on learning outcomes for students. Further, Wiemer (1990) notes that HE lecturers are sometimes labelled as lacking knowledge of theories of learning and teaching strategies which leads many teachers to teach as they were taught. This has been found to perpetuate traditional teaching methods which lack reflective practices in how to bring about high quality learning (Wentzel 1987 cited in Ballantyne, Bain & Packer 1999, p. 237).

While the TEQSA standards are explicit, and various models of scholarship and teaching have been widely accepted or adopted, Devlin and Samarawickrema (2010, p. 115) point out that there is no one articulated definition of what constitutes effective HE teaching.

The mixed sector pedagogical context

Universities and VET have been traditionally anchored in knowledge arrangements that contain a legacy of distinctive, but not mutually exclusive, education missions. VET learning has been characterised by pedagogies which are dominated by training for building and developing manual skills whereas HE learning has been traditionally characterised by pedagogies which aim to develop 'mental skills' (Pardy & Seddon 2011, p. 58).

Williams, Goulding and Seddon (2013, p. 29) have suggested that scholarly practice (synonymous with a HE pedagogy) in mixed-sector institutions is a hybrid of VET and HE institutions. In HE scholarly practice recognises the role of critical reflection, the need to situate scholarly practice within the literature and within a theoretical framework, and the need to integrate broader social and ethical issues. Williams, Goulding and Seddon (2013, p. 3) note that 'scholarship' shares some distinguishing features with VET such as an applied orientation and an emphasis on industry focus and the scholarship of teaching and learning. This they suggest results in scholarly practice in mixed-sector contexts manifesting a distinctive identity, different from either VET or higher education (p. 3).

However, Moodie (cited in Williams, Goulding & Seddon 2013, p. 3) notes that mixed-sector institutions often have difficulty in adequately addressing the scholarship requirements of higher education. This, Moodie suggests, is partly because 'there is no clear understanding of what such scholarship might be' (p.15). In their comparison of scholarly practice across the three tertiary education sectors Williams, Goulding and Seddon (2013, p. 23) also find differences in the way knowledge is created and shared with the learner and with others. In VET organisations, teachers and trainers are expected to have attained the appropriate technical skills and knowledge of the subjects they are teaching and to maintain their knowledge of industry practices. This is essentially the 'knowledge' that teachers and trainers need and it is conceptually similar to the 'knowledge' required by university lecturers (Karmel cited in Wheelahan et al. 2012, p. 3). They note that disciplinary

knowledge in the mixed sector does not contribute widely to the knowledge building process. Workloads and a lack of resources and management support make scholarly practice, in the mixed sector, difficult and recognition of scholarly practice tends to be limited (p.24).

Teacher identity in the VET/ HE institutions has also been raised as a point of discussion by Wheelahan and colleagues in a previous study in 2012. They note that teachers in mixed sector institutions agree that '...their work is to teach in programs that incorporate both theory and practice'. They also point out that the curriculum generally defines the work of VET / HE teachers and in the way they understand their job. The way this is done is to begin with practical applications and then lead on to the incorporation of theoretical perspectives in later years of the degree'. This theory-practice approach was found to be a particular characteristic of teaching in HE in TAFE (Wheelahan et al. 2012, p. 29).

In sum, Australian TAFE institutions, higher education teaching staff are reported to be left 'betwixt and between' as they straddle the two sectors (Kelly, Wheelahan & Billett 2009 cited in Williams, Goulding & Seddon 2013, p. 23). They note that VET teachers' identities are being shaped by the epistemological, pedagogical, industrial and institutional conditions they experience in their work. They also note that higher education teachers in Australian TAFE institutes are organisationally located in a VET culture holding values incongruent with those underpinning higher education and that often management practices are not informed by understanding or insight into the work of higher education teachers (Williams, Goulding & Seddon 2013, p. 23).

However, mixed-sector institutions are still in relatively early stages of development and further research is needed to better understand the scholarly practice of VET/ HE teachers and their affiliations with both HE and VET education traditions (Goulding & Seddon 2011 cited in Williams, Goulding and Seddon 2013, p.10). The research methods enabling data collection and analysis in the present study are outlined in the next section.

Methodology and Methods

The study is underpinned by an interpretive research perspective. A range of documents related to HE delivery in TAFE NSW and VET were reviewed to identify evidence of explicit expectations of VET and HE teacher pedagogies and operating frameworks.

Semi- structured interviews were conducted with six TAFE NSW teachers who are currently teaching or who are involved with HE course and subject coordination in three degree programs delivered in TAFE NSW. The purpose of the interviews was to explore the perspectives and experiences of teachers and head teachers. Their direct experience was recorded and analysed. A number of key issues and themes concerning teaching, assessing, management and coordination roles were identified from within the transcriptions. The study is limited by the small number of participants and narrow range of HE courses included in this research design. Nevertheless the research design was thought to be adequate to provide sufficient information to enable discussion in alignment with current literature and make a

contribution to answering the research questions guiding the study. Participants have been de-identified in discussion and quotes.

Findings and discussion

A scan of TAFE NSW /HE staff related documents indicate that TAFE NSW / HE teachers are employed under the TAFE NSW teacher award. A framework has been developed for guiding the development of scholarly practice for teachers and the roles and responsibilities of teachers, managers and relevant committees in contributing to developing a VET/ HE scholarship (Technical and Further Education NSW 2012). The framework is linked to the department's HE Strategic Plan which includes a goal to 'extend and enhance workforce capabilities' but does not indicate any specific expectations for the development of a distinctive HE pedagogy or functional role.

Interviews with a number of VET trained HE teachers indicated that they face a number of challenges with respect to course planning, delivery, student engagement and developing their own scholarly practices.

Pedagogical approaches-modifying delivery plans to suit the needs of a VET/HE student cohort

In the early stages of implementation of HE courses in VET in NSW, it was largely assumed that VET teachers would adopt a traditional HE pedagogy in which transmission of knowledge is conducted mainly through formal lecture and student interaction in post lecture tutorials. But evidence from interviews suggests that most VET/ HE teachers are continuing to apply vocational training principles in their preparation, delivery and assessment.

During the first few weeks of delivery, several teachers find that they need to change their approaches to accommodate the needs of students who required a higher level interaction and support. Teachers mostly commenced with a formal HE pedagogical approach to planning, delivering and assessing. However, teachers find that some students are not able to adequately cope with, or adjust to, the formal lecture style delivery of HE course material. Additional explanations, advice and guidance is required during the allocated lecture time. Lectures become combined lectures and tutorials to both assist students and to enable teachers to move through the planned material each week. This strategy is working well for students and teachers. However, teachers note that to deploy a VET approach and pedagogy and, at the same time, maintain academic rigour, places enormous demands on teacher time and resources. Teachers note that such a delivery model reduces the time that can be allocated to other academic activities such as professional development. Teachers of one course also noted that assessment rubrics which have been provided by the partner university are challenging to interpret and implement in an effective way.

The complex nature and technical content of applied degrees is requiring a more integrated delivery of lecture and tutorial material. Often the same teacher teaches and then guides the tutorial material. Teachers feel that modes of HE teaching, characterised by the transmission of knowledge through lectures and separate discussion (reflective practice) in tutorials does not work well for HE students in TAFE Colleges. This is illustrated by teaching manager Peter:

'We started with full lectures and full tutorials but now we fully blend delivery'. The material and the technology is complex so we need to check their (student) comprehension far more frequently within the lecture rather than wait for the tut..... also, I don't have enough time to plan a lecture and a tut'. Peter

Also, Teacher Jill, points out that, she is aware that she retains a VET approach but she changes her expectations of students in her HE classes. Jill expects students to learn to apply critical thinking skills:

'In discussions I ask different questions of my HE students. In VET classes I say 'this is a good way to do it'....in HE classes I say 'this is a good way to do it. Can you tell me why'?. Jill.

The adopted model which combines lectures and tutorials is proving to be an effective delivery strategy for TAFE NSW, particularly in the early stages of delivery of HE courses. The smaller number of teachers teaching HE programs and the VET work load has, however, also meant that there are fewer opportunities for staff to form useful communities of practice through which to share current teaching. There are few opportunities for teachers to share assessment practices and to develop ongoing relationships to support their teaching practice and HE pedagogy. A VET trained teacher and manager in one mixed sector college notes the absence of either a formal or informal community of practice at her college:

'In VET the community of practice supports our day-to-day learning. But there is none of this in HE. I asked for help in starting communities of practice two years ago but so far nothing....'. 'The best help so far is talking to Chris at MXU about subject assessment'. Louise

Student preparation for HE course participation

VET/ HE teachers note that VET/ HE students are often not well prepared to participate at the required level in HE courses. A recent trend in VET colleges shows that many students prefer to move from school, or from a TAFE Certificate or Diploma level qualification, directly into a full bachelor degree program. Teachers note that many of these students have not yet acquired the competencies in academic reading, writing or numeracy to participate and perform at the expected level. As Teacher Heather, explains,

'In our HE courses we need to allow students to lead conversations but students (in my courses) are just not well enough prepared...'. Heather

The lack of student capacity in these areas often means that teachers need to again modify lecture material to include revision and tutorial activities to enable students to 'keep up' and progress through courses.

An individualised student centred pedagogical approach to teaching and learning aligns well with current commentary concerning the new VET/ HE teaching and learning context (for example Pillay and Elliot 2001 and others). But aligning HE pedagogical models with actual delivery and assessment practices appears to be a

difficult task for VET/ HE teachers. VET / HE teachers indicate that they are still in very early stages of developing their HE pedagogy. They also indicate that they need to support individual students more than they had initially anticipated. The practical content of the applied degrees has lead VET/ HE teachers in TAFE colleges to develop models of delivery and scholarly practice which includes elements of HE scholarship but largely resembles that of a typical VET teaching pedagogy. This supports Williams Goulding and Seddon's suggestion that the pedagogical and scholarly practice of mixed sector teachers appears as a type of hybrid of both traditional HE and VET pedagogy and practice.

This research project has also, incidentally, highlighted a need to better support VET/ HE learners, particularly in the first semesters of study, to navigate the HE context and adequately engage with HE material. This aligns well Torenbeek, Jansen & Hofman's (2011, p. 663) study in which they found that some first year students perform better when a more structured, teacher centred approach is applied in the first few weeks of study. This then highlights the need to place the students' learning needs more firmly at the centre of a VET/HE pedagogical model and to recognise the need for HE teachers to apply pedagogically sound teaching techniques to foster student learning. This is different to where the student, as learner, currently appears in some models of HE pedagogy and scholarship in the academy.

Overall analysis of interviews indicates that VET teachers feel they have not yet been afforded sufficient practical guidance on how to teach in the HE environment. However, despite the challenges and time constraints, teachers and managers interviewed note that their VET training approaches, which focus on small class groups and an individualised and largely structured teaching methods, are working well for the cohorts of students in HE courses and, at this stage, they will continue to deploy these strategies for HE delivery.

Conclusion

The research project has highlighted recent commentary on the emergence of HE in VET organisations. The pedagogic frameworks emerging in the new VET/HE context appear to be effectively combining useful elements of traditional VET and HE pedagogies. The pedagogical approaches are designed to equip learners with the types of skills described by Pillay and Elliot (2001) that would be needed for learners to operate effectively within the dynamic and interrelated new world order. This research project has set out a number of issues that need to be considered and examples of challenges for teachers and managers which need to be navigated to bring about an effective learning experience for VET/ HE students. These include the development of a pedagogical framework that can support teachers to operate in ways which allow flexibility and adaptability and incorporate a balanced mix of practical skills development and critical thinking among learners and a framework for scholarship and mechanisms for coping with change in teaching and learning. This research project has enabled a questioning of current HE pedagogical models and their relevance to the VET/HE mixed sector context. It has highlighted a range of opportunities for better understanding the delivery and management of HE programs within the VET context and how to sustain this new educational construct. The research shows that the actual TAFE/HE teaching pedagogy leans strongly towards a traditional VET/TAFE pedagogy incorporating a modified lecture with high levels of

student interaction. A key issue highlighted in this research project is that VET/ HE pedagogies are evolving to accommodate the requirements of delivery of dynamic and applied HE courses and to meet the learning needs of HE students in VET and mixed sector contexts. This research project brings some recognition to the emerging hybrid VET/HE teaching approach and, through this, provides some validity to teacher's VET/HE pedagogical practice.

The research project also validates the application of the principles of VET pedagogy in the delivery of applied HE qualifications delivered in VET contexts. The nature of this hybrid approach to teaching, scholarship and learning, however, deserves further research as HE delivery and scholarship in VET organisations continues to develop.

References

- Ballantyne, R., Bain, J. & Packer, J. 1999, 'Researching University Teaching in Australia: themes and issues in academics' reflections', *Studies in Higher Education*, vol. 24, no. 2.
- Billett, S. 2009, 'Realising the educational worth of integrating work experiences in higher education', *Studies in Higher Education*, vol. 34, no. 7, pp. 827-843.
- Birrell, B. & Edwards, D. 2009, 'The Bradley Review and access to higher education in Australia', *Australian Universities Review*, vol. 51, no. 1, pp. 4-13.
- Boyer, E. 1990, *Scholarship Reconsidered: Priorities of the Professoriate*, Carnegie Foundation for the Advancement of Teaching.
- Devlin, M. & Samarawickrema, G. 2010, 'The criteria of effective teaching in a changing education context', *Higher Education Research and Development*, vol. 29, no. 2, pp. 111-124.
- Knowles, M., Holton, E. & Swanson, R. 2005, *The Adult Learner*, Elsevier, London.
- Moodie, G. & Wheelahan, L. 2009, 'The Significance of Australian Vocational Education Institutions in Opening Access to Higher Education ', *Higher Education Quarterly*, vol. 63, no. 4, pp. 356-370.
- Pardy, J. & Seddon, T. 2011, 'Making space for VET learning after the Bradley Review: Rethinking knowledge to support inclusion and equity', *Cambridge Journal of Education*, vol. 41, no. 1, pp. 53-65.
- Pillay, H. & Elliot, B. 2001, 'Emerging Attributes of Pedagogy and Curriculum for the "New World Order"', *Innovative Higher Education*, vol. 26, no. 1, pp. 7-22.
- TAFE NSW Higher Education 2011, *Bachelor of Applied Finance (Financial Planning) Course Structure*, Sydney.
- Technical and Further Education NSW 2012, *TAFE NSW Higher Education Professional Development Framework*, TAFE NSW Higher Education, Sydney
- Technical and Further Education NSW 2014, *Go Higher, Higher Education Courses*, Sydney <<http://www.highered.tafensw.edu.au/courses/#.UyFpMcuKDcs>>.
- Tertiary Education Quality Standards Agency (TEQSA) 2014, <http://www.comlaw.gov.au/Details/F2013C00169/Html/Text#_Toc330548933>.
- Torenbeek, M., Jansen, E. & Hofman, W. 2011, 'Predicting first-year achievement by pedagogy and skills development in the first weeks at university', *Teaching in Higher Education*, vol. 16, no. 6, pp. 655-688.
- Wheelahan, L., Arkoudis, S., Moodie, G., Fredman, N. & Bexley, E. 2012, *Shaken not stirred? The development of one tertiary education sector in Australia*, National Vocational Education and Training Research and Evaluation Program.
- Williams, M., Goulding, F. & Seddon, T. 2013, *Towards a culture of scholarly practice in mixed-sector institutions*, National Centre for Vocational Education Research