### Project title
Developing Effective Models for Dual Sector Qualifications in International Business.

### Project leader
Dr Fang Zhao School of Management & Ms Kylie Paterson-Jonas BTS

### Team members
- 

### Funds approved
$44,000

### Funds acquitted (attach financial statement)
$24,986

### Introduction
The primary aim of this project is to develop effective models to promote pathways between TAFE and higher education (HE) sectors in International Business (IB). Essentially, the key building blocks of the models consisted of (i) a dual-sector program structure, (ii) cross-sector courses (cores and/or electives) which align and integrate TAFE and HE offerings, and (iii) international business industry project-based learning.

The project addresses both on-shore and off-shore needs and demands for dual-sector qualifications and pathways, in particular, from international students including those in Vietnam and other campuses and our offshore partners.

This project builds on current national and international innovative practices in offering high quality dual-sector programs in International Business with both vocational and professional focus.

### Detailed project description and outline of what was done
This report comprises 6 sections:
- Section 1 describes the sources of data and the methodology used in the analysis;
- Section 2 is the literature review;
- Section 3 contains the analysis of the data;
- Section 4 identifies and discusses the major issues from the analysis;
- Section 5 presents 5 models developed for dual-sector qualifications; and
- Section 6 is summary and conclusions.

### Attach the full and detailed report and evaluation of your project outcomes including evidence of the impact the project has had. Also make reference to how the outcomes address the five key objectives:
- Improved student learning experiences,

See report
<table>
<thead>
<tr>
<th>outcomes and employment opportunities</th>
<th>Dissemination of project outcomes both completed and planned. This should include both within RMIT and externally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>As Dr Fang Zhou has now left RMIT, Kylie Paterson-Jonas will be available for presentation of findings to schools.</td>
</tr>
<tr>
<td>Strategic alignment</td>
<td><strong>PLANNED PRESENTATIONS:</strong></td>
</tr>
<tr>
<td>University wide application</td>
<td>Business TAFE School Managers Meeting - Feb 09.</td>
</tr>
<tr>
<td>Value for money</td>
<td>International Business Industry Advisory Committee – March 09 (external)</td>
</tr>
<tr>
<td></td>
<td>International Business Teachers Network 2009</td>
</tr>
<tr>
<td></td>
<td><strong>Other presentations would be to:</strong></td>
</tr>
<tr>
<td></td>
<td>Associate Professor Evelyn Fallshaw, Associate Pro-Vice Chancellor (T and L) and T&amp;L committee</td>
</tr>
<tr>
<td></td>
<td>Gill Palmer Pro-Vice Chancellor (Business)</td>
</tr>
<tr>
<td></td>
<td>Staff in the School of Management</td>
</tr>
</tbody>
</table>

### Summary of the project, outcomes, impacts and dissemination

Initially, the project on “The Developing Effective Models for Dual Sector Qualifications in International Business” attempted to find the right pathway mix to articulate TAFE students to Higher Education.

Upon reviewing the literature, collecting primary data through interviews, and reviewing the models used in other institutions, it was found there was a demand for courses existed in international business both at TAFE and higher education level.

In addition, there is relatively a small demand (10-20%) for Advanced Diploma students to articulate from TAFE to higher education). But, if RMIT does not meet this demand, other institutions will almost certainly do so. In reality, some students will not have the ability, desire or financial capacity to complete higher education, and employers in the industry have expressed strong support for courses that have a sound practical aspect. This suggests that the TAFE course in international business has at least a medium-term future based on student and industry needs and preferences. At the same time, there appears to be a valid case that students will perform better if they complete articulation through the one institution, so that, RMIT continues to offer articulation subject to work required to better integrate the two levels.

In addition, it was found employers had growing expectations that young employees will be equipped with a relevant degree and that a degree would be necessary for employees to progress to management ranks. At the same time, industries made it clear that it preferred employees with practical hands-on experience that allowed them to become productive employees quickly. These demands may be met by the dual TAFE-HE qualification. On the basis of this analysis, there appears to be a preference for dual qualifications from employers. The time needed to complete two qualifications as well as the additional cost in fees that is incurred for entry into an industry with lower salary expectations, suggests that it will be favoured by a limited number of students expecting to work in Australia.

International students may be less concerned about entry salaries if they propose to work overseas, but then the TAFE hands-on experience in Australia may have lesser value in overseas jurisdictions with different rules.

After carefully evaluating each of the proposed models the following recommendations were made:
1. That Model 2 to be adopted, as it has the potential to achieve good outcomes.

2. Students starting the Certificate IV and moving onto the Associate Degree need to achieve a level of no-less than 70% in each course, to ensure they have the capacity to cope with Higher Education.

3. That industry committees be joined to provide better links between schools and industry, and to keep everyone on “the same page”.

4. When students move from the Cert IV to the Associate Degree and then transition from the Associate Degree to the Bachelor Degree they attend a mandatory orientation class and enter into learning contracts, which includes attending SLAMS and obtaining a mentor to help make the transition a smooth one and to ensure all are integrated into their new program.

5. That co-op is retained as an integral part of the program, either in 6 or 12 month blocks. This will ensure that students have solid links with industry and are employable straight away.