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**The Australian Higher Education Graduation Statement and implication for
Teacher Education:
International policy developments and the prospects for
Australian teacher education**

Dongqing Fu and Michael Singh

Centre for Educational Research,
University of Western Sydney
Email: d.fu@uws.edu.au, m.j.singh@uws.edu.au

Abstract:

Australian higher education is now part of changed and changing global community. In the past, one of the problems of international higher education is that different degree structures and the absence of effective credit transfer arrangement make the recognition of qualifications difficult for students undertake portions of their study in another country. With the development of Bologna Process, this kind of problems may be solved in the European higher education area by various mechanisms such as the Diploma Supplement. The aim of the Supplement is to describe higher education qualifications in an understandable way, and thereby achieve transparency, recognition and mobility of qualifications and degrees. This poses challenges for Australian Federal Government and higher education institutions and policy makers. In 2008, the Australian Government launched the *Proposal for the Australian Higher Education Graduation Statement* as the further study based on the *Next Steps* (2006) paper. This paper reports on the latest developments in Australian Higher Education Graduation Statement and what this means for teacher education. It includes a policy analysis relating to the Australian Higher Education Graduation Statement, including an analysis of the arguments for AHEGS made in reports and submissions to Government. Through interviews with teacher educators, this paper explores the challenge and opportunities that AHEGS brings to the Australian teacher education.

Introduction

This paper focuses on Australia's responses to, and engagement with, the Bologna Process for harmonising credit transfer arrangements, quality assurance mechanisms and degree structures throughout Europe. It is part of a project that seeks to better understand the internationalisation of Australian higher education policy and in particular its relevance for policy making and innovation in Australian teacher education. The Bologna Process involves at least 45 European countries in creating a European Higher Education Area by 2010 through greater consistency in degree structures, credit transfer and quality assurance across 4,000 higher education institutions (Tauch, 2004). This paper has generated and collected primary evidence of the experiences (i.e. descriptions and explanations); conceptions (i.e. documented representations) and perceptions (i.e. views and judgements) of key higher education policy actors in Government agencies and universities in Australia. This paper seeks to contribute to a better knowledge of the internationalisation and contextualisation of teacher education by addressing three related research questions. First, what tensions, if any arise in national efforts, (specifically those initiated by the Australian Government) to respond to and engage international policy developments (in particular the Bologna Process)? How have the processes of translation and re-contextualisation affected the realisation of the Bologna Process in Australian higher education? Third, in the policy actions undertaken to engage with and respond to the Bologna Process, what slippages occurs as national interests make use of international policy drivers to progress change?

This research paper seeks to better understand the internationalisation of Australian higher education policy by investigating:

1. how Australian higher education policy is affected (or not) by changing international circumstances;
2. what constraints affect the extent of policy making and innovation in Australia's higher education systems;
3. the role of the Australian government in acting for higher education policy making and innovation, and what this says about the system of government and the relative autonomy of Australian universities;

4. the inter/national pressures, challenges or opportunities for Australian higher education policy change.

In Australia, state-based teacher education policies and programs are increasingly informed by national, international and supranational exchanges of ideas, research and strategies. This project examined the influence of the global flows of one such policy setting, the Bologna Process, on teacher education in Australia. In doing so it built upon an earlier study into the identity re/conversion processes by which 'World English speaking' student-teachers become 'Australian teachers' (Singh and Han, 2007). It examined the range of drivers underpinning the national and international forces operating on Australian teacher education, looking at their expression through the development of the Australian Higher Education Graduation Statement. Documents were obtained from all universities throughout Australia; what are now the Federal Department of Education, Employment and Workplace Relations, and the Australian Quality University Agency. In addition interviews were conducted with university officials, including teacher educators involved in the internationalisation of higher education. The aims of this paper were to investigate:

1. the reasons for Australia's engagement with the Bologna Process.
2. the relationship between international policy drivers and nationally driven teacher education agendas.
3. the dimensions of teacher education being embraced by Australian Government's engagement with the Bologna Process.
4. the convergences and divergences in the university responses to the Australian Government's Bologna agenda.

This paper begins with a theoretical framework which providing the necessary to ask what concepts are available for explaining why there might be any links to teacher education and higher education policies from across such different and distant continents. Then a short review of the research literature on the European Diploma Supplement and Australian Higher Education Graduation Statement is provided as a way of defining its key features. It then presents an overview of Australia's responses to the Bologna Process through final report paper: *Proposal for an Australian Higher Education Graduation Statement* and a series of interview through the university officials, including teacher educators involved in the internationalisation of higher education. It concludes by drawing out some possible implications of the development of the Australian Higher Education Graduation Statement for teacher

education through reference to issues raised in the interviews and the *Proposal for an Australian Higher Education Graduation Statement*.

Conceptual Framework

What the new dimensions of the global cultural flows?

As a result of the differential diaspora of these keywords, the political narratives that govern communication between elites and followers in different parts of the world involve problems of both semantic and pragmatic nature: semantic to the extent that words (and their lexical equivalents) require careful translation from context to context in their global movements, and pragmatic to the extent that the use of these words by political actors and their audiences may be subject to very different sets of contextual conventions that mediate their translation into public politics (Appadurai, 1990, p. 36).

One result seen in these key words is the narration of various political constraints. The world's elites in their exchanges with their followers have encountered a number of semantic and pragmatic problems. The so-called semantic problem is that the meaning of keywords in one context may differ in another, and so the need for careful translation. The so-called pragmatic issues mean that the politicians and their listeners' uses of these words in different contexts may constraint the agreements they can reach. They agree only so what can be translated into public policy. What are the issues involved these conversations?

These conventions also involve the far more subtle question of what sets of communicative genres are valued in what way (newspapers versus cinema, for example) and what sorts of pragmatic genre conventions govern the collective readings of different kind of text (Appadurai, 1990, p. 36).

The conversations involve some complex and delicate issues. For example, how to assess the exchange of different text types (such as newspapers on film)? How do the words used the different types of standardised text restrict collective interpretation? Further, global unevenness is an issue:

The very relationship of reading to hearing and seeing may vary in important way that determine the morphology of these different ideoscapes as they shape themselves indifferent national and transnational contexts.

This globally variable synaesthesia has hardly even been noted, but it demands urgent analysis (Appadurai, 1990, p. 37).

Reading, listening and watching local/global relationships can be unpredictable, as we to make sense of the impact of these changes. It can be said that in different countries, the national and transnational contexts can have different a bearing. Differences in ideology across these contexts in forms the way decisions are made. This fluid global phenomenon requires further analytical work. A reason for this new terminological kaleidoscope is that:

as states (and the groups that seek to capture them) seek to pacify populations whose own ethnoscares are in motion and whose mediascapes may create severe problems for the ideoscapes with which they are presented. The fluidity of ideoscapes is complicated in particular by the growing diasporas (both voluntary and involuntary) of intellectuals who continuously inject new meaning-streams into the discourse of democracy in different parts of the world (Appadurai, 1990, p. 36).

This situation leads to the emergence of a new terminological kaleidoscope. As all countries attempt to control their own population try hard to pacify their people, the countries themselves face ethnic instability. The pictures in the media display a notion-centred ideology even as this ethnic instability causes serious questions. The mobility of ideological pictures is a cause of growing emigration (including voluntary and forced) among intellectuals. It is becoming more complex. Intellectuals uprooted from all corners of the world continue to inject democratic discourse with significance.

The Australian Higher Education Graduation Statement and teacher education:

A literature review

Through the conceptual work of the globalisation, it is necessary make a review about the issues which relevant to this paper, which including the European Diploma Supplement, the Australian Higher Education Graduation Statement, the teacher education .

The European Diploma Supplement and the Australian Higher Education Graduation Statement

Here it is necessary to briefly explain the key features of a Diploma Supplement. Iain and Heather (2002) argued that the Diploma Supplement is an addition to the degree or diploma document which is issued to graduates. The purpose of the Diploma Supplement is to make qualifications more transportable and transparent by supplying information about the education system in which the qualification was gained. This information is expected to be useful to the graduates and potential employers.

The Diploma Supplement as a European initiative is a document that is attached to a higher education diploma and aims to improve international ‘transparency and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates). Importantly, the idea for the Diploma Supplement was jointly developed by the European Commission, the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Australian Government, 2006).

The Diploma Supplement has its roots in the Convention on the Recognition of Qualifications concerning Higher Education, also known as the Lisbon Convention (Lisbon Convention, 1997). The Berlin Communiqué calls ‘for every student graduating as from 2005 to receive it automatically and free of charge’ (Berlin Communiqué, 2003).

The aim of the Diploma Supplement is to describe the qualification in an easily understandable way and relate it to the higher education system within which it was issued. The Diploma Supplement is included in the European Commission’s plans to create a single framework for the recognition of qualifications and competences across Europe. Thus, the Diploma Supplement provides details of individual qualifications which have been successfully passed. It is not intended as a replacement for the actual credential. Its overall aim is to provide information to employers to facilitate recognition and mobility across Europe. It is against this backdrop that the next section explores further Australia’s engagement with the Bologna Process.

In 2006, the Australian Government created the concept of the Australian Diploma Supplement which has the similar content with the European Diploma Supplement. But the European term “Diploma Supplement” is problematic in the Australian context. With the first word, the problem is that, while “diploma” in the European context means an academic award, in Australia it refers to a particular type

of award. The word “supplement” also contains problems in that it conveys the idea that the documentation is an “add-on” or of lesser importance than the testamur. On 10 January 2007, the Minister for Education, Science and Training, the Hon Julie Bishop MP, announced that a consortium of universities had been commissioned to develop a single agreed template for an Australian Diploma Supplement. The successful consortium represented 14 universities led by the University of New England, the University of Melbourne, and the Australian National University. They also decided to change the name Australian Diploma Supplement into the Australian Higher Education Graduation Statement (AHEGS). The AHEGS is providing enhanced documentation to graduates to improve the transparency and portability of qualifications, and to facilitate international mobility. It will be a distinctively Australian document that promotes the quality of the Australian higher education system and the academic achievements of graduates from Australian higher education institutions.

Teacher Education and the Bologna Process

The Bologna Process is not meant as an argument in favour of the standardisation and implementation of “one European model” of teacher education or of university education more generally (Zgaga, 2007). The Bologna Process can provide the structuring dimensions to teacher education around mobility, in quality assurance and internationalisation.

The OECD has made a broad international study of policies for attracting, developing and retaining effective teachers in schools. The report *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (OECD, 2005) aims to provide a comprehensive international analysis of teacher education. The report focuses on issues affecting school teacher in twenty five (25) countries in terms of their preparation, recruitment, work and careers. In this report, there are several key issues for teacher education policy; teachers’ knowledge and skills; the recruitment, selection and employment of teachers, retaining effective teachers in schools, and developing and implementing teacher policy. Teachers are the most significant and central resource in improving the efficiency and equity of teaching. If competent people encouraged to work as teachers, it is easier to achieve high quality teaching and to ensure students can access to high quality learning.

The main concerns of the report include: the attractiveness of teaching as a career, developing teachers' knowledge and skills, recruitment, and the limited connections between teacher education, professional development and teacher needs. Some countries experience high rates of teacher attrition, especially among new teachers. Other countries have a large over-supply of qualified teachers. Both issues raise their own policy challenges.

The trend appears to be that all teacher education is gradually being provided in university-level institutions. For example, in Austria the teacher training colleges are being replaced by new pedagogical universities. Likewise, more countries are introducing consecutive models of teacher education with a Bachelor's and Master's degree structure, and with the Master's component providing teachers' professional education. Concurrent models of teacher education are currently the most common in Europe, particularly at the primary and lower secondary education levels (Eurydice, 2002).

To improve teacher quality the European Commission (2005) has set out the following principles for teacher competencies:

1. Teachers should be graduates from a higher education institution or equivalent;
2. Those teaching in initial vocational education should be highly qualified in their professional area and have a suitable teaching qualification;
3. Teacher education programs should be delivered in all three cycles of European higher education (Bachelor, Masters and Doctorate) to ensure their place in the European higher education area, and to increase the opportunity for advancement and mobility within the profession; and
4. The contribution of research and evidence-based practice to the development of new knowledge about education and training should be promoted (Teaching Australia, 2006, p. 27).

Increasingly learning in the teaching profession is being seen as including initial teacher education, beginning teacher education and continuing professional development (Teaching Australia, 2006, p. 27). Teacher mobility is being encouraged:

1. Mobility projects for teachers should be facilitated and promoted as an integral part of initial and continuous professional development programs;
2. Opportunities to study European languages during initial teacher education and in continuous professional development programs should be available and promoted; and

3. Priority should be given to developing greater trust and transparency of teacher qualifications within Europe to allow for mutual recognition and increased mobility (Teaching Australia, 2006, p. 28).

There are indications that the mobility of teachers between countries is growing. A number of countries are involved in joint teacher exchange and networking arrangements. There are also indications of countries actively recruiting teachers from abroad to help meet teacher shortages, including the provision of language teaching to children from immigrant groups. The limited mobility of teachers between schools, and between teaching and other occupations, is seen as restricting the spread of new ideas and approaches, and resulting in teachers having few opportunities for diverse career experiences. Further, this lack of mobility is said to mean that teacher shortages in some regions can exist in parallel with an oversupply of teachers in others. Providing incentives for greater mobility of teacher removing barriers are seen as important policy responses (OECD, 2005).

Teacher registration, accreditation and mobility

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Research Method

This paper provides policy analysis based on the Australian Government's research report and the interview through the university officials and policy makers. It is necessary to adopt the interpretive policy analysis in this paper.

Conducting an interpretive policy study

The aim of policy analysis is to supply information about complex social and economic problems and to evaluate the formulation and implementation of the process of a policy or program (Yanow, 2000, p. 2). It is hoped that policy analysis can provide both policymakers and citizens a basis for discussing and judging divergent proposals and results, or intentions and (likely) effects or consequences. The processes of the policy analysis involve developing an understanding of the context; devising or otherwise defining the problem; establishing objectives as a way of generating assessment criteria, and exploring (likely) effects or consequences as a basis for informing, discovering or assessing ensuing options.

Policy analyses also require another set of analytic tools, based on philosophical presuppositions that put human meaning and social realities at their heart (Yanow, 2000, pp. 4-5). To understand the consequences of a policy for the broad range of people, how it will affect the very mundane aspects of their lives,

expert understanding of the practical reasoning about local conditions has to be derived from lived experience.

Interpretive methods of policy analysis concentrate on the meanings that policies have for a broad series of policy-relevant publics (Yanow, 2000, p. 8). Interpretive methods examine not only what specific policies mean but also how they mean, the process through which policy meanings are communicated, who is the objects of policy, and what the context-specific meanings of policy objects are. Interpretive analyses often concentrate on “confusions” or “stress”. The first concerns the difference between things that the policy-makers want and are actually found in the policy field. An interpretive approach encourages researchers to deal with the difference as all policy interpretations are reflections of the policy actors’ different prior experiences. But this does not mean all policy interpretations are “right” or “useful.” Policy analysis can be very fruitful in helping the parties understand the differences between different meanings attributed to a policy.

Accessing evidence: Identifying interpretive communities and policy artefacts

The purposes of interpretive policy analysis are first to distinguish the understanding of policy ideas and language between different groups of people, and second, to identify the documents through which these understandings are stated, conversed, and interpreted. The information to be used in this study to make the interpretive analyses is words, symbolic objects, and the acts of policy-relevant actors and their policy documents. The documents to be collected to make the analysis will inform the researcher’s observations and interpretations. Identification of significant linguistic materials and their consequent cause of different understandings of the same subject can also help in understanding how these different conceptualisations lead to different policies and programs. In effect, this study will follow established steps for data collection in interpretive policy analysis, namely:

1. The identification of communities of meaning or practice: groups of people who share a view of the policy issue under analysis.
2. The identification of the specific artefacts (language, acts, objects) through which these views are expressed.
3. The mapping of the architecture of their similarities and differences with respect to the issue. These materialize in the way each group talks about

the issue and in their actions with respect to it or the implications for action of that discourse (Yanow, 2000, pp. 30-31).

To achieve the interpretive policy analysis, the researcher will collect evidence relating to the identification of communities, the identification of the specific materials and the identification of similarities and differences on the issue.

Analysis of Australian Universities' responses to the idea of an Australian Higher Education Graduation Statement

The main concepts from the Next Steps (2006) paper

The following diagrams (Diagram 1 and 2) provide the main concepts which appear in the Next Steps (2006) paper from the different angle. Through the above analysis of the *Next Steps* (2006) Paper, we can show the connection of these several section by the following two diagrams.

Diagram 1 Main concept in the *Next Steps Paper* (2006)

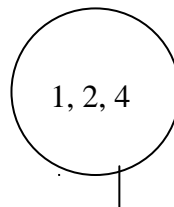




Diagram 1 indicates the main concepts that revealed in the *Next Steps Paper* (2006). They are the trial, risk/challenge/barrier, purpose/aim and the benefit which are mentioned in the Paper. For all the concepts which are mentioned in the Paper, these four groups of concepts appear several times. In each main part of the Paper, it is easy to find out these concepts.

One of these important concepts is relating to the trial, which was mentioned in the Diploma Supplement section and the Method section. In this Paper, it focuses the trial of the Bologna Process on the costing and implementation of the Bologna Process. The Paper shows the concerns about the initial costs, the cost for system requirements and the significant cost related to IT system's maintenance and quality assurance of data. The other issues which relate to the implementation of the BP are involved with two aspects. On the one hand, it is relating to the administration and demonstration of the students; on the other hand, it also concerns the possibility that establishing working and discussing groups between teachers.

The purpose/aim for examining of the BP is another issue which appears in the Paper several times. These purposes including: consistency and portability; transparency; recognition of qualification; assessment of the quality; focus on the development and implementation; stimulate debates; provide an overview and

identify both issues and opportunities. We can group these issues into two parts; one is relating the establishing the international qualification recognition system, the other group relates to the guiding purpose for Australian Government and higher education institutions. Through these purpose which were provided in the Paper, the Australian Government have a clear understanding of the coming competition of the BP, it will absorb the advantage of the BP so that to avoid the possible risks that the BP will bring.

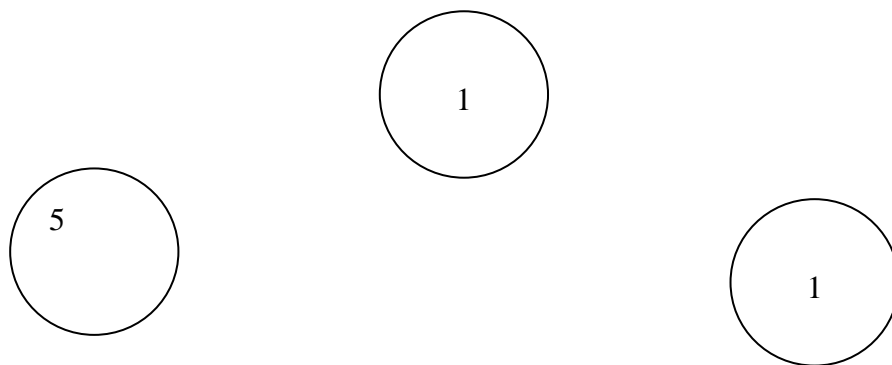
The other important concept which appears in the Paper is the risk/challenge/barrier. The Paper consider the risks that the BP will bring totally, especially it takes the risk or challenge in the higher education area in Asia-Pacific region as an important issue. Those risk/challenge including the coming firers competition in the international higher education market; the international standards for Australian framework; the establishing of the international portable qualification and increasing use of English as a language of instruction. It is obvious to find out all these risks are brought by the “harmonising” of the international higher education market. As an important export market of higher education, Australia finds out the benefit that the international higher education could bring to it. But with the implementation of the BP, it is a high risk that Australia loosing the advantage in the international higher education market. It is also the reason why the higher education policy makers take the risk/challenge/barrier so important part in this Paper. It is necessary to take the possible risk as high consideration so that the Australian Government and its higher education sectors could handle the risks that the BP might bring to Australian international higher education market.

The Australian Government considered the risks that the BP might bring totally, it also take the benefit the BP would bring into consideration. The last important concept appears in the Paper is the benefit that the BP might bring to Australian higher education providers. These benefits are: the closer academic and economic linkage between Australia and Asia; the increasing mobility of students and skilled employers; the maintenance of attractiveness to international students; the promoting employability and academic recognition and the acceptance of Australian higher education awards. We could find the BP brings the challenges/risks to Australian higher education market, at the same time it could be the

opportunities for Australian higher education providers and will benefit for all students and institutions eventually.

Except of the above issues, there are other concepts which are also considered in the Paper. If we take the concepts appear in Diagram 1 as the first level of the concept map, the following one, Diagram 2 will be the second level of the concept map.

Diagram 2 Other concepts in the *Next Steps Paper* (2006)



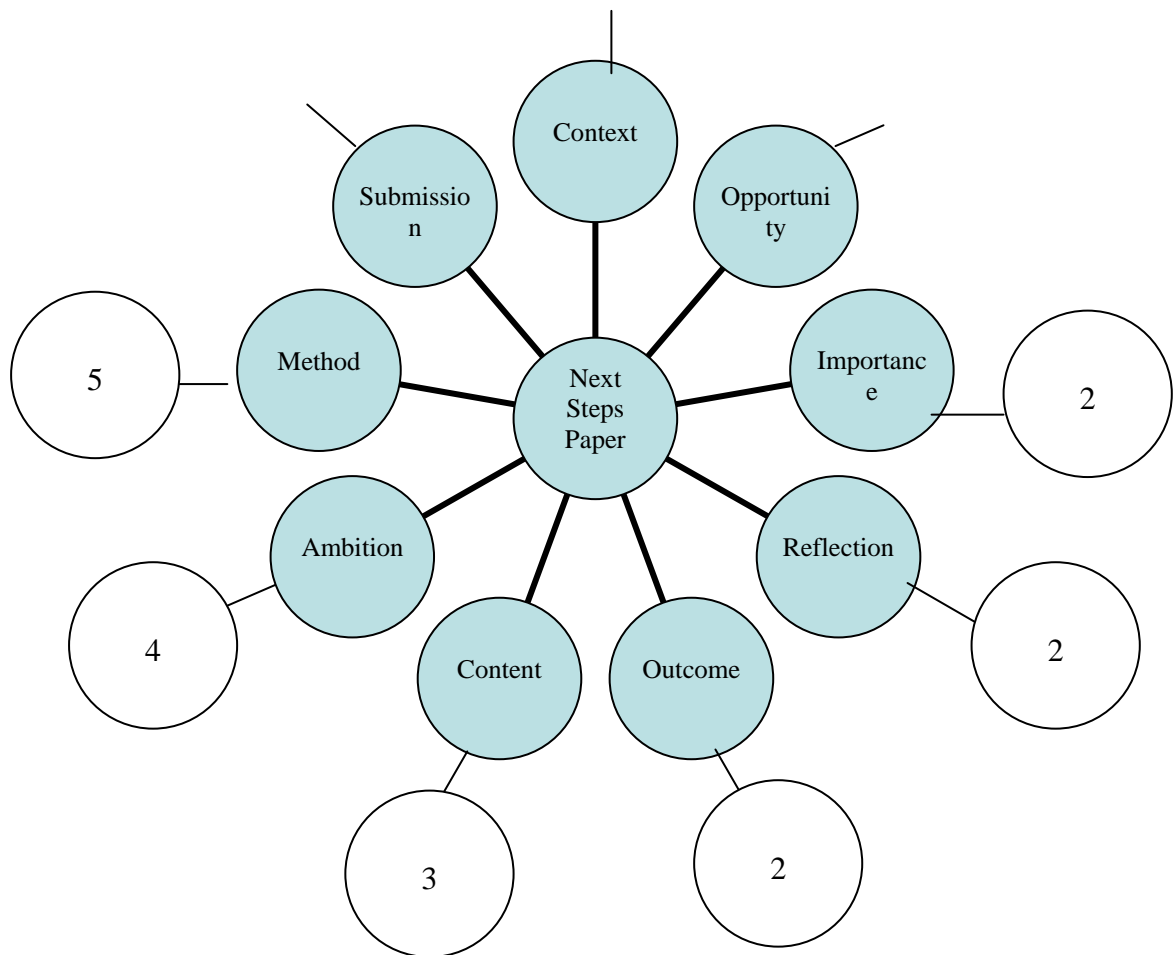


Diagram 5.2 shows the other concepts which appeared in the *Next Steps Paper* (2006). As we grouped the information of the Paper, the numbers in the diagram indicate where the concept comes from the section of the Paper. These concepts are including the context, opportunity, importance, reflection, outcome, content, ambition, method and submission of the Bologna Process. All these issues are taking into consideration in the Government discussion Paper. But compared with the concepts which appear in Diagram 5.1, these ones in Diagram 5.2 are more likely relating to one aspect of the Paper. It seems that all the issues in Diagram 5.2 do not have much material to taking about for time being the Paper was published.

Samples and descriptions of the Australian Higher Education Graduation Statement

The following table are the samples for the Australian Higher Education Graduation Statement. This table is the sample which the Australian institutions will

adept as the supplement for their graduates. The award, awarding institutions and the graduate's academic achievement would be found in this table.

Table 1
Samples of AHEGS

<i>Element</i>	<i>Sample 1</i>	<i>Sample 2</i>	<i>Sample 3</i>	<i>Sample 4</i>	<i>Sample 5</i>
<i>The graduate</i>	Henry Allen	Elizabeth Simpson	Janice Brown	Richard Smith	Brain Roberts
<i>The award</i>	Bachelor of Business, with specialisation in accounting Course accreditation: This course is accredited by CPA Australia and graduates are eligible to apply for Associate Membership.	Bachelor of Arts, with specialisation in sociology and political science	Bachelor of Arts with Honours, with specialisation in Gender Studies and Sociology	Master of Arts by Research, Archaeology and Anthropology	Doctor of Philosophy, with specialisation in Political Science
<i>Awarding institution</i>	University of Eastern Australia	The University of Eastern Australia	University of Eastern Australian	University of Eastern Australia	University of Eastern Australia
<i>Graduate's academic achievements</i>	Status: Awarded Date: 03 March 2003	Status: Awarded Date: 03 March 2003	Status: Awarded Date: 29 July 2004	Status: Awarded Date: 05 July 2004	Status: Awarded Date: 14 December 2004

(Source: CSHE & CHEMP, 2008)

Through this table it shows the characteristics of the Australian Higher Education Graduation Statement. All these five samples are from the University of Western Australia, but they belong to different award and different major. As the supplement for the diploma the graduation statement provide some supplement elements to the study. It provides the details of the award, and the pathway to further study; the institution of awarding; the academic achievement of graduates which including the courses the students take during their study and the thesis title and abstract if they have. This graduation statement makes the diploma that the students got from the different institution throughout Australia comparable. With the comparable diploma, it will provide the benefits when the graduate looking for a position in Australia or overseas. It could also enhance the mobility of teachers and students national and international.

At the meanwhile, another characteristic is that in this table the policy makers prefer to choose the Arts degrees as the sample, especially in the Bachelor stage. As

the degree structure of the Bologna, there is the three cycle system of degree (Bachelor/ Master/ Doctor). Because of the characteristic of the Doctor of Philosophy, there are no course or credit requirements for the degree, it becomes the most comparable degree in this cycle. Refers to the Bachelor or Master degree, they are facing up many difficulties that the credit or academic achievement requirements brought. Let me take the Bachelor degree provided by the School of Education, University of Western Sydney for example, in 2009, University of Western Sydney could provides the degrees like Bachelor of Early Childhood Studies (Child and Family), Bachelor of Education (Primary) AREP, Bachelor of Arts/ Master of Teaching (Primary), Bachelor of Arts/ Master of Teaching (Secondary), Bachelor of Science/ Master of Teaching (Secondary). These degrees are all belongs to the teacher education but there are different academic achievement requirement for each of them. At the same time the other universities although Australia could also provide the similar degrees in the teacher education area, but the curriculum of these universities are different. This also provides the difficulties of the comparison of the degrees.

The reason for this situation is complicated; it contains the historical, political and educational reasons. In Australia, the Federal Government provides the fund to the universities, the State Government manage the universities which located in the State, but the universities also need the “autonomy” of academic, it leading the contradiction with the requirements of the three. The other reason is caused by the special nature of the teacher education profession. In Australia, every primary or secondary teacher should hold the teacher qualification which provide by the different State. After obtaining the Bachelor of Teaching and Master of Teaching degrees, most of the students could get the qualification of teacher education. For this purpose, the academic achievement requirements for students should meet the requirements of the State that the university located in. The other major such as nursing facing the similar situation, it is the reason the policy maker only take the Bachelor of Arts or Master of Arts as the sample. Compared with the more practical majors such as teacher education or nursing, the Arts degree seems easier to compare with each other. It is a hard task that applying the Australian Higher Education Graduation Statement to the practical majors, it need the efforts both, Federal Government, State Government and universities. Table 7.2 is a brief introduction of the Australian higher education system.

Table 2

Description of the Australian Higher Education System in the AHEGS

<i>Element</i>	<i>Comment</i>
<i>Introduction</i>	The Australian higher education system consists of independent, self-governing public and private universities and higher education institutions that award higher education qualifications. All higher education providers must be listed on the Australian Qualifications Framework Register of Recognised Education Institutions and Authorised Accreditation Authorities in Australia.
<i>Qualifications</i>	The Australian Qualifications Framework (AQF) is a single national and comprehensive system of qualifications offered by higher education, vocational education and training, and secondary schools.
<i>Admission</i>	Requirements for admission to particular programmes are set by individual universities and colleges that generally provide arrange of routes for entry and admit those students considered to have potential to successfully complete programmes of study.
<i>Quality</i>	Australia has an international reputation for high quality education that is built on best practice in accreditation, quality recognition, quality assurance, and student consumer protection in the National Protocols for Higher Education Approval Processes.

(Source: CSHE & CHEMP, 2008)

All Australian higher education providers have to register in the Australian Qualifications Framework (AQF) and authorised by the Australian accreditation. As the comparable system, the Australian Qualification Framework contains the higher education, vocational education and training, and secondary schools. The high quality of the international education is ensured by the National Protocols for Higher Education Approval Processes.

Conclusion

This paper provides the policy analysis based on the Next Steps (2006) paper and the Proposal of an Australian Higher Education Graduation Statement (2008). Through the policy materials, it is important to study European policy influences on Australian higher education as these are likely to affect the international recognition of its academic qualifications. As the consensus building process for creating an Australian Higher Education Graduation Statement gets underway, there are some important issues to be considered. First, it will be important to understand the role of the state in developing the Australian Higher Education Graduation Statement. Second, it will be useful to consider the range of university work embraced by the Australian Higher Education Graduation Statement. Third, the Australian Higher Education Graduation Statement is being driven by international circumstances, so we need a better appreciation of these. Fourth, given possibilities for convergence and divergence in universities' uses of the Australian Higher Education Graduation Statement, these will require close investigation. Fifth, it will be valuable to establish

whether there is any resistance to the Australian Higher Education Graduation Statement. Sixth, given the anticipated effects of the Australian Higher Education Graduation Statement, and the Bologna Process more generally, there is a need to inquire into expectations regarding international competition in higher education market. Overall the Australian Higher Education Graduation Statement provides a key policy setting for addressing changes borne of European influences on Australian higher education policy.

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