

## **TARGETING, TAILORING, TIMING – How the smaller regional Victorian TAFE’s are changing to meet the need of HE students studying in their regions together.**

### **ABSTRACT**

The Dual Sector Partnership (DSP) Project delivers higher education (HE) programs to regional students through their own local TAFE Institutes. The model of blended delivery allows the students to study online but keep a local connection with lecturers and support staff based at their home institutes. Many students articulated into the degree programs from TAFE diplomas.

The transition from a vocational environment into a HE environment presents challenges for these students. They are time poor, often in middle to senior management roles, working full time and managing families. Significant barriers exist in their relative isolation from direct assistance by studying online and lack of underlying academic literacies required for HE study.

Under DSP, students have access to both University library resources online and their local TAFE libraries for support. In this way we reflect the “blended delivery” concept in the library support model.

The Project funds the development of local library collections and an Information Librarian role (Jo Menzies) working with the partners to identify resources and practices that will help build capacity for the librarians, most of whom had previously not been required to deliver Information Literacy at the HE level.

Partner Libraries have devised and tested a number of strategies to better connect with these largely online students. Strategies include the development of some highly tailored and targeted sessions delivered outside normal library hours and requiring a very tight connection between teaching, library and learning skills staff.

Other strategies include: collaboration on the development of innovative and interactive tools to support referencing instruction, (one of the biggest issues for this cohort of students), active presence in student Moodle shells so students can interact with the library in their study space, development of student-generated sessions where students request specific session topics, and a preferred time to meet with their support librarian.

These strategies have had varying degrees of success. Student feedback has been positive, but major issues are making contact with this cohort and finding the right time. Online resources are available but their skills with technology often prevent them from accessing such resources without support and instruction on effective use.

One of the important lessons coming out of the project is that delivery of information literacy (IL) for this cohort is all about Targeting, Tailoring and Timing (the 3 T’s).

We have a way to go, but we have clear goals to work towards, including the development of strong local connections between the library, teaching and study support staff.

For this mature age group support works best when online is complemented by face to face support.

For the smaller regional TAFEs the provision of IL to HE students is a new thing. In addition the cohort is mature age, not based on campus and come into the program with significant gaps in their academic literacies and technological skills. As a result each TAFE Institute library has responded locally in customising their delivery to suit the DSP cohort.

## INTRODUCTION

The Dual Sector Partnership (DSP) Project was developed to boost higher education (HE) participation in regional Victoria. It aimed to achieve this through a partnership arrangement between University of Ballarat (now Federation University Australia, or FedUni), Advance TAFE, Bendigo TAFE, GippsTAFE, GO TAFE, SuniTAFE and Wodonga TAFE with the assistance of funding from the (then) Commonwealth Government, Department of Industry Innovation, Science, Research and Tertiary Education (via the Structural Adjustment Fund) with partnering TAFE Institutes delivering a number of FedUni undergraduate degree programs. Beginning in 2012, the keystone program was the Bachelor of Applied Management (BAM) which offered a pathway from the Advanced Diploma of Business. Since then a number of programs have been delivered in the areas of engineering, sports management and early childhood with plans to develop niche/locality specific degrees in industries such as logistics and dairy.

In tandem with this, two subsidised up-skilling teaching qualifications Graduate Certificate in Education (Tertiary Teaching) (GCETT) and Associate Degree in Training and Education (ADTE) were offered to staff at the TAFE Institutes, along with the opportunity to enrol in a Master of Education program.

In response to TAFE Institutes' delivery of HE qualifications, TAFE libraries have developed programs to support these students prompting wider discussions about the required changes in content and pedagogy. Kloppenborg and Ruddy (2013) have noted there is a great degree of variability in the approach to supporting these students due in part to them being a different cohort with a diversity of learning in their background to which the HE information literacy (IL) model does not neatly translate. In fact we would argue that for the students studying within the DSP network there probably is no consistent way to approach a support model, it is about targeting, tailoring and timing on an institutional, program and cohort basis, a challenging proposition.

This paper focuses on the experience of three TAFE libraries within the network to explore the library's role in DSP and the opportunities and challenges afforded through the DSP model for libraries to support FedUni students.

## TAFE ENVIRONMENT

Victorian TAFEs have been dealing with change on an unprecedented level in recent times. The introduction of contestability made funding equally available to TAFEs and registered training organisations (RTOs). Already thin markets, particularly in regional areas, on top of

challenges inherent in delivering across large geographic areas were contested by a growing number of providers. In 2012 the Victorian government removed the Full Service Provider Allocation which funded student support services including disability support, counselling, learning support and libraries. This, together with subsidy reductions for a number of courses, effectively removed 300 million dollars from TAFE budgets across Victoria resulting in staff redundancies, campus closures and a requirement that TAFE institutes enter into transition planning with a view to gaining efficiencies. In 2014, the Napthine Government made funding available for TAFEs to effect organisational changes as detailed in their final transition plans. These included options of mergers and partnerships. Over 2014 the results of this push have started to take on a public face.

The impact of these changes on regional TAFE libraries has included the reduction or freeze on collection budgets, staffing reductions, adjustments to opening hours and loss of some services such as bookshops. While these changes have been daunting, regional TAFE libraries have set about working in this new environment by adapting and reimagining their service not only to their local TAFE students but to the Partners with whom they have been building relationships.

## THE DSP LIBRARY MODEL

Library service under DSP reflects the ethos of the wider project, which aims to foster a more collegiate relationship with partnering institutes and build capacity, including staff skills and qualifications. Partner TAFEs, through local HE co-ordinators, employ local academic staff to deliver FedUni programs, allowing students to study locally while enjoying support and services within their own community.

Although there are many long term established partnerships between TAFE and Universities including joint or cooperative libraries, DSP differs in that the local library staff are *the* primary point of service and support for HE students. Most commonly, universities have their own librarian working in a TAFE space (or involved in a program of visits from the “home” campus) and/or have their resources accessible through a joint use TAFE library collection. DSP Partner Library staff: deliver sessions, advise students, circulate local collections and assist in the process of request and delivery of FedUni Library resources. They are the local experts in the University Library.

The library element of the project sought to enhance the local TAFE-University connection through:

- Development of local collection, both program specific and general
- Appointment of a dedicated position (DSP Information Librarian) to coordinate, support and build a community of practice across the seven Institutes

The DSP Information Librarian role was a new position designed to promote and engender collegiate University/Partner library relationships under DSP in recognition of the key role TAFE libraries were positioned to have in providing accessible, quality support to FedUni students studying at local TAFEs. In keeping with this ethos, applicants were sought from across the whole network with the opportunity to work from the home-base. The position is in

place for the duration of the funding period, with a focus squarely on the Project, responsive to its changing stages and developments.

Although the University has an existing Partner Support Librarian, the DSP Information Librarian role differs in that it is not the main point of direct library support to Partner based students whether as a “visiting librarian” or online. The role aims to build an open and supportive professional network, facilitate consistency in service and support, respond to opportunities to develop new or improve existing services and resources, and provide project-relevant capability-enhancing professional development.

Some key aspects of the role include:

#### Online Community of Practice (CoP)

Partners are geographically spread. Moodle was the suggested platform for the sharing of news, discussions ideas and strategies. Documents, advice, guides, handouts and policies are made available via Moodle including the relevant course descriptions and booklists. Due to the complex and interrelated elements in the project, CoP membership intentionally extends beyond the library to include, learning support advisors (University and Partner), partnership administration staff, HE coordinators at Partners and special project staff.

#### Organising and facilitating DSP Library Forums

These Forums are funded face to face gatherings of representatives across the whole network, held once a year. Central to the Forum is the sharing by Partner staff of their changing context, experiences and developing strategies to support and connect with their FedUni students. Forums are an excellent opportunity to strengthen the fabric of connections between partners. As issues/opportunities are identified via meetings and on Moodle, they may become topics for guest speakers or for specialist training sessions. This paper is an example of an outcome that began as a forum discussion. The forum is also an important platform to collaboratively plan activities for the year ahead.

#### Partner visits

Three visits are made to each Partner Library throughout the year. They are intentionally planned to allow space for extended discussion and exploration of ongoing issues, ideas and developments that are specific to that partner. Visits are documented in reports that capture how the project is progressing and help the DSP Librarian identify patterns and common ground.

#### Building Collections

Funding is available to enhance capacity at Partner Institutes by building collections to support learning in HE. This includes not only prescribed HE program texts and recommended reading but also in non-program areas of special need such as academic writing and research. In this way, local students, both FedUni and TAFE students gain convenient access to a wider collection of HE titles

The DSP Library network is not intended to operate in a top down manner with the University Library describing for partners the service to be delivered. Instead it is a two way conversation, with partners bringing forward ideas, developing strategies in response to their local context and sharing them across the network

## DSP STUDENT PROFILE

The cohort of students in the BAM program, the first to be delivered across all Partners are typically:

- Mature age and in their 30-40s
- First in family to attend HE
- Working full time, often in middle-senior management
- Juggling family and study commitments.
- Moved via recognition of prior learning (RPL) from TAFE diploma level into the 3<sup>rd</sup> year of an undergraduate degree
- Have not gained the underpinning academic skills/literacies required at this level.
- Are rarely on campus – usually once a month.
- Have very limited time when on campus and low flexibility in terms of their availability.
- May experience technology as a barrier either through lack of experience or poor regional connectivity and service

Each DSP library has experienced unique circumstances that have required them to develop local and flexible options for student support, hence we have come to think of library service to them in terms of Targeting (of a specific cohort with a unique profile, what did they need most, finding where and how best to communicate with them), Tailoring (delivery of highly relevant contextualised support) and Timing (finding a time when support was welcome and most effective for engagement).

The following case studies illustrate the journey of three Partner Libraries as they identified and responded to issues in ways which best fit their cohort and their own capacity and unique institutional context.

### Case Study: SuniTAFE

#### Background

SuniTAFE was established in 1979 to serve the training needs of north-west Victoria. The Institute has four campuses, with the main campus located at Mildura, and smaller campuses at Swan Hill, Robinvale and Ouyen. SuniTAFE has a long-term partnership with La Trobe University, Mildura Campus. The SuniTAFE library, based at the Mildura campus, is a joint-use facility and SuniTAFE staff are familiar with the variety of queries that higher education students present with. SuniTAFE currently offers one DSP program, the BAM and up skilling programs such as GCETT. Initially, we planned to follow the same model used with SuniTAFE students where they would be booked in for library sessions by the course coordinator or teacher, or we would be invited to attend their orientation sessions. The normal model of library induction included issuing ID cards, taking the students on a physical tour of the library space, and then running more in-depth classes on using online resources and developing referencing skills. The DSP Federation University ID card printer is located in the SuniTAFE library as staff had experience with the same technology, having produced SuniTAFE cards for over 5 years.

## Challenge 1 - Communication

Internal SuniTAFE communication delays during implementation of the DSP Project presented an initial challenge. Information was coming into SuniTAFE via two DSP channels – to the SuniTAFE library staff via the DSP Federation University Library team, and to the SuniTAFE DSP Project Manager via the DSP Federation University Project team. This lack of cohesive information resulted in missed opportunities to attend orientation sessions and engage the students in the early part of their course. It transpired that the DSP Project Manager ran Academic Writing and Referencing sessions as a separate service to the library sessions.

## Challenge 2 - Student Characteristics

A second challenge was having two distinct cohorts of students under the DSP Project. All GCETT enrolments were SuniTAFE staff, whereas the BAM cohort included some SuniTAFE staff, but the majority were from outside SuniTAFE, working full-time in middle to senior management roles and having had a significant period of time since studying previously.

## Challenge 3 – structure of course & timing of workshops

The BAM cohort was only on campus once a month for a full-day workshop, and scheduling time within that day proved nearly impossible. The lecturers flew up for the day, had a full day of material to get through, and often hadn't understood or had missed the emails regarding library skills sessions during the morning or lunchtime breaks. The structure of the BAM course, where students are required to have a Diploma and Advanced Diploma, and simply complete the 3rd year of the Bachelor degree, has the potential for many students to be overwhelmed. A number of them achieved their Diploma and Advanced Diploma through RPL, and so have never experienced academic study. Given their management roles at work, many are also used to having administrative support staff to create documents and reports for them. Learning the required research and academic writing skills in a short enough time to successfully complete the course requirements, is a huge hurdle for some students.

## Ongoing Strategy

### Tailoring

Our service provision now takes attendance patterns and the course structure into account. We ensure we market opening hours and availability to the Federation University cohorts. Interaction with other DSP partners has provided us with ideas and information on how better to tailor our service provision.

### Targeting

Persistence in requesting information from the local DSP Project Team on class changes and student details has been essential. The main strategies include proactively providing DSP students with information, and dealing with individual students, rather than a whole-class face-to-face model. Once the BAM student cohort were informed of services and support available, they were very appreciative and many made an effort to visit the library during their lunchbreaks during their monthly workshop.

## Timing

This year we have been proactive in marketing library services, not just to the DSP students, but to the DSP project team within SuniTAFE. We have managed to engage with the latest intake of students, and capture some returning students, during the first two weeks of semester, and are looking forward to seeing more of the DSP cohort in the library.

## Looking forward

Maintaining regular communication with students, colleagues and other DSP partners is a central feature to our ongoing engagement strategy.

## Case study: Wodonga TAFE

### Background

Wodonga TAFE is a small regional TAFE with a student EFT of 4607. The David Mann Library is a joint use facility with La Trobe University, Albury-Wodonga and the campuses are co-located next to each other. Wodonga TAFE employs five library staff (EFT 3.26) with another 9 library staff (EFT 6.8) employed by La Trobe University. Library services are provided in an integrated way, with single service points for all users, a shared Library Management System and the collections of both institutions interfiled and available to all users. All library staff are expected to provide general library and information services to users from both institutions, however specialist librarians in the form of the LTU Faculty Librarians and the Manager, TAFE Library Services are available to provide liaison, learning and research services to their respective institutions.

As a result, the Wodonga TAFE Librarians were already experienced with dealing with university level students, collections, e-resources and services and were also familiar with the complexities of working within the systems of multiple institutions, before the commencement of the DSP project with the Federation University. However, Wodonga TAFE chose to deliver the BAM program on a weekly workshop basis at a facility within the CBD of Wodonga, about a ten minute drive from the main campus, which had no library facility or service (although it is next door to the public library).

### Challenges

The first intake of BAM students commenced mid-2012. Unfortunately they had commenced before any thought was given to providing them with academic skills workshops. As a result the library offered individual appointments with students which a small number of students took up. Other than this, most support occurred by email or phone, including with the teachers who were also unfamiliar with the FedUni Library systems at this stage. Most students were unfamiliar with literature from academic journals so the Librarian was invited to do a workshop on searching journal article databases during their class time, and after the first assessment when referencing appeared to be an issue, individual assistance was provided to students (plans for a workshop fell through).

The second intake of students in February 2013 were given the option of attending an Academic and Study skills day a week prior to commencement of their course. Many of the

2012 intake also chose to attend this day. The day's agenda was rather full, including an introduction to Moodle, a session on learning styles, how to write an essay, managing stress and anxiety, 30 minutes on Referencing and one hour to cover the services available from the David Mann Library and FedUni Library and how to search databases effectively. Unfortunately this was mostly delivered in passive lecture-style format, as the room was equipped with a datashow, but no computers for participants.

The feedback from students after this session was most constructive. The BAM students were extremely time poor. They were mostly relying on eBooks and articles from FedUni Library. Few were taking advantage of the David Mann Library (even though all the prescribed texts and recommended readings had been added to the local collection), or of the ability to request print items from FedUni Library to be delivered to David Mann Library. The comments basically distilled to 'if it wasn't in Moodle then they did not go outside this space'. They also wanted practical assistance with essays, reports and referencing.

### Strategies

With the third intake in mid-2013 the Academic and Study skills day was reformatted and mostly delivered by the TAFE Librarian and the Academic Skills teacher from Wodonga TAFE. After the introductory sessions on essay writing, planning, referencing, and the libraries' websites and resources, practical exercises were introduced based around planning an essay on a topic provided, finding resources for the topic including a book, journal article and website, and recording details from these items for a subsequent referencing exercise. A report writing exercise was also introduced around a given topic. Students were supplied with laptops to complete the research exercises and to interact with the online resources.

The feedback from this Academic skills session was much more positive and reaffirmed that students appreciated 'learning by doing'.

Another outcome of the feedback we received was to trial 'Ask a Librarian' forums within their Moodle subjects. The TAFE Librarian was given access to their Moodle subjects and via the forums provided information about library services, resources, subject guides, tips on referencing, possible sources for the assignments they were working on, publicity about new services and so on. The aim was to provide slow release information whilst avoiding spamming them, so we aimed for a post every few weeks. Students were encouraged to use the forum to ask questions and to respond to each other if they wished, and although no students responded on the forums in this way, we do know from the activity logs that they were reading them, and they were receiving the messages via email digests (unless they had turned this function off). Most students still chose to make their enquiries via personal messages (email or phone) to the TAFE Librarian, but in addition to providing a personal response, their enquiry became the topic of a forum post for the benefit of the whole group.

## Case Study: Federation Training

### Background

Higher Education programs at the Federation Training Traralgon Academy commenced in 2012, with Bachelor programs including BAM, Education Birth to Year 6 Early Childhood/Primary, Engineering and Sport Management. Part-time academic support has been given predominantly by one library staff member, with backup from the Library Co-ordinator as needed; in addition, an Academic Skills teacher, not affiliated with the library was also available part-time to conduct study/academic skills sessions and offer high-level assignment help. The Higher Education Co-ordinator, library staff, academic skills staff and lecturers have collaborated closely at every stage of session development and delivery. A blended model of online resource provision from FedUni as well as face-to-face phone/email assistance by Federation Training library and academic support staff was used.

### Challenges

The FedUni Degrees offered at the Academy were delivered on a very tight time schedule; a ninety per cent course attendance requirement was the norm. This, coupled with students' own busy schedules meant that anything non-compulsory, such as the academic writing and information skills sessions tended not to be taken seriously by most students. For instance, BAM students are particularly time-poor; typically mature-age, work long hours in demanding jobs and often have family responsibilities. These students were extremely resistant to attending information/academic skills sessions on weekends, leading to consistently low attendance numbers. Subsequently teachers would report that with few exceptions, standards of submitted work reflected similarly poor levels of academic literacy, including bad grammar and sentence construction, lack of adherence to writing genre conventions and negligent research and referencing skills. Anecdotally, most students who had attended the sessions produced better work. BAM students may have been used to very different writing styles and conventions in their corporate workplaces, finding the exacting nature of academic work to be oppressive and even pointless. Many came to rely heavily on the one-on-one help of support staff offered outside of scheduled sessions. Lecturers and support staff became very aware of the challenge of trying to encourage the less receptive students to attend non-compulsory academic writing and information skills sessions.

Bachelor of Education, Early Childhood (BOE), by contrast, were generally keen to attend the non-compulsory sessions regardless of personal circumstances and produced consistently higher standards of work. Their course content called for academic writing sessions to emphasise essay and report writing, exam preparation and referencing more than was the case for the other cohorts.

Bachelor of Sport Management and Bachelor of Engineering cohorts required less emphasis on essay/report writing, and more on test preparation and tips. They also tended to resist workshops scheduled on weekends, instead requesting intensive one-on-one help from academic support staff. The challenge here was to have support staff available when students needed help. This was often difficult due to part-time staffing of only one to two days per week.

## Strategies

Part-time support academic skills staff were the first port of call for students to find help outside of class time, and other strategies were put in place to augment this.

To address the issue of limited support staff presence, the full-time library coordinator was able to help with phone and email queries on days when academic support staff were absent. In this case, students would email their completed assignments to the coordinator, who would check their referencing, then phone the student later and go over the necessary corrections, effectively coaching over the phone to aid students' deeper learning and developing autonomy as independent learners. Only a small number of students have taken up this offer and verbal feedback has been positive. It was noted however, that if the service became more popular it could impact available staff time adversely

The strategy of using real assignments as examples in the sessions was also well received. Students appreciated being able to contextualise their learning about research and referencing while working on actual assessments. Similarly, it was felt that tailoring instructional material to specific subject areas in PowerPoint presentations, handouts and cheat sheets helped to immerse students in their subject matter more effectively than generic materials would have done. Support staff's inclusion in Moodle shells helped with gauging recurring errors, while refresher sessions delivered well into the study year would target specific problems raised by students who had a better understanding of their knowledge deficits at that point.

The timing of information sessions was also optimised for the best perceived benefit for students. Orientations with basic hands-on training in network access and search strategies on or soon after their first day were effective; in-depth information was not well received at this point. An overview of APA referencing was also given but kept brief. A 'flipped classroom' strategy was also employed, where students were given a takeaway exercise in basic catalogue and database searching to work on at home, which would then be brought to follow-up sessions to address any issues encountered. The follow-up sessions started out as 'deep dive', detailed sessions and were found to be onerous and repetitive for some students. It was decided to pare these back in subsequent sessions or to restructure them as Q&A sessions for students to have specific issues addressed.

Looking ahead, it has been suggested that administering a quiz for the students to assess their proficiency with referencing, essay writing, report writing, test taking strategies, researching and planning and technology skills could be helpful. This would be timed soon after they receive their first assignment back and would help to identify problem areas early. Another idea was to include a discussion area on Moodle for raising common issues around referencing, giving students more self-help material. Finally, promotion of the Yoututor and 'Ask' services could help to alleviate demands on staff time, and provide an additional avenue for students to find help with their studies.

## CONCLUSION: CHALLENGES AND OUTCOMES

The DSP Library Project, in working to put on the ground a collaborative network that would not only benefit FedUni students at the partners, but also provide some specific support for partner library staff, experienced a number of issues:

- Communication challenges related to the way the wider project was set up. There were two separate reporting lines that took some time to mesh.
- Local libraries not always closely connected to their HE delivery team, making it difficult to get a “foot in the door”.
- Uncertain educational/political environment.
- Distance – sometimes program delivery was on a campus that had no library.
- New student landscape.
  - Students were not sitting in large numbers in classrooms where library staff could go and deliver a session. The focus shifted to more intensive one-on-one assistance.
  - Students were on campus only once a month so this meant a limited window of opportunity to schedule any assistance.
  - Students reluctant to take on anything extra particularly if not clearly demonstrated to be linked to their academic needs.
  - Information needed to be “chopped up” and linked to the program (short, sharp and relevant).
- Timing/targeting and tailoring required closer links therefore to academic staff and greater flexibility in every way (where, what and when).

### Benefits for the University

Much of the learning coming out of the conversation has flowed back into the University Library community; there have been some good examples of “cross-pollination”. The DSP library model is now under consideration for extension to working with other partner libraries. The project has prompted critical review of online academic support resources through the re-design of the academic guide, study portal and development of a drill down referencing tool. There has been a quantum shift in how the student base is viewed, not just on-campus plus distance (off campus) but broadening to be seen as a whole university community. Project activities have broken down some silos within the University, seeing interaction and cooperation with the Center for University Partnerships (CUP), Centre for Learning Innovation and Professional Practice (CLIPP) and some teaching areas. It has also opened up opportunities for the library to work in student based projects.

### Benefits for TAFEs

The project has delivered many worthwhile outcomes for regional TAFEs. Local library collections developed in areas where resources may have been minimal and at a time budgets were restricted (academic skills, tertiary teaching, specialist areas at the HE level). Professional development has been available to Partner librarians at a time of tight budgets, for example: through broadening of their role and knowledge base (forum participation, online CoP, responsibility for local HE sessions, working with local academic staff, opportunity to go relevant University conferences and further development of technology skills, videoconferencing and Moodle use. There has been an increased opportunity for

library staff to work more closely with HE team and local lecturers and, more recently, participate in project based Operations meetings. TAFE staff have gained higher qualifications through funded access to up-skilling programs (GCETT, ADTE and Masters) three library staff are doing programs currently (2 have done BAM). The project with its local importance has presented opportunities to raise the profile of the library and individual staff both within their TAFE and the project network.

DSP has thrown up a number of challenges and the more traditional methods of connecting with student groups have been unavailable or less effective. In this way it could be argued that DSP has prompted a shift in the thinking about how services are delivered and how different groups of students engage with libraries. Mature age student numbers are continuing to grow and they bring with them a specific set of requirements that in turn requires flexibility and “fit for life” attitudes from service providers.

### Looking Forward

The DSP Project will operate to the end of June 2015. Through to that time the focus will be on the continued building of collections to support programs and the professional development of library staff. Professional development will be in response to the new student landscape, structural changes now taking place and how technology can be used to best deliver to meet student expectations and need. It will also seek to develop skills and strategies in marketing of and advocacy for local libraries within their institutes

Once the funding period has come to an end it is hoped that the Community of Practice built over the 3 year period will adapt and grow to embrace additional (non-Project) and new partners and will offer a sustainable way for library staff to continue to explore and share new ideas, resources and strategies within the FedUni network. In terms of sustaining collection development, FedUni library will investigate alternative funding opportunities to continue this support.

Partnerships will continue to be an important part of ongoing business for all tertiary institutions although it might be argued that this is now morphing into a landscape of mergers as well as partnerships. Whatever the outcome, it will become increasingly important for staff in TAFE libraries together with their HE Partners to work collaboratively to reflect on and challenge existing practice, develop and share new strategies, leverage technologies and build expertise in issues associated with TAFE to HE student transition and off-campus support.

## References

Kloppenborg, P., & Ruddy, C. (2013). *"Same, same, but different": Higher education TAFE libraries and student information literacy training*. Paper presented at the TAFE Australasian Library Conference (TALC), Brisbane, Australia. Retrieved from [http://www.talc.org.au/PDFs/KloppenborgRuddy\\_TALC2013.pdf](http://www.talc.org.au/PDFs/KloppenborgRuddy_TALC2013.pdf)