

## Comparison and Enlightenment of Campus Service System of Higher Vocational Students between China and Australia

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**Abstract:** This paper introduces the development of occupational-technical education in Australia and analyzes the main features and the practice modes of the TAFE institute students service system in Australia, which is of certain value for our country to use as a reference in vocational education. In addition, our country also has students service system with its own characteristics which is getting closer to TAFE in Australia or even better than that in Australia. It is also described in detail in this article.

### 1. Introduction

For a long time, Chinese educators have studied TAFE Education in Australia through field visits, in-depth interviews and data research. At present, the existing research mainly focuses on the Australian higher education mode, teachers' professional standards and training package system, but the service support and practice mode for students are relatively rare. During my stay in Australia, I made in-depth inspections of TAFE College in Southwest Sydney, New South Wales and TAFE College in Queensland. I have a systematic and in-depth understanding of the basic situation and practice mode of TAFE teacher and student development in Australia, and hope to provide a reference for the service system of teachers and students on campus in higher vocational colleges in China.

### 2. Development of Vocational Education in Australia

Australian higher education has developed rapidly since World War II. Culturally, its education system has mainly followed British and other European education models. Geographically, it is adjacent to Asia, which makes its higher education more international and multilateral. Australian Vocational Education and Training Institutions (VET) include public technical and further education (TAFE) and private vocational and technical colleges. Public TAFE colleges are owned and managed by the state government, while private schools are generally owned and managed by corporate companies, private or professional organizations. TAFE College in Australia is managed by the industry department of the state. Because of its close connection with the industry, it has truly achieved the goal of "industry-oriented". TAFE provides the courses the industry needs.

There are three sources of education funds for public TAFE Colleges: federal government subsidies, tuition fees, and grants (such as the VET student loan program). However, the federal government subsidies are only available for the majors needed by the government and the society, which need to be shown on the list of majors needed by the government. The most favorite major of Australian college students is Business and Management and Education. Nursing, Accounting and Law rank second. Relatively speaking, men prefer to choose the direction of Finance and Trade, while women choose Management Education and Nursing. Take TAFE College in Southwest Sydney as an example, the college has 10 branches in New South Wales with 3,500 faculty members and more than 70,000 students. The students are from more than 150 countries and speaking 126 different national languages and the first language of more than 50% of students is not English. 45% of the students are under 24 years old and the remaining 55% are between 25-64. There are many ways for Australian university students to study. Most students choose to study full-time and work part-time.

### **3. Main Features of Tafe Student Service System in Australia**

The so-called system refers to an organic whole with specific functions formed by several related things or certain consciousness-related systems [1]. The college student service system provides various services and support for college students, such as professional development, curriculum, legal and health services, education service support, financial assistance, student activities and daily management and so on. It is an important system to ensure the healthy growth and all-round development of students in college.

#### **3.1 Project Courses Highlight the Spirit of Innovation**

Australia's outstanding feature in talent training is to cultivate students' independent exploration ability, innovative thinking ability, communication ability, practical ability and team spirit through a variety of effective project courses. No matter in the first classroom or out of school practice, it is mainly based on inquiry, discussion and innovation teaching, emphasizing the stimulation of students' innovation spirit and the cultivation of creativity. One half of teachers' time in class is for teaching, and the other half is for questioning and practicing. The teaching organization is mainly based on classroom discussions, case explanations, group games and brainstorming. The assessment method is based on "competence" instead of assessment methods such as examinations and tests. It is more in the form of various comprehensive modules, teamwork, analysis reports, and simulations. Students' comprehensive ability and practical innovation ability are demonstrated through their comprehensive ability in work, management, and coordination in completing assigned tasks.

#### **3.2 Student-Based and Individual Development Focused**

Australia has permeated the concept of "student-based" into various aspects. In life, they emphasize "fairness, respect, and dignity", respect for students' right of privacy, and sign privacy confidentiality agreements after students are 18 years old. The privacy agreement states: "Student attendance, assessment results, sexual orientation, etc. cannot be disclosed to third parties, including their parents." Ideologically, there is no special moral education curriculum in Australia. Because this is an immigrant country, they advocate the moral education of "moistening things silently", which melts moral education in classroom, campus and other aspects. In learning, Australia attaches great importance to the practical interaction in the teaching process, focusing on cultivating students' independent management and innovation, encouraging students to participate in the management of students, and strengthening their awareness of independence and innovation.

#### **3.3 Informal Learning Environment Improves Efficiency**

"Informal learning space" refers to the hardware facilities in addition to the formal learning space. It can relax students' spirit more than classroom, library, laboratory and other learning environments, and facilitate students' free learning, mutual discussion and activities. Australian teachers believe that "the most important thing in class is to make students feel comfortable, because only in a comfortable environment can you want to learn." Therefore, they will put the classroom in the campus cafes, small restaurants, etc., and also provide milk and coffee in the classroom, the purpose of which is to make students feel comfortable and relaxed, thereby improving learning efficiency.

#### **3.4 Scientific Standards for Quality Services**

Australian universities regard the provision of quality affairs services to students as an important aspect of enhancing their competitiveness. For example, Southwest Sydney TAFE College provides students with a variety of online learning services: such as Your Tutor online learning system, which provides students with curriculum planning, online independent design and other tutoring. It is also a platform for homework and essay writing. For example, Sakai platform provides students with an online learning environment, on which students and teachers share resources, learn and collaborate with each other. Ru ready assessments is a network platform for assessing students' basic English and mathematics abilities. In addition, considering that many of the students who

come to TAFE to study are married adults, there is also a special child care center, so that the students who have already had a child can make a balance between study and caring for their children.

### **3.5 Raise the Training of Students' Employability to the Height of National Strategy**

In the current highly developed social situation, classroom learning has not been able to meet the needs of people's survival and development, 75% of students can not engage in the post of their major after graduation. Therefore, to cultivate the employment ability of college students is to cultivate their life-long learning ability, post transfer ability and other comprehensive skills. There are eight kinds of training for students' employability in Australian Universities: communication ability, teamwork ability, problem-solving ability, innovation and entrepreneurship ability, planning and organization ability, self-management ability, learning ability and technical ability, which are inseparable from the "training package". Each competency unit in the training package contains competency standards, qualification frameworks and assessment guides, and combines employability. These comprehensive frameworks and training manuals have trained a large number of highly employable workforce in Australia and enhanced international competitiveness.

## **4. Differences between China and Australia in Student Management and Support Services**

"Stones from other mountains can be used for jade". After studying and understanding in Australia, we have not only learned the advanced education philosophy, flexible education methods, and student-based service model of Australia. It is also realized that China's higher vocational education and Australia's TAFE are drawing closer. Our country has its own characteristic education management system, and even some places are better than Australia. This paper will compare the differences between the two countries in the following eight aspects:

### **4.1 Student Management**

Australia attaches great importance to human factors in social competition. Teachers are relatively independent of students. Teachers respect students' freedom of thought and encourage them to pursue truth and enhance their independent judgment. Teachers will praise students with praise, but respect their privacy in their life, generally do not involve in their personal life, racial beliefs, etc. Higher vocational students in our country are managed by parents at home, by the head teacher in the college, and asked whether they are ok day and night. They also need to be accompanied by a counselor even when they go to the hospital to see minor illnesses. In addition to the ideological education work, the head teacher has most of his energy in regulating and taking care of student life. Students' self-learning and self-management consciousness and ability have not been established, resulting in the lack of communication skills and teamwork among domestic students after graduation.

### **4.2 Learning Order**

Many universities in China have early self-study. Zhejiang higher vocational college where the author is working stipulates that freshmen need to carry out characteristic early self-study 20 minutes in advance, including "Chinese reading", "English reading", etc. early self-study can cultivate a good study style and a good learning environment. However, at TAFE College in Australia, the teacher said that the student's alarm clock is set 10 minutes before the class, and lateness is the norm in the classroom.

### **4.3 Classroom Composition**

TAFE College in Australia is small class teaching, with 15-20 students in each class. In the small class teaching, the average time for students to receive education in the classroom is doubled, which is more conducive to teacher-student interaction and student-student cooperation, so as to achieve the purpose of teaching students according to their aptitude. However, in China, subject to objective conditions, the number of students in each class is about 45-50, and teacher-student interaction

cannot be carried out. *Zhejiang Province Class Action Plan for Innovation in Colleges and Universities (2014-2016)* , which is No. 102 Documents issued by the Zhejiang Provincial Department of Education and sent to colleges and universities in 2014, requests that “Colleges and universities should expand teaching in small classes, and the teaching hours of small classes in each school year account for over 40% of the total class hours in the current period. .” But there are many difficulties in the implementation, the main reason is that teachers, teaching funds, teaching hardware facilities cannot meet the requirements of small class. The author suggests that stratified teaching and elite teaching can be implemented. The Department of Finance and Accounting of Zhejiang Institute of Economics and Trade is at the leading level in the field of elite teaching. Since 2014, the Department has set up three characteristic classes: Accounting Experimental Class, Government Accounting Class and Morality-oriented Demonstration Class. Among them, the government accounting class is the only one formally set up in the national higher vocational circle to train grass-roots (such as villages and towns) government accounting talents. Morality-oriented Demonstration Class is the first “good” cultural class with the theme of “doing good everyday” in higher vocational colleges in China.

#### **4.4 Functions of Management Personnel**

Different from Chinese universities, Australian student affairs management mainly focuses on the school level. There are only 1-2 full-time staff for student management in each campus, and there are no class teacher, counselor and other positions. The role of student management staff is similar to counselor and coordinator. She needs to provide counseling work such as psychology, curriculum, teachers, etc. for students, and help services for disabled people and indigenous people, mainly through online communication and telephone. Other student affairs are provided by the Student Service Center and International Office. The student management staff in China is mainly composed of the staff from student office, the Ministry of Education, the Youth League Committee, the counselor, the full-time secretary of the second-level college and the board administrator. The staff-student ratio is 200:1. The functions of Chinese student managers include Chinese Communist Party work, the Youth League work, poverty subsidy, recruitment and employment, bedroom management, mental health and the like.

#### **4.5 School System**

In Australia, the industry is dominated by enterprises. The role of schools is inferior to enterprises. Enterprises are the makers of curriculum standards and the testers of teaching results. In addition, in Australia, the reason why school-enterprise cooperation can be further promoted is inseparable from government-industry cooperation between the government and industry associations. In China, it is “school-enterprise cooperation” and “school goes first”. School is a positive party in the relationship between the two, which promotes enterprises to participate in teaching. Of course, the underlying cause of this phenomenon is determined by the differences in productivity between the two countries. Australia has a small population and is short of labor, China has a large population and the employment is difficult.

#### **4.6 Teaching Methods**

The student-centered TAFE college teaching method is adopted in Australia. Teachers and students are responsible for information sharing, and they will both be teaching centers. The teacher listens to the students, the students listen to the students, and teamwork is encouraged, which helps the students and teachers to share what they have learned. In China, face-to-face teaching is the main method, with teachers' guidance and quiet classroom, which is suitable for theoretical teaching. However, this kind of method is passive for students to learn. They do not understand cooperative learning, and their communication ability is limited. They are bored in class and have no freedom of time and space.

#### **4.7 Practical Ability**

Any position in Australia requires work qualification, so there are only two ways for TAFE

College Students to improve their practical ability: learning according to virtual cases in class or visiting the school enterprise cooperative units on the spot, but they can only see and feel it with their eyes, rather than participate in the actual project operation. In China, the author's working Department's Accounting major sends more than 20 students every month to the cooperative units such as the State Tax Bureau, the Finance Bureau and the Local Tax Bureau for job training. For five consecutive years, relying on Judu Accounting Training Base for Zhejiang Institute of Economics and Trade, we have carried out agency bookkeeping and tax payment services for enterprises in Hangzhou Economic and Technological Development Zone. Each month, we have done agency bookkeeping for more than 30 enterprises. Each year, for more than 400 times. And in total, 3200 times. In the actual project operation, students quickly improved their professional hands-on ability, and integrated professional knowledge with practical ability.

#### **4.8 Employment Survey**

Australian TAFE ends the course in June and July each year. Students return to school to participate in graduation ceremony in April and May of the following year. When they return to school, they will do a graduate employment survey. After graduation, they will no longer contact the students. In China, a follow-up survey of employment need to be carried out among students who have graduated for one year or three years and a report for the government, schools and majors have to be formed. The alumni office is closely linked with the representative alumni from all walks of life to support their alma mater and so on. The school bears a lot of social responsibilities.

#### **5. Conclusion**

With the rapid development of economy in the period of social transformation and the comprehensive and in-depth reform of Higher Vocational Education in our country, the change of learning and life style of higher vocational students after 95 or even 00 makes the service system of higher vocational students face more challenges. This article draws on the advanced student service management model of TAFE College in Australia and compares the differences in student affairs management between China and Australia. In the comparison, we are glad to find that the gap between Chinese and Australian higher vocational education in the management of student services is closing, and we hope to contribute a little to promoting the work of the student service system in higher vocational colleges in China.

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