



B-HERT Taskforce on
Post-compulsory Education:
Bridging the Gap

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Taskforce Participants



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- Professor Ashley Goldsworthy, AO OBE – Executive Director, BHERT

Purpose of the paper



A beginning. To support:

- **Lobbying** of State and Federal Governments
- **Engagement** with education & training providers, industry and community
- **Showcasing** of collaborative examples and the benefits that flow

Why it matters



Drivers:

- National and state economic priorities
- Capability and knowledge requirements of industry and communities
- Rapidly changing labour markets
- Demand for tailored learning opportunities
- Efficiency

Why it matters



New qualifications:

- Assoc Degree, Vocational Graduate Certificates and Diplomas, VCAL – challenge sector boundaries

Commonwealth/State support for improved pathways and collaboration:

- Enhanced student pathways
- Improved graduate outcomes
- Cost-efficient delivery and infrastructure sharing
- Workforce development (HE and VET)

Pedagogy & cultures



- Competency **VS** capability
- Theory built in and around practice **VS** practice built around bodies of knowledge and theory
- Industry/cohort privilege **VS** discipline privilege
- There is a diversity of pedagogies and cultures across and within each sector

Policy priorities



- ‘‘Bridging the Gap’ requires a national, holistic response to post-compulsory education which recognises and supports the distinctive functions of higher education and VET while encouraging effective linkages between the two.’
- Responsiveness by governments, HE/VET providers, community & industry.

Some policy initiatives



- Support for cross sectoral innovation, e.g CASR
- Collaboration in leveraging investment in capital infrastructure in school, universities and TAFE
- Recognition of the role of VET in the innovation cycle
- Post-compulsory workforce development
- Debunk the myths that reinforce barriers to collaboration, articulation and RPL