

DEVELOPMENT OF MATHEMATICAL PATHWAYS FOR VET STUDENTS TO ARTICULATE TO RELATED HIGHER EDUCATION COURSES

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ABSTRACT:

The national focus on widening participation in higher education (HE) includes strengthening pathways from vocational education and training (VET). VET students often lack the mathematics skills necessary to articulate successfully to their chosen degrees. Current approaches such as bridging and foundation mathematics programs are not tailored or sufficiently contextualised for VET articulators. To facilitate the transition from VET courses to higher education a project was established to develop a series of mathematics pathways, which will be designed to improve the readiness of VET qualified students for higher education study in the areas of engineering, education, and health science. To date, the project has identified the main VET qualifications and the HE engineering and education courses that they articulate into at four universities and their VET partners. The mathematical knowledge outcomes from the VET courses are being mapped to the requirements of the respective HE courses. The aim is to identify any gaps in knowledge that could be addressed by providing access to mathematical pathways and resources for students wanting to enter engineering and teacher education courses. This presentation describes the project and presents preliminary results on the mapping of courses between the two sectors.

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