
A snapshot of a selection of items added to VOCEDplus

AUGUST 2018

The [full list](#) of new additions to VOCEDplus is available at www.voced.edu.au

To set the policy agenda involves defining what vocational education and training is and what missions it seeks or is charged to fulfil

Vocational education and training policy in Australia

VET policy: processes, stakeholders and issues / Hugh Guthrie and Berwyn Clayton.

Melbourne, Victoria: LH Martin Institute, University of Melbourne, 2018. 9 pages.

This discussion paper aims to foreground [other papers in the series](#) by defining what policy is and providing an outline of the 'ideal' approach to its development and translation into practice in the vocational education and training (VET) context. To do this the authors define the VET sector and its missions. They then move on to describe the key stakeholders in the sector and the sorts of policies that have been enacted from 1998 onwards using the [VET policy timeline](#) developed by the National Centre for Vocational Education Research (NCVER). The authors then introduce a series of propositions regarding VET policy and its implementation including: VET policy developments and implementation are often too rapid and focused too much on the short term; policy initiatives and changes come so hard and fast that there is incomplete implementation and change fatigue; and there is a critical lack of effective policy analysis, program monitoring and evaluation.

[Download the PDF](#)

The notions of student welfare and well-being support have been neglected across parts of the vocational education and training sector

Disadvantage and vocational education and training in Australia

Viewed from the margins: navigating disadvantage and VET / George Myconos, Eric Dommers and Kira Clarke.

Melbourne, Victoria: LH Martin Institute, University of Melbourne, 2018. 13 pages.

It is seldom acknowledged that Australia's VET sector is now more than ever one part of a broader safety net catering for the needs of a large number of disadvantaged Australians. Although disadvantaged students are dependent on the sector to provide the skills, qualifications, networks and psycho-social resources they need, the sector struggles to respond effectively. Poor completion rates for 'equity cohorts' give rise to real concern. In this paper the authors explore the experiences of young early school leavers undertaking vocational education to illuminate broader issues of equity and access. The authors argue that to overcome many of the sector's shortcomings, policymakers and provider communities must first affirm equity and access as central to the sector's core business.

[Download the PDF](#)

The UK has seen a recent decline in the number of adults participating in learning and training

Many employers give out internships informally, locking out young people without professional networks and contacts

When done well, school career development improves students' self-confidence, school engagement and educational attainment

Survey of adult participation in learning in the UK

Adult Participation in Learning Survey 2017 / Corin Egglestone, Connor Stevens, Emily Jones and Fiona Aldridge.

Manchester, England: Department for Education, 2018. 92 pages.

This report presents detailed findings from a survey of over 5,000 adults who participate in learning. It explores: their motivations; what and where they learn; their investment in learning; and the benefits they experience. It also includes findings on barriers to learning faced by adult learners and non-learners, and factors that could encourage adults to take up learning.

[Download the PDF](#)

Internships in the UK

Internships: unpaid, unadvertised, unfair / Rebecca Montacute.

London, England: Sutton Trust, 2018. 6 pages.

Internships are the new rung on the professional ladder. For the most sought-after professions especially, they are increasingly seen as a requirement before a young person is offered their first job. However, too often internships are unpaid and not openly advertised. For young people who cannot afford to work for free, and for those who do not have the networks with which to secure a placement informally, internships are acting as a barrier to the best careers - and to social mobility. This brief looks at the existing research on internships in the UK and introduces new and updated analysis on the current minimum cost of carrying out an unpaid internship in two major UK cities, London and Manchester.

[Download the PDF](#)

Career advice in Australian secondary schools

Inquiry into career advice activities in Victorian schools / Parliament of Victoria, Economic, Education, Jobs and Skills Committee.

Melbourne, Victoria: Parliament of Victoria, 2018. xxxi, 168 pages.

Career development is an ongoing process that develops individuals' skills and knowledge to make decisions about their education, work and career throughout their lifespan. Secondary school is a pivotal time when students make choices about their direction following school. The inquiry terms of reference asked the Economic, Education, Jobs and Skills Committee to investigate how well school career development is meeting the needs of Victorian students and how it could be improved. The Committee was also asked to consider the specific needs of regional students and during the course of the inquiry, the Committee also chose to explore the career development needs of students facing disadvantage. Victorian schools have significant autonomy over how they provide career development services to their students, including the number and qualifications of the career practitioners they employ and how to structure classes and subjects to deliver career development. This autonomy allows schools to tailor career development to the needs of their students. Key findings include: (1) career development is not currently meeting the needs of Victorian students; (2) school career practitioners need more resources and support; (3) career development services must be delivered by qualified professionals; (4) students need more opportunities for workplace exposure; and (5) the value of vocational education and training should be better promoted.

[Download the PDF](#)

*Nepal's training system
is perceived to perform
poorly*

Training in Nepal

Youth labor skill training in Nepal / Dhushyanth Raju.

Washington, District of Columbia: World Bank, 2018. 59 pages.

This descriptive study documents patterns, trends, correlates, and the labour-market effects of formal off-the-job training of youth, based on national household survey data. Training rates in Nepal tend to be higher than in other South Asian countries. Within the country, rates are higher for traditionally advantaged groups. While both short- and long-term training programs are available, most programs are short-term. Training is associated with a higher likelihood of employment, wage work, and nonfarm work for women but not for men. Training does not appear to be associated with wage earnings for either gender. Interest in training runs high, especially among traditionally disadvantaged groups, and among those who are currently employed or have previously obtained training. The study concludes by offering suggestions for future, policy-relevant research.

[Download the PDF](#)

*For many military veterans,
accessing university can
be difficult and even
demoralising*

Military veterans in higher education in Australia

Supporting younger military veterans to succeed in Australian higher education / Andrew Harvey, Lisa Andrewartha, Matthew Sharp and Matthew Wyatt-Smith.

Melbourne, Victoria: Centre for Higher Education Equity and Diversity Research, La Trobe University, 2018. 36 pages.

Military veterans are largely invisible within Australian higher education. There remains little national evidence to confirm how many veterans are accessing and succeeding in higher education, who they are, and what universities could do to improve their access, success, and outcomes. Moreover, postsecondary outcomes for Australian military veterans are relatively poor, with high unemployment rates and mental health risks. Higher education provides an important pathway for veterans to transition successfully to civilian life, and to harness the skills gained through serving in the Australian Defence Force (ADF). In this research project the researchers sought the voices of younger military veterans who had enrolled in Australian higher education after completing full separation from the ADF. The researchers sought to answer three questions: What barriers do younger veterans face in accessing higher education? What are the experiences of younger veterans enrolled in higher education, including their strengths and challenges? How can universities better support younger veterans to access, and succeed in, higher education? The provision of support to military veterans in higher education in the US is used for comparative purposes. Findings reveal challenges and opportunities for both the higher education and defence sectors. Barriers to university aspiration and access remain considerable.

[Download the PDF](#)



Prepared by Tracy Gamlin, Collections Librarian, Knowledge Management Branch, National Centre for Vocational Education Research (NCVER).

Feedback and questions to tracy.gamlin@ncver.edu.au

VOCEDplus is produced by NCVER with funding support from the Australian Department of Education and Training.



Follow @VOCEDplus

www.voced.edu.au