
A snapshot of a selection of items added to VOCEDplus

MARCH 2017

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

*Tell us a bit about yourself
and how you use
VOCEDplus for your
chance to win an Amazon
gift card*

Have your say: 2017 VOCEDplus User Survey

The [2017 VOCEDplus User Survey](#) is now open and we are keen to get a better understanding of the VOCEDplus services and products you use.

Your input will help focus direction for future enhancements to VOCEDplus.

Simply answer three quick questions to be in the running to win a AUD\$50 [Amazon](#) gift card.

*Human welfare studies and
services, and business and
management-related
courses were among the
most common fields of
study undertaken*

Vocational education participation and attainment among Aboriginal and Torres Strait Islander Australians

Vocational education participation and attainment among Aboriginal and Torres Strait Islander Australians: trends 2002-15 and employment outcomes / Heather Crawford and Nicholas Biddle.

Canberra, Australian Capital Territory: Centre for Aboriginal Economic Policy Research, 2017. vii, 30 pages.

This report examines trends in participation in vocational education and training, and attainment of vocational qualifications, among Aboriginal and Torres Strait Islander people during 2002-15. The report also investigates whether Aboriginal and Torres Strait Islander people with a higher-level vocational qualification are more likely to subsequently gain employment than those with a lower-level vocational qualification.

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*Well-designed
apprenticeship systems
are attractive to students,
create value for employers,
and support economic
growth*

Costs and benefits of apprenticeship

Striking the right balance: costs and benefits of apprenticeship / Malgorzata Kuczera.

Paris, France: OECD, 2017. 73 pages.

This paper aims to advance current understanding of the mechanisms that drive the provision of apprenticeships by exploring selected issues related to the costs and benefits of apprenticeships. It looks at the costs and benefits of apprenticeships from the vantage point of society, the employer and the apprentice. For students, apprenticeships are an attractive form of learning as they simultaneously enhance skills and prepare them for jobs and careers. Typically, public authorities organise and fund off-the-job education and training, while employers take responsibility for the supervision and training of apprentices during their work placements.

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All institutions included in the study have processes for internal and external evaluations of credit

Learning is the key to sustainable development and open, online and flexible learning can play a key role in achieving this

Stability has come before innovation and the interests of students

Alternative credentials in the US

Alternative credentials: prior learning 2.0 / Jill Buban.

Newburyport, Massachusetts: Online Learning Consortium, 2017. 29 pages.

This study sheds light on how adult learning institutions address students who possess alternative credentials and seek to apply these experiences to a degree. It explores key definitions and reveals five common themes focused on competency-based education (CBE), prior learning assessment (PLA), alternative credentials, the importance of reliable data, and traditional versus non-traditional learning.

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Technologies to transform technical and vocational education and training

Using ICTs and blended learning in transforming TVET / Colin Latchem, editor.

Paris, France: UNESCO and Commonwealth of Learning, 2017. xiii, 225 pages.

This book draws on the expertise and experience of 15 experts who examine the potential of technical and vocational education and training (TVET) to bring education to those who might otherwise be unable to access it. It discusses ways in which information and communication technology-based (ICT-based) methodologies can contribute to the transformation and expansion of TVET programmes and courses. Drawing on nine case studies, it provides insight into, and lessons learned from, different applications of ICTs in TVET around the globe. It examines issues of cost and approaches to planning for successful and sustainable applications of ICTs and offers recommendations for the international organisations, governments, policy makers, managers and staff responsible for TVET.

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New models of tertiary education for New Zealand

New models of tertiary education: final report / New Zealand Productivity Commission.

Wellington, New Zealand: New Zealand Productivity Commission, 2017. xx, 503 pages.

This inquiry into 'new models of tertiary education' took a whole-of-system perspective, considering how trends - especially in technology, tuition costs, skill demand, demography and internationalisation - may drive changes in business models and delivery models in the tertiary sector. The Productivity Commission finds that, at present, the tertiary education system does not adequately cater for diverse students or encourage new models to emerge to meet evolving needs and opportunities. Access to tertiary education is rationed in a way that excludes some people from participating at all; while others may not be able to find an offering that suits their study preferences. The system is characterised by a high degree of central control: over time, government has responded to fiscal pressure, political risks and quality concerns with increasingly prescriptive funding rules and regulatory requirements. This report makes wide-ranging recommendations to free up the system.

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The report proposes that the government expands the apprenticeship levy into a wider skills levy and creates a regional skills fund to invest in the lowest-skilled areas

The under-representation of women in male-dominated sectors hasn't improved in more than a decade and it won't change unless organisations are proactive

Over one million people aged 25-64 years were enrolled in a formal programme of study in 2016

The adult skills system in England

Skills 2030: why the adult skills system is failing to build an economy that works for everyone / Joe Dromey and Clare McNeil.

London, England: Institute for Public Policy Research, 2017. 72 pages.

This report argues that England's current adult skills system cannot deliver an economy that works for everyone: low demand and investment among employers has resulted in a glut of low-quality provision with poor outcomes in terms of pay and productivity. The market-led system has neither delivered the quantity nor the quality of training needed and it has failed the people and the places that need it most. The report reviews the evidence and recommends that, in order to build a skills system fit for the future, three key weaknesses will need to be overcome: (1) demand for skills among employers is low; (2) too much provision is low quality with poor outcomes; and (3) the training system has failed to tackle regional and social inequalities.

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Apprenticeships and young women in the UK

Making apprenticeships work for young women: a good practice guide / Young Women's Trust.

London, England: Young Women's Trust, 2017. 15 pages.

This guide provides 10 tips to help employers and the government make apprenticeships more accessible. It includes examples from employers that are taking action to recruit more women.

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Returns to mature-age education in Australia

The returns to mature-age education in Australia / Francisco Perales and Jenny Chesters.

St Lucia, Queensland: Life Course Centre (ARC Centre of Excellence for Children and Families over the Life Course), University of Queensland, 2017. 29 pages.

Using 15 years of Australian panel data and fixed-effect panel regression models, the authors examine the prevalence of and labour market returns to different types of educational upgrading between ages 24-63, paying attention to differences by gender, time since attainment and age at attainment. Mature-age qualification upgrading is associated with increases in earnings and occupational status, with substantial heterogeneity across different types of educational transitions and only weak evidence of gender differences. Qualifications obtained at younger ages yield better pay offs. These findings suggest that policies aimed at upskilling the mature-age workforce would be beneficial.

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