
A snapshot of a selection of items added to VOCEDplus

MAY 2017

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

We need to raise the profile of VET and build community awareness of the employment and career opportunities vocational training can facilitate

The reality of vocational education and training in Australia

Perceptions are not reality: myths, realities and the critical role of vocational education and training in Australia / Nicholas Wyman, Mark McCrindle, Simon Whatmore, Joanne B. Gedge and T. Edwards.

North Melbourne, Victoria: Skilling Australia Foundation, 2017. 25 pages.

Australia's vocational education and training (VET) sector continues to deliver excellent results and outcomes for its students, industry and the economy at large. Yet, among the Australian public, perceptions surrounding vocational education continue to be widely out of step with the reality of the sector and its achievements. When compared with employment outcomes for university graduates, VET continues to produce superior results, and has proven itself to be a more flexible, accessible and adaptable platform for educating and skilling Australians than university education. Importantly, given the rising cost of formal education, VET is also a more cost effective training option for both businesses and individuals. This report addresses some of the pervasive and inaccurate perceptions about vocational education and, also, highlights the importance of including VET pathways in the overall discussion about Australia's long-term educational strategies and employment solutions.

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More than half of the 12 million long-term unemployed in Europe are low-skilled

Inclusive work-based learning in Europe

Making inclusion work: reaching disenfranchised groups through work-based learning / edited by Alice Sachrajda and Emma Burnell.

London, England: Institute for Public Policy Research, 2017. 123 pages.

Helping marginalised groups into stable, rewarding, productive jobs is a key priority for European governments, and the essays in this collection aim to demonstrate that work-based learning can and should be a significant element of any successful pursuit of this goal. To address skills shortages and reduce unemployment among groups such as young people, disabled people and immigrants, labour markets must become more inclusive, which means providing relevant training alongside support tailored to the specific needs of the target groups. Work-based learning initiatives, if they are focused, flexible and in receipt of adequate public and private backing, can meet these requirements whilst also bringing tangible and intangible benefits to businesses and giving participants valuable real-world work experience. This publication looks at seven case studies documenting initiatives in five European countries.

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Narrowly targeted reforms that either treat too few people or are limited to one segment of the student experience have a limited effect on student completion

The best workforce-development solutions happen when leading employers come together to address the talent problem for an entire sector

In setting limits on eligible courses, the Government is seeking to ensure VET Student Loans support students in gaining employment

Models for reforming community colleges in the US

Community colleges and student success: models for comprehensive reform / Thomas Bailey.

EDUCAUSE review, May-June 2017, pages 33-44.

Over the last few decades, the importance of a college education has grown both for society and for individuals. This is reflected in the large earnings gap between individuals with a high school degree and those with a postsecondary credential. However, most students in the US who start in community colleges never complete a degree or certificate. This constitutes a failure for those students to achieve their goals and represents a loss of potential earning power and economic growth and activity for the economy as a whole. Although students experience earnings gains by accumulating credits without graduating, they get a significant additional increase upon completing a credential. In this article the author explains how substantially increasing community college completion rates requires comprehensive institutional reform. A comprehensive change model is outlined, which includes a focus on measurable student success, an intentional and cohesive package of programmatic components, and a culture of evidence.

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Closing the skills gap in the US

Closing the skills gap: creating workforce-development programs that work for everyone / Martha Laboissiere and Mona Mourshed.

[Place of publication not identified]: McKinsey and Company, 2017. 6 pages.

This paper focuses on how to prepare people without college degrees for jobs with promising career paths. It offers five principles that the authors believe should be the foundation of workforce development programs to deal with the serious issue of skills gaps in the United States.

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VET Student Loans methodology in Australia

Review of the VET Student Loans course list and loan caps methodology: discussion paper / Department of Education and Training.

Canberra, Australian Capital Territory: Department of Education and Training, 2017. 20 pages.

VET Student Loans commenced on 1 January 2017, providing eligible students access to quality higher level VET courses, by paying all or part of their course fees on their behalf, to be repaid only when student incomes exceed a pre-determined threshold. The program aligns to industry needs and employment outcomes, to provide students with the skills required by employers and industry. The aim of this review is to further test the methodology for the VET Student Loans eligible courses list and loan caps with stakeholders: to see whether there are possible alternatives or amendments that would improve achievement of the program's objectives; to support students to gain high level VET skills that are aligned to workforce needs; and to ensure the program remains student-centred and fiscally sustainable.

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Obtaining reliable and consistent estimates of the incidence of various forms of skill mismatch is necessary to inform policy debate in this area

Recent evidence suggests that one third of students who start at a community college transfer to a four-year college

The framework was introduced in May 2017 as part of the Queensland Government's commitment to achieving quality outcomes from the state's investment in VET

The concept of skills mismatch

How useful is the concept of skills mismatch? / Seamus McGuinness, Konstantinos Pouliakas and Paul Redmond.

Geneva, Switzerland: ILO, 2017. v, 37 pages.

The term skill mismatch is very broad and can relate to many forms of labour market friction, including vertical mismatch, skill gaps, skill shortages, field of study (horizontal) mismatch and skill obsolescence. In this paper the authors provide a clear overview of each concept and discuss the measurement and inter-relatedness of different forms of mismatch. They present a comprehensive analysis of the current position of the literature on skills mismatch and highlight areas which are relatively underdeveloped and may warrant further research.

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Community college as a start towards a degree in the US

Is it really cheaper to start at a community college?: the consequences of inefficient transfer for community college students seeking bachelor's degrees / Clive R. Belfield, John Fink and Davis Jenkins.

New York, New York: Community College Research Center, 2017. 24 pages.

For many students who intend to complete a bachelor's degree, the savings from starting their undergraduate education at a community college is a major factor in their college choice. Yet, given inefficiencies in pathways through college and in the credit transfer process, initially attending a two-year college may be a false economy. In this paper the authors investigate whether it is more efficient for students to start at a two-year or four-year college if their intent is to complete a bachelor's degree. The authors find that the optimal choice about where to start varies across a number of dimensions: low rates of credit transfer are important but the most salient factor is the diversionary effect of two-year colleges on ever transferring to a four-year college.

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VET quality framework for Queensland, Australia

Queensland VET quality framework: promoting quality for Queensland's VET investment / Queensland Department of Education and Training (DET).

Brisbane, Queensland: DET, 2017. 16 pages.

This framework outlines the Queensland Department of Education and Training's approach to quality oversight of publicly-funded vocational training, detailing the many integrated measures that work to build confidence in the VET system and investment in skilling strategies.

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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

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