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A snapshot of a selection of items added to VOCEDplus

**AUGUST 2019**

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

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*A micro-credential is a certification of assessed learning that is additional, alternate, complementary to or a formal component of a formal qualification*

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### **The potential of micro-credentials for upskilling**

**Making micro-credentials work for learners, employers and providers / Beverley Oliver.**

Melbourne, Victoria: Deakin University, 2019. iii, 48 pages.

Short courses are not new. For decades, extension courses have enabled further education, community engagement and lifelong learning. Since 2012, online short courses - often called massive open online courses (MOOCs) - have been offered by hundreds of providers, mostly universities. Employers have offered their own in-house training programs for years, and industry bodies have managed certifications and licences to practice. These various forms of non-formal learning have enabled learners - working or not, and across the lifespan - to stay engaged with intellectual challenges, and to remain current in their working lives. The disruption coming to the world of work is well documented. Micro-credentials and other forms of non-formal learning are emerging as potential solutions to the rapid upskilling that will be required. The formal qualification system is unlikely to cope, burdened with ever-increasing cost. The very people who could use micro-credentials most - mature learners already in the labour force - are engaging less in certified learning just when certification of skills will be required more. But micro-credentials alone will not meet any nation's future educational needs: the key opportunity is to enable formal qualification systems to evolve to include short form credentials, some of which might be credit-bearing. This report focuses on higher education qualifications, but the recommendations might equally apply to vocational education. This report recommends immediate next steps to make micro-credentials work - or work better.

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*Access to digital technology brings both opportunities and threats in emerging and developing countries*

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### **The future of work and skills in ETF partner countries**

**The future of work and skills in ETF partner countries: ETF issues paper / European Training Foundation (ETF).**

Turin, Italy: ETF, 2019. 71 pages.

A team of international and national experts collected and analysed information, data and new ideas on the skills demands of the future in ETF partner countries, to analyse the impact of global developments on skills demand in the ETF's partner countries and discuss implications for policy reforms to manage the transition of education, training and lifelong learning systems of the future.

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*Students most likely to benefit from vocational coursework seem to be self-selecting into those courses*

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## **The value of vocational education in US high schools**

**Depth over breadth: the value of vocational education in US high schools / Daniel Kreisman and Kevin Stange.**

Education next, volume 19, number 4, Fall 2019.

Taking upper-level career and technical education (CTE) classes in high school can pay off with higher wages for students who do not attend college. This article highlights research that examines the relationship between taking CTE coursework and high school graduates' success in college or the workforce. The authors' study, making use of a nationally representative sample of early-career Americans, shows that students tend to enrol in vocational classes based on whether such options are available to them, suggesting that the commonly held belief that marginal students are funnelled into such classes is untrue. Further, they find that not all vocational classes are equal: students earn about two per cent more annually for each advanced or upper-level vocational class they take but enjoy no wage premium for having completed lower-level or introductory vocational study. In terms of college enrolment, while lower-level vocational courses may deter marginal students from college, they have no impact on net graduation rates; advanced courses at worst do no harm.

[Read the article online](#)

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*As the competition for global talent intensifies, the educational systems that are able to work together with their communities, governments and employers will rise to the forefront of the competition*

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## **International student employability**

**Global perspectives on international student employability / Brett Berquist, Rebecca Hall, Simon Morris-Lange, Hayley Shields, Vivienne Stern and Ly Thi Tran.**

Melbourne, Victoria: International Education Association of Australia, 2019. 41 pages.

This paper provides an analysis of global policy settings and provider initiatives around international student employability. It includes preliminary findings from a new study on the uptake of post-study work rights in Australia, as well as case studies from New Zealand, the United Kingdom and Europe.

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*Most STEM apprentice programs are operated by sponsors who also operate non-STEM programs*

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## **STEM apprenticeships in the US**

**Registered apprenticeship in science and engineering / Daniel Kuehn, Ian Hecker and Alphonse Simon.**

Washington, District of Columbia: Urban Institute, 2019. iv, 41 pages.

Workers with training in science, technology, engineering, and mathematics (STEM) are in high demand in the United States and are essential to innovation and economic growth. Apprenticeship is a proven strategy for training workers, but it is underutilised in STEM occupations. This report explores employers' experiences with STEM apprenticeship. STEM apprentices are concentrated in technician occupations that do not require a bachelor's degree. They are better paid and have higher training completion rates than non-STEM apprentices. Nevertheless, employers often struggle with adapting the traditional apprenticeship model to information technology and engineering technology jobs that do not have a history of using apprenticeship.

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*Most governments take a systematic approach to lifelong learning development*

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*Graduates who completed a firm internship face a lower risk of unemployment during the first year of their careers, suggesting a smoother transition to the labour market*

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*The narrow focus on meeting the demands of the labour market may be counterproductive*

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## Adult and continuing education for change in Asia

**The new vistas of adult and continuing education for change in Asian context: themes and implications / Qi Sun and Haijun Kang.**

New directions for adult and continuing education, number 162, Summer 2019, pages 139-152.

This article looks at the new vistas of adult and lifelong education/learning from Eastern perspectives, which highlights the state of adult and continuing education in some Asian countries. It especially focuses on some current themes these countries present.

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## Student internships in Germany

**Do internships pay off?: the effects of student internships on earnings / Shushanik Margaryan, Nils Saniter, Mathias Schumann and Thomas Siedler.**

Bonn, Germany: IZA, 2019. 53 pages.

This paper studies the causal effect of student internship experience in firms on earnings later in life. Employing longitudinal data from graduate surveys from German universities with mandatory firm internships, the authors find positive returns are particularly pronounced for individuals and areas of study that are characterised by a weak labour market orientation.

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## Adult education policy in Denmark

**The vocational turn of adult education in Denmark: an analysis of adult education policy from the late 1990s / Palle Rasmussen, Anne Larson and Pia Cort.**

International journal of lifelong education, volume 38, number 3, May/June 2019, pages 254-267.

Denmark has a strong and versatile tradition of adult education. Over a long historical period, adult education for public enlightenment and leisure, for continuing study and for vocational and professional competence have been developed, been made part of state policy and been used by citizens. But in recent years the public and political presence of Danish adult education has changed. While education policy issues generally abound in public and political debates, adult education is given much less attention than earlier. In this article, the authors trace the causes of this and conclude that it reflects a turn towards focusing on vocational types of adult education and a relocation of adult education policy to networks linking the state and the social partners. The authors provide a historical analysis of Danish adult education reforms during the past two decades and document how the vocational turn has manifested itself.

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