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A snapshot of a selection of items added to VOCEDplus

AUGUST 2022

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

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*There is a huge opportunity to maximise jobs and opportunities from the increasing use of renewable energy, tackling climate change, digitalisation, growth in the care economy and developing advanced manufacturing capabilities*

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## **Australia's Jobs and Skills Summit**

### **Jobs and Skills Summit: issues paper / The Treasury of the Australian Government.**

Canberra, Australian Capital Territory: Treasury, 2022. 11 pages.

The Jobs and Skills Summit will bring together Australians, including unions, employers, civil society, and government, to discuss their shared economic challenges and propose both immediate and long-term solutions. The goal of the Summit is to find common ground on how Australia can build a bigger, better trained and more productive workforce; boost real wages and living standards; and create more opportunities for more Australians. The Summit will cover five broad themes: (1) Maintaining full employment and growing productivity; (2) Boosting job security and wages; (3) Lifting participation and reducing barriers to employment; (4) Delivering a high-quality labour force through skills, training and migration; and (5) Maximising opportunities in the industries of the future. This issues paper outlines the labour market challenges associated with these five themes.

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Other publications released ahead of the [Jobs and Skills Summit](#) (held on 1-2 September 2022) are available in VOCEDplus.

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*Career guidance and counselling policies and practices need to consider the different profiles of early leavers and learners at risk and enable the provision of personalised and tailored support in response to individuals' diverse needs*

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## **Career guidance and counselling to minimise early leaving from vocational education and training in Europe**

### **Minimising early leaving from vocational education and training in Europe: career guidance and counselling as auxiliary levers / Irene Psifidou, Nikolaos Mouratoglou, Alexandra Farazouli and Cynthia Harrison.**

Luxembourg: Publications Office of the European Union, 2022. 40 pages.

Career guidance and counselling are key features of comprehensive strategies aiming to reduce early leaving from education and training. Minimising the risks of either insufficient information or unrealistic expectations, career guidance and counselling may support learners in making informed decisions based on their interests, talents, and future job aspirations, as well as preventing dropout and early leaving. This paper examines how national policies and practices in career guidance and counselling in EU Member States may support learners at risk and early leavers from education and training. It identifies common patterns and existing information gaps, and sets out future prospects.

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*Mentoring programs have a crucial effect on improving access to higher education*

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## Factors of access and equity in higher education

**Determining factors of access and equity in higher education: a systematic review / Mega Wanti, Renate Wesselink, Harm Biemans and Perry den Brok.**

Equity and education in society, volume 1, number 2, August 2022, pages 279-296.

This literature review study aims to provide an overview of influencing factors of access to and equity in higher education. In this way, the research offers insight into specific factors that support or hinder access and equity, respectively. Forty factors from thirty-three peer-reviewed articles, mostly from three continents: Europe, Australia, and America, published between 2014 and 2018, were selected for further analysis. The articles were analysed into four organisational levels: government, university, pre-university education, and student. Most findings on this topic discuss government policies and financial support. In addition to financial support, the significance of this paper discusses social support influence (by peers, by family, by teachers, by university officers, and via programs) to improve access and equity in higher education. Social support emerged as crucial for both access and equity. This study alerts researchers, teachers, administrators at the university level, and policy-makers at the national level to focus more on social relations between peers, students, and lecturers, support by the managerial level, and establishing programs that provide basic academic skills to disadvantaged groups.

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*Students without a driver's license or access to a car face practically insurmountable barriers to participation in skilled trades WBL, especially in construction, where job sites change locations regularly and can be far flung*

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## Youth apprenticeship and work-based learning in the US

**Youth apprenticeship and work-based learning in the skilled trades: findings from discussions with employers, educators, and intermediaries / Michael Prebil and Taylor White.**

Washington, District of Columbia: New America, 2022. 10 pages.

Apprenticeship has a long history in skilled trades occupations such as construction, manufacturing, and automotive repair. Today, these occupations account for the large majority of registered apprenticeship programs approved by the US Department of Labor or state apprenticeship agencies. In the growing field of youth apprenticeship, however, the skilled trades are not as well represented. Youth apprenticeship programs, which typically begin when students are in high school, are more common in 'nontraditional' apprenticeship fields such as information technology, health care, education, and business. In late 2020, New America's Partnership to Advance Youth Apprenticeship began a series of discussion groups and interviews with business and education stakeholders in order to better understand why youth apprenticeship and other intensive work-based learning (WBL) opportunities in the skilled trades remain relatively uncommon. The discussions revealed broad agreement on the importance of skilled trades education and the need to create more seamless pathways for young people to access training, work experience, and credentials. There was strong consensus that employers must engage actively and consistently in WBL if it is to be effective. However, the discussions also revealed that stakeholders' expectations and operating structures are often misaligned, making it difficult to deliver youth apprenticeships and other WBL opportunities that provide benefits for both businesses and young adults.

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*VET qualifications are more than proportionately represented in occupations assessed as being in current shortage but with only moderate long-term prospects*

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*Temporary graduate visa holders, in contrast to those on employers sponsored visas, are neither tied to any employers nor have guaranteed employment upon receiving this visa*

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## The VET sector post COVID-19 in Australia

### The VET sector post COVID-19 / Tom Karmel.

Holmesglen, Victoria: Mackenzie Research Institute, 2022. 24 pages.

Australia has seen very significant declines in vocational education and training (VET) activity since 2015 and a further decline as COVID-19 emerged in 2020, however the declines in completions were more muted (that is, much of the decline in student numbers was in those not completing a full qualification). Of course, this decline in VET activity reflects structural change that was responding to the needs of the labour market. Certainly, university education has been expanding at VET's expense and we have seen degrees become the entry level qualification for many occupations. In looking at the impact of COVID-19 on apprentices and trainees the government appeared to have addressed any short-term declines in numbers, however the author is not so optimistic about the rest of VET. This paper concentrates on VET qualification completions at the diploma or higher level, and Certificates III and IV.

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## International graduates on temporary post-graduation visas in Australia

### International graduates on temporary post-graduation visas in Australia: employment experiences and outcomes / Ly Thi Tran, George Tan, Huyen Bui and Mark Rahimi.

Population, space and place, preprint article available online first.

While a growing body of literature focuses on international students, their post-study experiences and employment outcomes when they are on temporary graduate visas in the host country are under-researched. This article addresses this critical gap by investigating international graduates' employment experiences and outcomes. It is derived from a study that includes 50 in-depth interviews with employers, graduates and related stakeholders, and a survey with 1156 international graduates from 35 Australian universities. The study shows that international graduates engage with a complex labour market which can see them work in or out of their professional disciplines in multiple forms of full-time, part-time, and casual jobs. In particular, the findings indicate that international graduates on post-graduation visas who studied Information and Technology are more likely to secure employment in their field of study and spend less time to gain the first job in their area of expertise than those in Business and Engineering. This finding underscores the various effects of the structural conditions in different industries on international graduates' employability. The study also provides substantial insights into the increased vulnerability, deskilling, and precarity experienced by international graduates as migrant workers on temporary visas in the host country.

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