
A snapshot of a selection of items added to VOCEDplus

DECEMBER 2018 / JANUARY 2019

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If apprenticeship systems are going to be successful, apprenticeships must be attractive to a wide range of young people

Apprenticeships around the world

Seven questions about apprenticeships: answers from international experience / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2018. 137 pages.

After a period of relative neglect in many countries, apprenticeships and other forms of work-based learning are experiencing a revival. This report draws out policy messages on how to design and implement high-quality apprenticeships. It presents answers to seven questions commonly asked by governments and practitioners seeking to either introduce or reform apprenticeship systems. Can apprenticeships provide a useful contribution in every country? Should employers receive financial incentives for providing apprenticeships? What is the right wage for apprentices, and how long should an apprenticeship last? How can we ensure a good learning experience at work? How can apprenticeships be made to work for youth at risk? And how to attract potential apprentices?

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Post-school education and Indigenous Australians

Post-school education / Danielle Venn and Heather Crawford.

Canberra, Australian Capital Territory: Centre for Aboriginal Economic Policy Research, Australian National University, 2018. vi, 21 pages.

This paper uses data from the Census of Population and Housing to examine trends between 2006 and 2016 in post-school educational attainment and participation among the Indigenous population. Indigenous vocational attainment increased considerably between 2006 and 2016. The gap in vocational attainment between Indigenous and non-Indigenous men shrank considerably and Indigenous women are now more likely than non-Indigenous women to have a vocational qualification. While Indigenous university participation has increased over the past decade, Indigenous university participation and attainment has failed to keep pace with non-Indigenous growth. As a result, there is a large and growing gap between Indigenous and non-Indigenous university attendance and attainment of qualifications at degree level and above. Vocational-to-university pathways for Indigenous students appears to have been increasing in importance. These types of pathways are particularly important for Indigenous students who face some of the highest barriers to university participation: those from remote and disadvantaged areas and women with children.

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Indigenous vocational education success provides a promising avenue for further increasing university attendance

Countries can gain comparative advantages through the skills of their population, the quality of their education systems, and alignment with industries' skill requirements

To adapt to the future of work, Australians will undertake a third more education and training and change what, when and how they learn

Education and skills for Europe's future

Investing in Europe's future: the role of education and skills / Stéphanie Jamet, Erik Canton, Anna Thum-Thysen, Anneleen Vandeplas, Peter Voigt, Patricia Wruuck, Mantas Sekmokas, Konstantinos Pouliakas, Lidia Salvatore, Ernesto Villalba-Garcia, Lars Thies and Marcus Tamm.

Luxembourg: European Investment Bank, 2018. iv, 52 pages.

This volume presents a strategic plan for education and skills in Europe aimed at boosting innovation, contributing to the technology race, improving the pool of skills and enhancing equal opportunities. Each of the contributions in this volume add an aspect to the ongoing debate about skills. Together, they combine macro- and micro perspectives, as both are needed to inform a coherent and forward looking strategy for skills in Europe. Notably, they emphasize that skill policies need a comprehensive perspective, taking into account linkages with other policy areas, and that there is value in a coordinated approach. Within Europe, benchmarking and exchange of best practices can be valuable tools to inform and improve skill policies. In addition, specific policy measures require careful assessment of what works and what does not. Finally, a coherent and forward looking strategy also requires reflection about who should do what for education and skills in Europe, i.e. including public and private actors, and whether resources are sufficient to address challenges going forward.

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Future skills for Australia

Future skills / AlphaBeta.

Sydney, New South Wales: AlphaBeta, 2019. 58 pages.

This report argues that advances in technologies and automation sweeping through everything from supermarket checkouts to farming will drive dramatic shifts in Australia's education and training requirements. The study examined changes in more than 300 jobs, the tasks they involved, and the skills required to do them, to answer three questions: What skills do we need to succeed in the future? When do we need to learn these skills? And how can we acquire the skills we need? It found the most valuable workplace skills to be uniquely human traits such as adaptability, teamwork, creativity and leadership. The report proposes that workers will need not only more developed 'human traits'; they will also need to adapt more quickly to changes to their jobs and the tasks they involve. On average, every Australian will change jobs 2.4 times over the next two decades, driving a greater need for upskilling and reskilling. Correspondingly, adult education will become far more important in the coming years. Today, the average Australian acquires more than 80 per cent of their knowledge and skills before the age of 21. By 2040, Australians will acquire 41 per cent of their knowledge and skills as adults, with older Australians dedicating an average of six hours out of their working week to education and training. This all means that Australia will need to double its total investment in education and training from a combined 300 billion hours to 600 billion hours over the next two decades. To do this, the nation will need not only the traditional institutions like university and TAFE, but also more on-the-job training and short, online courses.

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Youth who undertook a school-based traineeship experienced a notable completion advantage over equivalent peers who undertook a traineeship after leaving school

Learners in VET provider MOOCs are more inclined to complete the assessment requirements than learners studying in MOOCs offered by Australian universities or transnational universities

Traineeship completion in Australia

Traineeship completion: comparing school-based and post-school provision in Australia / David Curtis and Sinan Gemici.

EPH - International journal of educational research, volume 2, number 11, 2018, pages 16-30.

The impact of VET in Schools on transition outcomes is currently receiving considerable policy attention in Australia. Almost 50 per cent of Australian senior secondary students participate in VET in Schools, either by taking VET subjects, engaging in structured workplace learning, or enrolling in school-based apprenticeships and traineeships. This paper uses data from the Apprentice and Trainee Destinations Survey, administered by the National Centre for Vocational Education Research, to examine whether students who commence a school-based traineeship exhibit higher completion rates when compared to similar young people who undertake a traineeship post-school. The authors find that school-based traineeships have higher completion rates than post-school traineeships, especially for females.

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Vocational MOOCs in Australia

A performance profile of learner completion and retention in Australian VET MOOCs / Rachael M. Paton, Joel D. Scanlan and Andrew E. Fluck.

Journal of vocational education and training, volume 70, number 4, 2018, pages 581-599.

The uptake of Massive Open Online Courses (MOOCs) has been substantial and they continue to flourish as an educational delivery model. Much of the available literature regarding student retention and completions in MOOCs comes from university-designed courses. The vocational education and training (VET) sector has lagged behind its university counterparts as VET pedagogy relies heavily on skills acquisition and does not lend itself as easily to MOOC delivery. This paper analysed the attributes of enrolled learners and learners that were designated as 'starters' from Australian universities, transnational universities and VET MOOCs to compare the differences in learning environments and to build a VET MOOC learner profile. The findings indicated that higher levels of VET MOOC learners were retained when compared to university MOOCs. It also revealed eight course design factors that may contribute to increased learner retention and completions for VET MOOCs.

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