
A snapshot of a selection of items added to VOCEDplus

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

Higher education

institutions should find the time and the resources to proactively consider work experience and evaluate the processes and practices in place to identify regulatory and educational successes and failures, and to implement change

There is a clear positive relationship between workers' learning and wellbeing and firms' corporate performance

Quality work experience for Australian university students

Protecting students at work: Australian universities and regulating for quality work experience / Anne Hewitt, Andrew Stewart, Rosemary Owens and Joanna Howe.

Adelaide, South Australia: Adelaide Law School, The University of Adelaide, 2021. 81 pages.

This report is the outcome of a three year Australian Research Council Discovery Project which examined the challenges posed by the regulation of post-secondary forms of work experience. Work experience is generally understood to mean the performance of work within or for a business, non-profit organisation or government agency, in order to gain experience, skills and/or contacts that will help the worker obtain employment or other work opportunities in the future. Work experience may be undertaken as part of a government assistance program, or an 'internship' scheme established for an organisation's purposes, or (as with most of the arrangements considered in this report) as part of a formal scheme of education or training. The report presents new empirical research on the policy and practice of Australian universities in organising and facilitating work experience and fresh analysis of the legal and policy framework. The report makes 21 recommendations for stakeholders to address the regulatory challenges arising from post-secondary work experience.

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Perspectives on learning in Europe

Shifting our perspective on learning / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2021. 4 pages.

As the world looks for a transition to a post-pandemic reality, changes are underway in many European companies. How will these changes shape work organisation, the relationship between employers and workers, and companies' working and learning arrangements in the future? Investing in people in a more comprehensive way is becoming more urgent: as European economies are picking up speed, the hunt for talent is open. To help unlock the potential of workplaces as learning venues, we need to grasp how people learn and to understand what constitutes a learning-conducive work context. Taking a wider perspective on learning requires considering workers' personal goals, motives, interests, attitudes and preferences. It is the interaction of these factors with a person's work environment and wider social context that shapes his/her learning and its outcomes.

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It is imperative that the momentum that is building for mature students is not lost after the pandemic - improved choice, funding and flexibility will be essential to set mature and younger students on a truly equal footing

Sub-optimal quality and quantity of training may result from the inability of training markets to balance the supply and demand for skills

Pre-apprenticeships have become a shibboleth alongside apprenticeships, an unassailable part of the VET firmament

Opportunity and choice for mature students in the UK

Improving opportunity and choice for mature students / Office for Students (OfS).

Bristol, England: OfS, 2021. 11 pages.

The opportunity to study as a mature student is essential for equality of opportunity. It provides essential skills for future prosperity, especially as the UK recovers from the pandemic. While numbers of mature students in higher education have declined, particularly for certain types of study, there are positive signs of increasing demand. The government proposes to nurture this growth through its Lifelong Learning Entitlement, and the Office for Students is working for change through improved information, advice and guidance, regulation in the form of access and participation plans, and funding initiatives to encourage greater flexibility and choice.

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Financing and incentives for skills development

Financing and incentives for skills development: making lifelong learning a reality? / International Labour Organisation (ILO).

Geneva, Switzerland: ILO, 2021. 20 pages.

Despite the many documented benefits of lifelong learning for individuals, enterprises and societies, its levels still remain lower than needed, due to significant funding gaps. Ensuring stable funding and establishing appropriate incentives for training providers, individuals and enterprises is a pressing need. This policy brief discusses options for funding and incentivising lifelong learning, analysing the benefits and challenges of available options. Continuing vocational training and adult learning are particularly in focus, due to their lower and inconsistent funding and frequent lack of policy attention.

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The efficacy of pre-apprenticeships in Australia

The efficacy of pre-apprenticeships / Tom Karmel.

Holmesglen, Victoria: Mackenzie Research Institute, 2021. 33 pages.

Pre-apprenticeships or pre-vocational training is seen as being meritorious in the same way that the apprenticeship model, with its combination of employment and training, is seen as an ideal model for vocational training. The motivation behind this paper is to test whether pre-apprenticeships (and pre-traineeships and pre-vocational training more generally) are a model worth pursuing or whether they are just another element of lower level vocational education and training (VET). An issue with discussion of pre-apprenticeships or pre-vocational training is that it is not possible to identify them in the official statistics. This means that it is difficult to identify them and judge their merits. The analysis has uncovered some positive findings about the potential benefits of pre-vocational training, but also has concluded that not all the evidence is positive (for example, those apprentices and trainees undertaking pre-vocational training which is not relevant report lower satisfaction than their peers). Thus, the author concludes that potentially pre-vocational training can be of value, but not as a matter of course.

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Issuers of credentials should ensure that credentials are associated with information that enables others to easily understand what knowledge, skills and attributes can be expected of a learner that has been issued with a microcredential

SELFIE WBL will enable VET schools and companies to move (in many cases from emergency responses due to COVID-19) to the use of digital technologies for teaching, learning and training in a strategic, planned and organised way

Portability of Australian microcredentials

Guidance for portability of Australian microcredentials / Universities Australia. Deputy Vice-Chancellors (Academic) Working Group on Microcredentials.

Canberra, Australian Capital Territory: Universities Australia, 2021. 13 pages.

Microcredentials are an expanding alternative or additional form of qualification across higher education, vocational education, and training. Microcredentials attest to skills acquired or learning undertaken in short, discrete formats, distinct from longer traditional qualifications such as diplomas and degrees. The lack of regulation provides space for providers to create innovative microcredential offerings that can quickly respond to the needs of learners, industry and others, but a lack of standardisation provides challenges for the recognition and portability of microcredentials for parties other than the issuing organisation. The purpose of this guidance is to make microcredentials accessible and valuable for the widest possible cohort of learners by encouraging microcredential design that permits and encourages portability of credentials. Clear information on the contents and likely portability of a microcredential will enable learners to make informed decisions about their learning journey that will best suit their circumstances and needs.

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SELFIE for work-based learning in Europe

SELFIE for work-based learning: supporting the digital transition of VET systems / Ralph Hippe, Alessandro Brolpito and Simon Broek.

Luxembourg: Publications Office of the European Union, 2021. 142 pages.

SELFIE WBL (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies for work-based learning) is a free online tool that supports VET schools and companies in making the most of digital technologies for teaching, learning and training. It has been developed by the European Commission together with many key stakeholders. SELFIE WBL is an extension of the existing SELFIE tool, which was launched in October 2018 and has had more than 1.7 million users. It is a multilingual tool available in more than 30 European languages. SELFIE WBL supports schools and companies to become fit for the digital age. In this way, it supports achieving the twin digital and green transition, one of the key policy priorities of the European Commission. In this report, the authors present the background and context of the version for the WBL sector and show all of the development steps that it has taken from an initial idea in 2018 to finalisation in 2021.

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