
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

All workers and all industries need to be supported to adapt to climate change - impacts are evident now and are escalating rapidly

Climate impacts at work in Australia

Climate impacts at work: supporting a climate ready workforce / Todd Denham and Lauren Rickards.

Melbourne, Victoria: Centre for Urban Research, RMIT University, 2022. 81 pages.

This worker-centric analysis describes how climate change is already affecting workers. The research is based on a cross-sectoral survey of 1,165 paid workers about their experiences of climate-related disruptions and stresses. Responses were received from more than ten industries and nine occupation types. The results point to many climate-significant aspects of workplaces and workers' wider systems impacting on workers' capacity to do their jobs properly. Overall, the results point to the multiple, proliferating and often insidious ways climate change is impacting work. They also document workers' high levels of concern about climate change and fear and frustration about inaction on it. Workers offered various suggestions about what measures are needed, including new occupational health and safety measures, training and education, and more flexible work options.

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Policymakers may need to give additional incentives to encourage VET professionals to participate in continuous professional development activities, not only for further developing their technical skills but also their pedagogical and tutoring competences

VET teachers and trainers in a changing world

Teachers and trainers in a changing world: building up competences for inclusive, green and digitalised vocational education and training (VET): synthesis report / Ralph Hippe, Anthie Kyriakopoulou and Irene Psifidou.

Luxembourg: Publications Office of the European Union, 2022. 103 pages.

The need for investment and for a holistic approach to vocational education and training (VET) teachers' and trainers' professional development is at the heart of high-quality and inclusive VET. This synthesis report identifies recent trends and policy developments in Europe on the initial and continuous professional development (CPD) of VET teachers and trainers. The report points to the different types of VET teachers and trainers in Europe; their evolving and complex role in mastering new technologies, supporting the integration of refugees, identifying and supporting learners at risk of early leaving, and understanding changing labour market needs, to empower and equip students with skills for the future. While their qualifications and opportunities for CPD vary across countries, the challenges policymakers face in supporting them are shared.

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The higher the tertiary qualification enrolled for, the greater the average distance travelled

Travel for tertiary study in New Zealand

Travel to tertiary: an analysis of how far school leavers travelled for tertiary study / Gabriele Frigerio Porta.

Wellington, New Zealand: Ministry of Education, 2022. 30 pages.

This report examines the mobility of young school leavers in terms of the distance travelled to undertake their tertiary studies and in terms of the proportion of students travelling out of their regions. The analysis can provide information to help answer policy-relevant questions about tertiary education provision, including geographic access barriers and network of provision. The population analysed is young adults who left school in the years 2009 to 2018 and who enrolled in a public tertiary institution the following year in programmes at any level. Key findings include: (1) half of school leavers began their tertiary study less than 20 km from where they went to school but the remaining half travelled long distances, with a third of students commencing their tertiary study 150 km or more from their school; (2) school leavers tended to stay within their respective North or South Island for their tertiary studies but South Island students travelled greater distances on average; (3) university students were more likely to travel further for study than students at the former Institutes of Technology and Polytechnics; (4) students travelled further for bachelors study than for qualifications below degree level; and (5) students also travelled widely varying distances depending on their field of study.

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Men and women had different pathways after discontinuation - men (27%) were more likely than women (10%) to apprentice in another trade

Educational pathways of individuals who discontinue their apprenticeship programs in Canada

Educational pathways of individuals who discontinue their apprenticeship programs / Hyeongsuk Jin, Sophia Su and Sophie Castel.

Ottawa, Ontario: Statistics Canada, 2022. 16 pages.

According to the 2015 National Apprenticeship Survey, the most commonly stated reasons for not completing an apprenticeship program were job instability, receiving a better job offer and financial constraints. Previous studies have focused on factors associated with certification in the trades and labour market outcomes; fewer studies have examined the educational pathways of those who discontinued their apprenticeship programs. Using data from the Education and Labour Market Longitudinal Platform (ELMLP), this study looks at those apprentices who registered between 2008 and 2010 and discontinued their programs within six years of registration. Their future interactions with the Canadian postsecondary education system, up to 2020, are then profiled. By the sixth year after the initial registration, two in five apprentices who started their training between 2008 and 2010 had discontinued their programs. About 40 per cent undertook further education, but the paths were different for men and women. Men were more likely to stay in the skilled trades by apprenticing in another trade, whereas women were more likely to attend a postsecondary institution after discontinuing their program. Some discontinuers appeared to be pursuing a related field rather than leaving a trade altogether. Similarly, some of those who attended a postsecondary institution after discontinuing their apprenticeship training studied in a field related to the trade they discontinued.

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Digital technology helps with entrepreneurial teaching and learning activities by making subjects more compelling and closer to the interests of young people

Microcredentials can open doors to the increased need for more flexible learner-centred bodies providing education and training from a lifelong learning perspective

Entrepreneurship competence in VET in Italy

Entrepreneurship competence in vocational education and training: case study: Italy / Dmitrijs Kulss, Iraklis Pliakis and Jelena Muhina.

Luxembourg: Publications Office of the European Union, 2022. 52 pages.

This report describes how entrepreneurship competence is embedded in VET in Italy. It complements existing knowledge with examples of methods, tools and approaches that can help policymakers, VET providers and other stakeholders build better entrepreneurial learning ecosystems. In Italy, there is a solid base for promoting entrepreneurship competence in VET. Guidelines for transversal skills promote entrepreneurship competence through work-based learning. Further, the national curriculum for entrepreneurship education comprises an extensive list of learning outcomes linked to entrepreneurship. Strong policies in several regions support building the local entrepreneurial learning environments. The study also found gaps between the national policy and its implementation at VET provider level.

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Mapping microcredentials for labour market education and training in Europe

Microcredentials for labour market education and training: first look at mapping microcredentials in European labour-market-related education, training and learning: take-up, characteristics and functions / European Centre for the Development of Vocational Training (Cedefop).

Luxembourg: Publications Office of the European Union, 2022. 145 pages.

This study examines the role of microcredentials in supporting learning for employment. The study collected information through an online survey among mostly European VET providers, national authorities, employee and employer organisations, in-depth country case studies and interviews, as well as Cedefop's ReferNet network. The mapping exercise helped to identify the main characteristics of microcredentials as currently emerging in the context of VET and reskilling and upskilling initiatives. While the topic has gained in importance in the context of higher education, focusing on VET does justice to the complexity of microcredentials in education, training and learning for the European labour market. Results show that microcredentials have only recently become prominent in Europe-wide policy-level debates, despite the existence for many decades of short courses and credentials that support labour-market-related education and training. Although there is uncertainty linked to the naming and function of microcredentials, clear benefits with regards to their flexibility and responsiveness to labour market needs can be observed.

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