

# VOCED<sub>plus</sub> HIGHLIGHTS

A snapshot of a selection of items added to VOCEDplus

OCTOBER 2024

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

---

*The Plan supports shared stewardship of the VET system - a new focus on collaboration, planning and evidence-based reform, with all governments working in partnership to deliver a responsive skills and training system*

---

## Inaugural National Skills Plan for Australia

**National Skills Plan: building a skilled Australia through vocational education and training / Skills and Workforce Ministerial Council.**

Canberra, Australian Capital Territory: Department of Employment and Workplace Relations, 2024. 42 pages.

This inaugural National Skills Plan: (1) Communicates Skills Ministers' shared vision for the vocational education and training (VET) system and how governments will work together to deliver on shared outcomes and priorities; (2) Provides direction for industry, employers, and the VET sector to help align efforts towards the same objectives; (3) Details planned initiatives to strengthen the VET system architecture and workforce, better meet the needs of students and industry, and address cross-cutting and industry-specific national priorities; (4) Identifies early action to address national priorities and agreed outcomes as well as an overview of key milestones over the period of the National Skills Agreement; and (5) Communicates how governments will work collaboratively and provides a base for further engagement with stakeholders.

[Download the PDF](#)

---

*A capable and well-supported VET workforce is key to a strong and vibrant VET sector*

---

## VET Workforce Blueprint for Australia

**VET Workforce Blueprint / Skills and Workforce Ministerial Council.**

Canberra, Australian Capital Territory: Department of Employment and Workplace Relations, 2024. xii, 83 pages.

A career in VET is valuable and rewarding, allowing experienced individuals to pass on their knowledge to learners. The job isn't easy, but it is worthwhile. This Blueprint is a strong commitment from governments to ensure those working in the sector are seen, heard and valued. It lays out three primary goals and actions to create momentum in addressing key opportunities and challenges facing the VET workforce: (1) Growing the workforce: Increasing the number of people entering the VET workforce pipeline to ensure the long-term supply of the staff needed; (2) Retaining and developing the workforce: Improving retention and supporting workforce capability to ensure a sustainable, highly skilled and quality VET workforce, both now and into the future; and (3) Understanding the workforce: Developing a data collection on the VET workforce and undertaking foundational work and research to better understand the various roles and pathways across all VET contexts.

[Download the PDF](#)

---

*Students may be unaware of WBL opportunities and processes, causing them to miss out on valuable experiences*

---



---

*Within VET institutions, the green agenda is often taken forward initially by (perhaps self-taught) enthusiastic individual teachers*

---



---

*Young migrants need better support, funding, and tailored career guidance in VET*

---

## Expanding work-based learning opportunities in the US

**Expanding equitable work-based learning opportunities / Malcolm Wiener Center for Social Policy.**

Boston, Massachusetts: Harvard Kennedy School, 2024. 12 pages.

High-quality work-based learning (WBL) experiences improve students' on-the-job skills and lead to higher future earnings. Unfortunately, WBL opportunities are not universally accessible, particularly for students from under-resourced backgrounds. In this brief, the authors identify actions that colleges, employers, and policymakers can take to broaden access to equitable WBL in college.

[Download the PDF](#)

## VET and the green transition in Europe

**Vocational education and training and the green transition: a compendium of inspiring practices: 2024 edition / European Education Area Working Group on VET and the Green Transition.**

Luxembourg: Publications Office of the European Union, 2024. 36 pages.

This second edition of the Compendium builds on the [first edition](#), published in 2023, by providing a new set of inspiring practices and new insights into developments taking place in VET across Europe. It identifies new themes; outlines identified inspiring practices; and reflects on the ever-evolving way in which VET is deepening its response to the crises in our environment. In doing so, it helps point the way forward to the crucial next steps for VET.

[Download the PDF](#)

## VET supporting young migrants in England

**The role of VET in supporting young migrants in England: an exploration of issues, challenges, and good practices / Andrea Laczik, Natasha Kersh, Dana Dabbous, Sait Bayrakdar and Kat Emms.**

Paper in 'Trends in vocational education and training research, vol. VII: proceedings of the European Conference on Educational Research (ECER), Vocational Education and Training Network (VETNET)', VETNET, 2024, pages 154-157.

VET in England offers young migrants one possible way to gaining qualifications of labour market value. This study examines VET's role in aiding young migrants' integration into education, the labour market, and communities. Key questions focus on how VET supports young migrants' educational progression, what challenges they face, and what are the skills they develop for economic and social integration. The results reveal diverse experiences for migrant youth, with English for speakers of other languages (ESOL) being essential for accessing further education and training. Mastering English is seen as a vital first step, yet barriers like discrimination and social isolation influence their educational engagement. Many young migrants expressed concerns about being placed in courses that did not match their interests and/or ambition, and many were placed on lower-level qualifications. This is a particular issue as funding ceases at the age of 18. Additionally, the requirement of Level 2 English and maths qualifications are considered as barriers to their progression and limiting options.

[Download the PDF](#)

---

*Low levels of literacy and numeracy continue to have an impact on both employees and employers, with 88% of surveyed companies affected by low levels of literacy and numeracy*

---

## Impact of low literacy and numeracy levels in Australia

**Counting the cost: addressing the impact of low levels of literacy and numeracy in the workplace / Australian Industry Group.**

Melbourne, Victoria: Centre for Education and Training, Ai Group, 2024. 14 pages.

The *Listening to Australian businesses on workforce and skills 2024* survey had responses from 251 individual businesses, collectively employing a total of more than 291,200 full-time equivalent employees, providing a rich insight into skills and workforce challenges across the economy. The impacts of low levels of literacy and numeracy uncovered in the survey include time wasted, poor completion of work documents and reports, teamwork and communications problems, and staff lacking confidence and willingness to take on new work. The survey also found that 42% of companies require greater basic digital skills capabilities over the coming 12 months as digitally enhanced technology and communications become increasingly integrated into job tasks and functions across all occupations. As the world of work changes, it is important that barriers do not remain that inhibit the entry, participation and retention of individuals into work, who are impacted by low levels of language, literacy, numeracy, and digital literacy (LLND). Similarly, low levels of LLND should be removed as a barrier to lifelong learning and upskilling or retraining opportunities. Addressing low levels of LLND has both micro- and macro-economic benefits, which is why governments, education and training providers, industry, and individuals must work in concert to ensure that the societal and productivity impacts are mitigated or removed.

[Download the PDF](#)

---

*At every life phase key actors like parents, employers or educators can take action to support the choices of women and girls*

---

## Helping women start and stay in non-traditional trades in Australia

**Life phases: women in trades: the best behavioural interventions to help women start and stay in non-traditional trades / NSW Behavioural Insights Unit.**

Sydney, New South Wales: NSW Department of Education, 2024. 27 pages.

This research sought to understand how women can be supported to pursue non-traditional trade careers, defined as fields where women represent less than 25% of apprentices or workers. Taking a behavioural approach acknowledges and clearly identifies specific barriers and practical supports that prevent or enable women to choose non-traditional trade careers. The report provides guidance for government, industry, educators and other stakeholders on the best behavioural interventions to support women's career choices, and can be used to understand the challenges, adapt policies, design programs and evaluate actions.

[Download the PDF](#)



Prepared by Tracy Gamlin, Research Librarian, Knowledge Management Branch, National Centre for Vocational Education Research (NCVER).

Feedback and questions to [TracyGamlin@ncver.edu.au](mailto:TracyGamlin@ncver.edu.au)

VOCEDplus is produced by NCVER with funding support from the Australian Government Department of Employment and Workplace Relations.

