



INFORMATION SHEET

Higher Education, Skills and Work-Based Learning The Journal of the University Vocational Awards Council

First edition - To be published in November 2010.

Frequency – Three issues per annum, to increase over time.

The editorial policy of the journal is to facilitate relevant and rigorous national and international debate, research and practice that is impactful. The journal is targeted at academics researching in the area of higher level skills, training providers and work based learning practitioners who provide or support the delivery of higher level skills, those who direct policy at institutional and national levels and those whose learning is the focus of this effort.

Journal Objectives - The objectives of the journal are trans-disciplinary across all sectors and subject disciplines:

1. To identify how skills gaps and shortages can be addressed through the provision of higher level work-based learning
2. To showcase UK innovation in the development, marketing, delivery, validation and evaluation of higher level work-based learning
3. To review and analyse international approaches to higher level work-based learning
4. To review and analyse the use of new technologies in the delivery and validation of higher level work-based learning
5. To identify and analyse partnership approaches in the development and delivery of higher level work-based learning programmes and professional development
6. To identify and analyse innovation in the validation of employer developed training programmes as higher education qualifications
7. To explore innovation in the funding of higher level work-based learning
8. To identify the benefits of higher level work-based learning to employers, employees and other learners
9. To explore new approaches to widening participation and social mobility in higher level work-based learning programmes, for adults and young people with vocational and work-based level 3 programmes and through APEL and credit



10. To review good practice examples of higher level work-based learning
11. To explore issues surrounding higher work-based learning and encourage lively argument and debate.

Journal Structure - We currently envisage that the journal will have four sections.

- The first section will feature a regular invited discussion paper with space provided for responses
- The second section will be for research into any aspect of the higher education skills agenda. Such papers will be peer reviewed and priority will be given to papers that report transferable, evidenced based practice whose impact is clearly identified
- The third section will be a practitioner area designed to share ideas, insights, requests for research and good practice
- The fourth section will be in the form of a notice board and will include short abstracts of relevant research which is being reported at conferences, or the result of Masters and doctoral theses and internal company research. The abstracts will include contact details of authors to encourage communications. It will also include book reviews, and identify relevant policy reports and international reviews.

This structure will give the journal a distinctiveness and support our goal of establishing a journal which is a must read for all those involved in higher level skills development and which will contribute to building a community of practice.

Editor (designate) - Professor Paul Gibbs, Middlesex University

Deputy Editor (designate) - Peter Treadwell, University of Wales Institute Cardiff

Editorial Advisory Board - If you are interested in serving on the editorial board and have not already contacted UVAC please contact Caroline McKeivitt on cjm2@bolton.ac.uk

Submitting and Reviewing Papers - To informally discuss submitting and/or reviewing papers please contact the editor designate Professor Paul Gibbs p.gibbs@mdx.ac.uk

Subscribing to the Journal – Information will be published shortly.

Watch this space - Updates on the establishment of the journal will be provided to all UVAC members and via the UVAC website www.uvac.ac.uk