

A snapshot of a selection of items added to VOCEDplus

JUNE 2019

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

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*In England's highly developed industrial society, tertiary education serves a range of economic and social purposes and the age of 18 is something of a watershed for the way in which people are educated*

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### **The Augar Review of post-18 education and funding in England**

**Independent panel report to the review of post-18 education and funding / Post-18 Education and Funding Review Panel.**

London England: Department of Education, 2019. 210 pages + 6 supporting documents.

The Augar Review of post-18 (or 'tertiary') education in England was announced in February 2018 and is the first since the Robbins report in 1963 to consider both parts of tertiary education, further education (FE) and higher education (HE), together. It considers the roles both should play in meeting the country's social and economic needs, how they fit together, how they should be funded and whether they are delivering value for students and taxpayers. It provides an assessment of the current situation, articulates the country's future needs from tertiary education, and proposes remedies to address the issues the independent panel has identified. The report proposes: strengthening technical education; increasing opportunities for everyone; reforming and refunding the FE college network; addressing HE funding; increasing flexibility and lifetime learning; supporting disadvantaged students; ensuring those who benefit from HE contribute fairly; and improving the apprenticeship offer.

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*With the rise and rise of disruptive technologies - where the workplace goalposts constantly shift and workers need to be learning all the time to remain relevant - the learning context matters more than ever*

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### **Preparing Australia's workforce for the digital future**

**Peak human potential: preparing Australia's workforce for the digital future / Sean Gallagher.**

Hawthorn, Victoria: Centre for the New Workforce, Swinburne University of Technology, 2019. 37 pages.

Australia's workforce - and, by extension, its economy - is on the precipice of massive change. To better understand Australian workers' views towards the future of work, the Centre for the New Workforce conducted a study with their research partner YouGov. In November 2018, 1,000 Australian workers were asked about their attitudes to work, their perceptions about how work is changing, and how they are preparing for the future. To gain deeper insight, the results were analysed against comparable research from organisations including McKinsey, World Economic Forum, AiGroup and Deloitte. This report provides analysis and recommendations on how policy makers, educators and employers can help pave the way for a successful future for Australia's workforce.

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*The most widespread effect of the green transition on employment is the need to reskill or upskill within existing occupations*

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*Megatrends are increasing demand for higher, non-routine skills and for different sets of skills*

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*Free online courses on entrepreneurship allow educators and students far away from pulsating business ecosystems to access a wider range of support, skills and content*

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## Skills for a greener future

**Skills for a greener future: key findings / Skills and Employability Branch, International Labour Office.**

Geneva, Switzerland: ILO, 2019. 28 pages.

Climate change and environmental degradation are among the greatest challenges of our times. Yet, for all the profound changes that are occurring in the world of work, and all the intense debates on their implications for workers and companies, the media spotlight continues to focus on the potential effects of automation and artificial intelligence, leaving the effects of climate change and environmental degradation on work largely in the shadows. Climate change and environmental degradation reduce productivity and destroy jobs, and their effects fall disproportionately on the most vulnerable. Action to combat these processes can potentially create millions of jobs - but this requires bold measures to invest in people's capabilities to realise their full potential and contribute to the productivity of enterprises. This report builds on its predecessor, [Skills for green jobs: a global view](#), published by the ILO in 2011. This new edition provides insights into likely occupational skill effects in declining and growing industries by 2030 based on two global quantitative scenarios.

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## OECD Skills Strategy 2019

**OECD Skills Strategy 2019: skills to shape a better future / Organisation for Economic Co-operation and Development (OECD).**

Paris, France: OECD, 2019. 227 pages.

The OECD Skills Strategy provides a strategic and comprehensive approach for ensuring that people and countries have the skills to thrive in a complex, interconnected and rapidly changing world. The updated 2019 Strategy takes account of the lessons learned from applying the [original skills strategy](#) in 11 countries since 2012 and incorporates new OECD evidence about the skills implications of megatrends, such as digitalisation, population ageing, and migration. The Strategy also incorporates new learning from across the OECD about skills policies that work in these three broad components: developing relevant skills over the life course, using skills effectively in work and society, and strengthening the governance of skills systems.

[Read the Strategy online](#)

## Digital entrepreneurship education

**Digital entrepreneurship education: the role of MOOCs / Stefan Vorbach, Elisabeth Maria Poandl and Ines Korajman.**

*International journal of engineering pedagogy*, volume 9, number 3, 2019, pages 99-111.

Digital entrepreneurship has gained more attention in theory and practice in recent years. Among other forms of digital entrepreneurship education, MOOCs (massive open online courses) are one of the strongest trends and influence the content and flow of teaching and learning. This article contributes to a better understanding of the necessary skills, opportunities and risks arising from the use of MOOCs as a new way of teaching entrepreneurship.

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*In 2017, 451,263 students had a work integrated learning experience - this equates to one in three university students enrolled in Australia in 2017*

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*Take up of higher level and graduate apprenticeships are increasing in many countries (France, England, Scotland) but overall, many countries are struggling to meet nationally set targets and are seeing take up of apprenticeships falling, especially at lower levels*

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## Work integrated learning in Australian universities

### Work integrated learning in universities: final report / Universities Australia.

Deakin, Australian Capital Territory: Universities Australia, 2019. 34 pages.

In 2018, Universities Australia undertook a national survey of the work integrated learning (WIL) activities that occurred in 2017 across Australia's 39 comprehensive universities. The results clearly demonstrate the extent and diversity of WIL activities across the higher education sector and reflect the commitment of universities to improving graduate employability.

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## International comparisons of post-compulsory education systems

### International comparisons of post-compulsory education systems / David Greatbatch and Sue Tate.

Manchester, England: Department for Education, 2019. 112 pages + appendices.

This research contributes to the Department for Education's evidence base on post-18 education and funding by comparing post-compulsory education systems in different countries and reviewing evidence as to the access, retention and progression outcomes of these systems. The primary aims were: to compare post-compulsory education in different countries, outlining the educational choices available to individuals after they complete compulsory education and the funding/support systems available to them; and to review the available evidence for each country to answer, in so far as possible, the agreed research questions. The selected countries are: Australia, Canada, England, France, Germany, Netherlands, New Zealand, Norway, Scotland, United States, and Wales.

The research questions relate to: (1) the education systems and the institutions providing the education and training, the degree of flexibility (e.g. distance learning, short courses, credit transfer), provision for those with insufficient attainment levels from compulsory education, the role of the government and assessment of current and future skill needs, and options for and take up of learning later in life; (2) funding in terms of how much is spent per head for different pathways, financial aid and eligibility, sources of funding (taxation, fees, employer levies), levels of student debt upon graduation, the role of governments in defining and monitoring the efficiency of spending by institutions, and relationships between funding systems and national economies; and (3) outcomes in terms of how student satisfaction, institutional performance and perceptions of value for money are assessed, the impact of disadvantage on participation, and the effect of government policies on this issue over time.

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