
A snapshot of a selection of items added to VOCEDplus

NOVEMBER 2018

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

The point of focus for an effective tertiary discussion should be people, the skills and knowledge they aspire to, not providers

Towards a tertiary future in Australia

Towards a tertiary future / Conor King.

Bundoora, Victoria: Innovative Research Universities, 2018. 12 pages.

This discussion paper outlines the vision of the Innovative Research Universities (IRU) for university and vocational education over the coming years, with a strong focus on opening access to all students to aspire to gain vocational or higher education qualifications. The creation of an effective system must begin with accepting that: the economic and social reality is that nearly everyone now needs a post school qualification; educating all to their need should not hold back learning of those most naturally suited to academic learning; higher education is for all, not just the best and brightest; we have moved from the advantage of having a degree or trade to the disadvantage of not having either; and there will be a greater overlap of earnings between those with higher education qualifications and those with vocational education and training (VET) qualifications. The paper also includes initial results of new analysis of university and VET application and completion rates showing that there is good take up of both but that there are major variations in take up across gender and socioeconomic status.

[Download the PDF](#)

Apprenticeships and community colleges in the US

Apprenticeships and community colleges: do they have a future together? / Jorge Klor de Alva and Mark Schneider.

Washington, District of Columbia: American Enterprise Institute, 2018. 27 pages.

This report explores how community colleges could play a more active role in growing the number of apprenticeships nationwide, a role that would contribute to resolving the current mismatch between what postsecondary institutions produce and what employers need. The report begins with a brief summary of the past and current state of apprenticeships and the role apprenticeships play in other countries. The authors then turn to the challenges faced by community colleges interested in sponsoring apprenticeship programs and what reforms might help community colleges overcome the internal and external obstacles in their way to expansion. The report concludes with the role private apprenticeship service providers may play as competitors to community colleges interested in apprenticeship programs.

[Download the PDF](#)

The overwhelming majority of community colleges have a way to go before they can meaningfully contribute to the number of apprenticeships that so many politicians and analysts argue the US needs

39% of graduates in their twenties have done an internship

The importance of enabling those in employment to improve their skills has been recognised internationally for quite some time

Degree apprenticeships provide many of the higher-level skills sought by employers

Internships in the UK

Pay as you go?: internship pay, quality and access in the graduate jobs market / Carl Cullinane and Rebecca Montacute.

London, England: Sutton Trust, 2018. 58 pages.

Internships are an increasingly integral part of the graduate job market yet are characterised by many features that are socially exclusive and afford advantages to those from better off backgrounds, serving as a drag on social mobility. This report uses survey data from thousands of young graduates and employers to paint a detailed picture of graduate internships. The report analyses graduate internship pay, access and quality, offering recommendations on how to ensure the best internships are open to all young people, regardless of their background.

[Download the PDF](#)

Further education and training policy framework for Ireland

2018-2021 further education and training policy framework for skills development of people in employment: background paper / SOLAS.

Dublin, Ireland: SOLAS, 2018. 66 pages.

This document presents the main findings from research and consultation undertaken by SOLAS to inform the development of the 2018-2021 further education and training (FET) policy framework for skills development of people in employment. The findings are based on a review of national and international policy and research, and current policy, provision and supports for employee development in Ireland. The FET policy framework also focuses on enhancing the flexibility and effectiveness of FET provision by the 16 Education and Training Boards (ETBs) in meeting their needs.

[Download the PDF](#)

Degree apprenticeships in the UK

Degree apprenticeships: impacts, challenges and future opportunities / National Centre for Universities and Business.

London, England: National Centre for Universities and Business, 2018. 18 pages.

Degree apprenticeships present an opportunity to redefine the parameters of talent co-creation between universities and businesses. Enshrined in the apprenticeship concept and delivery is the requirement for them to be employer-led. Providers (universities, colleges, private training providers) must work in partnership with employers to co-design new programs. The introduction of the Apprenticeship Levy in April 2017 has provided a stimulus that has disrupted the ways in which universities and businesses approach the development of graduate talent. Drawing on interviews with members of the National Centre, this report considers the emerging effects that the introduction of the Levy is having on employer and provider practices. The report is broken down into three sections: (1) the impacts of the Levy on both the talent strategies of employers as well as efforts to deliver social mobility aspirations; (2) emerging challenges that are preventing the positive impacts of the Levy from being realised; and (3) opportunities that members hope might be achieved in the future as the Levy beds in and the landscape settles.

[Download the PDF](#)

The patterns and trends observed at the global level mask significant differences across regions

More than a quarter of Canadian jobs will be heavily disrupted by automation in the next decade, and half will require a new mix of skills even if the job title stays the same

Where are the jobs?

Where are the jobs?: employment patterns across sectors and occupations / Rosina Gammarano.

Geneva, Switzerland: ILO, 2018. 11 pages.

Labour markets are evolving and adapting to technological advances, innovations in business and production processes and the emergence of new economic activities, the demand for new services and the data revolution. Global employment has been increasing for many decades now and is expected to continue doing so at least in the near future. But where is this employment being created? Which sectors and occupations are growing? Where are jobs being lost? This brief casts light on the trends in employment by sector and occupation, by focusing first on the broad sectors and occupations at the global level before moving on to analysing regional patterns. More detailed categories of economic activity and occupation are then investigated to provide more in-depth information. Finally, the link between trends in sectors and occupations and the educational level of the workforce is assessed.

[Download the PDF](#)

Canadian youth in the age of disruption

Humans wanted: how Canadian youth can thrive in the age of disruption / Royal Bank of Canada.

Toronto, Ontario: Royal Bank of Canada, 2018. 43 pages (report) + 15 pages (technical appendix).

Canada is facing a quiet crisis. In the coming decade, half of all jobs will be disrupted by technology and automation. Some will change dramatically. Others will disappear completely, replaced by jobs that are yet to be invented. We are living through an era of radical change, with the latest advancements in artificial intelligence and automation transforming the way we work, even in unexpected fields such as law and customer service. How will we prepare Canadian youth for the workplace of the future? Over the past year, the Royal Bank of Canada conducted a major study of the Canadian workforce. Researchers crisscrossed the country, talked to students, workers, educators and employers in every sector. They studied job openings and automation trends and dug into mountains of data to figure out how the country is changing and what we can do to prepare. They discovered that the four million Canadian youth entering the workforce over the next decade are going to need a foundation of skills that sets them up for many different jobs and roles rather than a single career path. They will need a portfolio of human skills such as critical thinking, social perceptiveness, and complex problem solving to remain competitive and resilient in the labour market. Canada is shifting from a jobs economy to a skills economy, and yet employers, educators and policy makers are not prepared.

[Download the PDFs](#)



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

Feedback and questions to tracy.gamlin@ncver.edu.au

VOCEDplus is produced by NCVER with funding support from the Australian Department of Education and Training.



[Follow @VOCEDplus](#)

www.voced.edu.au