VOCEDplus HIGHLIGHTS

NCVER's international tertiary education research database

A snapshot of a selection of items added to VOCEDplus

DECEMBER 2017 / JANUARY 2018

The full list of new additions to VOCEDplus is available at www.voced.edu.au

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Canada's skills development infrastructure is not equipped to meet the challenges that lie ahead

Skills for the future in Canada

Learning nation: equipping Canada's workforce with skills for the future / Advisory Council on Economic Growth.

Ottawa, Ontario: Government of Canada, 2017. 26 pages.

This report outlines challenges to Canada's labour market and skills development infrastructure due to global changes such as automation and rapid technological change. The report further outlines new opportunities requiring new skills, new patterns of work, and new approaches to training. Recommendations include the development of a comprehensive skills plan for working Canadians.

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The term 'training products' includes training packages and accredited courses

Training product reform in Australia

Training product reform: what is the case for change? / Department of Education and Training.

Canberra, Australian Capital Territory: Department of Education and Training, 2017. 18 pages.

In November 2016, the COAG Industry and Skills Council (CISC) agreed that work be undertaken to examine and develop a case for change for enhancements to the design of training products, in partnership with industry and in consultation with the vocational education and training (VET) sector. This is to ensure that training products continue to be relevant in the future, and support skills development as technology and industry changes. The reform acknowledges that the key elements and processes within the current training system are well suited for their designated role and function. However broader economic forces are changing the future of work and it is imperative that training products remain adaptable to address future workforce needs, and to provide learners with the skills and capacity to enable them to achieve a broader range of employment opportunities or further study. The purpose of this paper is to state the case for change and to seek feedback on the enhancements to the design of training products to ensure they support skills development into the future.

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It is recommended that this paper be read in conjunction with 'Training product reform: issues for discussion'.

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Submissions to the public consultation process are open until 9 March 2018.

Apprenticeship in Italy

Apprenticeship review: Italy: building education and training opportunities through apprenticeships / European Centre for the Development of Vocational Training (Cedefop).

Luxembourg: Publications Office of the European Union, 2017. 131 pages.

Apprenticeship was first introduced in Italy in 1955

This publication is the final report from the thematic country review of apprenticeships (TCR) in Italy. The review took place between July 2015 and July 2017 at the request of the Italian Ministry of Labour and Social Policies. It examined apprenticeship Type 1: apprenticeship for vocational qualification and diploma, upper secondary education diploma and high technical specialisation certificate. This report presents the TCR key findings and suggestions for action to develop the scheme in the medium and long term. Four areas of intervention for national authorities to take further were identified: (1) definition of an overall approach to apprenticeship Type 1, as a part of the education and training system; (2) creation of a unified governance structure at the national level; (3) modification of some distinguishing features of the scheme; and (4) strengthening company involvement.

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Vocational education and training in Norway

Spotlight on VET: Norway 2017 / European Centre for the Development of Vocational Training (Cedefop).

Thessaloniki, Greece: Cedefop, 2017. 6 pages.

Tripartite cooperation aims to ensure training provided to Norwegian VET students meets labour market and skill needs

This booklet focuses on some of the main aspects of VET in Norway. It provides an outline of the structure and characteristics of the training system and the challenges it faces. The booklet includes a chart of VET in Norway's education and training system and some education and training statistics.

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Preparing students for the workforce in Australia

From education to employment: how do we ensure that students are best prepared for the workforce? / Fiona Anson.

Sydney, New South Wales: JobGetter, 2017. 11 pages.

Employers are increasingly looking for soft skills over hard ones

Technology is altering the way we live. We need to ensure that people have the skills they need to obtain and thrive in employment not just today but also for the jobs of the future. For education, new thinking about what and how we educate the workers of tomorrow is needed. Are the old ideas around education still pertinent in this changing world, or do we need to think differently about how we educate students? What are the skills they'll need, both hard and soft, and how do we ensure that education is delivering the development of those skills? Most importantly, how does education keep abreast of what industry requires from graduates so that the path from education to employment is fast and simple? This white paper addresses those questions and more and looks at what we need to consider in thinking about how we can increase employability outcomes for all students.

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The talent gap in soft digital skills is more pronounced than in hard digital skills

The digital talent gap

The digital talent gap: are companies doing enough? / Capgemini Digital Transformation Institute.

Paris, France: Capgemini and LinkedIn, 2017. 39 pages.

This paper reports on a worldwide, cross-sector research program in collaboration with LinkedIn. Over 1,250 people were surveyed to gain the perspectives of both employees and leadership teams. Human resource and talent executives within organisations were interviewed as well as digital and technology recruiters. In parallel, the researchers worked with LinkedIn to understand demand and supply for specific digital skills and digital roles. Digital talent was analysed in three ways: hard digital skills (such as data analytics); soft digital skills (such as comfort with ambiguity) that constitute a 'digital-first mindset' and are necessary for a successful digital transformation; and digital roles that have been created as a result of digital transformation activities within an organisation or the emergence of disruptive technologies. The paper: (1) identifies key trends and changes in the digital talent gap arena and pinpoints the digital skills and digital roles in greatest demand; (2) assesses the key challenges that are preventing organisations from bridging the talent gap by exploring employees' views; (3) outlines the best practices that can be learned from leaders in the digital talent arena; and (4) recommends strategies to more effectively recruit, develop, and retain digital talent.

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Cultural capital may increase the utility of education by improving the fit of the student into their educational environment, and this fit has been shown to be an important correlate with educational success

Cultural capital and post-secondary participation in Canada

Assessing the importance of cultural capital on post-secondary education attendance in Canada / Stephen Childs, Ross Finnie and Richard E. Mueller.

Journal of further and higher education, volume 42, number 1, January 2018, pages 57-91.

This paper extends the current literature on access to post-secondary education by investigating the role played by various family background characteristics related to the home environment and family habits and behaviours. Exploiting the extraordinary richness of the Youth in Transition Survey in this regard, the authors include whether the family ate dinner together, whether they discussed current affairs, and how often their children went to concerts - and if so, what kind of concerts. Many of these factors are found to have a significant relationship with attending post-secondary education, university in particular. Furthermore, these factors are in addition to - and at least to some degree independent of - more conventional influences such as parental education and family income. With appeal to the paradigm of 'cultural capital' these results indicate how advantages in accessing higher levels of education accrue to those from families that are rich in this kind of asset, while others are left behind.

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