
A snapshot of a selection of items added to VOCEDplus

FEBRUARY 2018

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

Transitioning Australia's skills base requires a radical shift in the nation's approach to on-the-job learning

Building Australia's future-ready workforce

Building Australia's future-ready workforce / Microsoft Australia.

North Ryde, New South Wales: Microsoft Australia, 2018. 38 pages.

The nature of work is changing. An extraordinary convergence of digital technologies is creating new roles, augmenting existing ones and rendering others redundant. While workers have proven resilient during previous industrial revolutions, many Australians will be affected by the automation of manual and routine tasks, and the resulting changes in jobs. Preparing Australia's workforce for a digital future cannot be outsourced or postponed. Virtually all organisations will soon want to consider taking advantage of new digital capabilities such as AI and robotics. However, the biggest inhibitor organisations face is developing the skill level within their workforce to handle these technologies. By understanding employees' skill levels, strengths and weaknesses, and taking advantage of policies and platforms that support on-the-job training, organisations can start to increase their capabilities now. In doing so, they will also help to future-proof their employees' careers to ensure they can thrive in tomorrow's economy. A nationwide effort is needed to persuade more people to embrace digital skills and become confident with technologies that help them achieve progress in their lives. Governments, businesses and academia all have crucial roles to play in this transition; no single entity can do it all.

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It is often assumed that subjects are either vocational or otherwise, but in fact all subjects have some vocational element, and the variation in how vocational subjects are is of importance to student choices

Vocational degrees and employment outcomes in England

Vocational degrees and employment outcomes / Higher Education Funding Council for England (HEFCE).

Bristol, England: Higher Education Funding Council for England, 2018. 23 pages.

This report investigates the relationship between how vocational a subject is and the employment outcomes of graduates. Early-career employment data for four cohorts of first degree graduates is used to create a measure based on the proportion of graduates entering a narrow set of occupations. This measure is used to examine whether studying subjects that are more vocational is associated with better employment outcomes six months after graduating.

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There is a lack of practitioner awareness and knowledge of the different types of disability and the additional learning needs that may result

Vocational education and training for people with disability in Australia

Inclusion of people with disability in VET cross sector project: environmental scan / PwC's Skills for Australia (Skills Service Organisation).

Sydney, New South Wales: PricewaterhouseCoopers, 2018. vii, 60 pages.

People with disability experience significant barriers to economic and social contribution in Australia. Government initiatives and reforms have been driving the case for change, and some supports and programs currently exist to facilitate inclusion. However, more needs to be done to change the attitudes and systems that limit the inclusion of people with disability. Furthermore, there is evidence to suggest that vocational education and training (VET) plays an important role in furthering the employment opportunities of people with disability, particularly in helping people with disability to get a job, or to get a different job. This Environmental Scan seeks to outline: the current state of education and employment for people with disability, challenges and barriers that people with disability face in VET, employment and customer service contexts, emerging trends driving the need for greater inclusion of people with disability, and the existence of skill gaps and opportunities to improve Australia's VET system.

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Higher education institutions should complement traditional mobility with innovation in programme offerings and delivery methods

Global higher education and international student mobility

Envisioning pathways to 2030: megatrends shaping the future of global higher education and international student mobility / Rahul Choudaha and Edwin van Rest.

[Place of publication not identified]: StudyPortals, 2018. 72 pages.

A decade ago, the world was not prepared for the widespread impact of the global financial recession. Gradually, the operating focus of higher education sectors in many high-income countries around the world shifted, causing budget-cuts to become a recurring and dominant theme. Yet, at the same time, the expanding middle-class in emerging countries was keen to gain international experience - thus fueling student mobility. Now we are on the cusp of another major transformation. The acceleration of external megatrends - including technological and societal changes - are expected to push higher education institutions (especially in high-income countries) towards offering more relevant, affordable, and flexible academic programmes. As a result, universities have an opportunity to overcome enrolment challenges by maximising the potential of engaging new populations through including adult learners (lifelong and online learning) and international students (recruitment and transnational education). In this report, the authors address the following broad questions: What are the megatrends shaping the world? How are these megatrends transforming the future of global higher education? What are the implications for international student mobility and global engagement strategies? The authors articulate their vision for the future of global higher education by synthesising various external reports and data with the perspectives of higher education leaders from around the world.

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Debt and default among black or African American college students is at crisis levels

The looming student loan default crisis in the United States

The looming student loan default crisis is worse than we thought / Judith Scott-Clayton.

Washington, District of Columbia: Brookings Institution, 2018. 10 pages.

This report analyses new data on student debt and repayment, released by the U.S. Department of Education in October 2017. Previously available data have been limited to borrowers only, follow students for a relatively short period (3-5 years) after entering repayment, and had only limited information on student characteristics and experiences. The new data allow for the most comprehensive assessment to date of student debt and default from the moment students first enter college, to when they are repaying loans up to 20 years later, for two cohorts of first-time entrants (in 1995-96 and 2003-04). This report provides a broader perspective on student debt and default that considers all college entrants rather than just borrowers, provides substantially longer follow-up, and enables a more detailed analysis of trends over time and heterogeneity across subgroups than previously possible.

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To increase transfer student success and address credit transfer inefficiency, state and college leaders are attempting to map out curricular paths for transfer students more clearly

Graduating with excess credits in the United States

Using data mining to explore why community college transfer students earn bachelor's degrees with excess credits / John Fink, Davis Jenkins, Elizabeth Kopko and Xiaotao Ran.

New York, New York: Community College Research Center, 2018. 46 pages.

Community college transfer students encounter challenges progressing toward a bachelor's degree, leading to widespread transfer credit loss. This in turn may lower students' chances of credential completion and increase the time and costs for students, their families, and taxpayers. In this study the authors review three definitions of credit transfer: inefficiency-credit transferability; credit applicability; and excess credits among completers. The authors focus on the last to examine why students who start at a community college and transfer to a four-year institution so often end up with excess credits that do not count toward a bachelor's degree. To shed light on credit transfer inefficiency, the authors examine the course-taking behaviours of community college transfer students who earn bachelor's degrees with numerous excess credits compared with transfer students who earn bachelor's degrees with few excess credits.

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