

A snapshot of a selection of items added to VOCEDplus

OCTOBER 2017

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*Apprenticeships are inherently fragile and vulnerable to political and corporate pressures*

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### **Comparative study of apprenticeship in Australia, Denmark, Egypt, England, Finland, Germany, India and South Africa**

**People and policy: a comparative study of apprenticeship across eight national contexts / Maia Chankseliani, Ewart Keep and Stephanie Wilde.**

Doha, Qatar: WISE, 2017. 116 pages.

This comparative study examines apprenticeship in eight countries: Australia, Denmark, Egypt, England, Finland, Germany, India and South Africa. The report uses documentary analysis as its central methodological approach, citing, summarising, synthesising, analysing and critically reflecting on existing literature and data produced by international organisations, government agencies, universities, and research institutions. The study combines analysis at the macro, meso, and micro levels to explore and define the incentives and disincentives for learners and employers to engage with apprenticeships, and to re-imagine apprenticeship policy and purpose. The report includes a focus on the demographics of apprentices, the challenges faced by apprenticeship systems, and the limitations of the research posed by the lack of comparable data on apprenticeship.

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*Investments in skills must be at the centre of any long-term strategy for adjusting to structural change*

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### **The future of skills in the US and UK**

**The future of skills: employment in 2030 / Hasan Bakhshi, Jonathan M. Downing, Michael A. Osborne and Philippe Schneider.**

London, England: Pearson and Nesta, 2017. 121 pages.

Recent debates about the future of jobs have mainly focused on whether or not they are at risk of automation. Studies have generally minimised the potential effects of automation on job creation, and have tended to ignore other relevant trends, including globalisation, population ageing, urbanisation, and the rise of the green economy. In this study the authors use a novel and comprehensive method to map out how employment is likely to change, and the implications for skills. They show both what we can expect, and where we should be uncertain. They also show likely dynamics in different parts of the labour market.

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*The vocational education and training system has largely returned to training its own teachers*

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## Vocational education and training teacher education in Australia

**What do we learn from 40 years of history?: issues in VET teacher education from Kangan to today / Roger Harris.**

International journal of training research, volume 15, number 1, April 2017, pages 4-22.

Francesca Beddie asserts that 'history ... currently plays little part in governmental processes and does not meet its potential as a contributor to wider policy debate'. Adopting a book-ends approach in analysing two critical periods of time four decades apart - 1974-81 and 2011-16 - this paper examines key issues in Australian vocational education and training (VET) teacher education in the 1970s and compares them with the present. It aims to address the question: What has been learnt over that time? Through comparative historical research, a method of social science that examines historical events in order to seek explanations by comparison (in this instance) with the present day, it also seeks to understand the reasons for the rise and decline of university VET teacher education over this time. Sources include significant conferences, reports and other writings, as well as the lived professional experiences of the author in VET teacher education over those 40 years.

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## Vocational education and training in the UK

**Spotlight on VET: United Kingdom 2016/17 / European Centre for the Development of Vocational Training (Cedefop).**

Thessaloniki, Greece: Cedefop, 2017. 6 pages.

This booklet focuses on some of the main aspects of VET in the United Kingdom. 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 the United Kingdom's education and training system and some education and training statistics.

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## Sources of advice on college major for US students

**Major influence: where students get valued advice on what to study in college / Gallup and Strada Education Network.**

Washington, District of Columbia: Gallup, 2017. 20 pages.

This report focuses on influential elements in how individuals choose their field of study. That is, who or what sources provide advice to students and how helpful that advice is perceived to be. Respondents, including more than 22,000 US adults, were asked to name up to three sources of advice about their major and rate their helpfulness. Responses were divided into four broad categories: (1) formal: counsellors and the media; (2) informal social network: friends, family and community leaders; (3) informal school-based: college staff and professors, high school teachers and coaches; and (4) informal work-based: employers, co-workers, experienced professionals and the military. The authors found that informal social network is the most often-cited source of advice when choosing a major for the majority of US adults and that the most valued sources of advice are the least used.

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*For learners up to 18, vocational education and training is funded by government agencies, while adult learners are eligible for grants and loans*

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*Older enrollees are more likely than younger enrollees to consult work-based sources of advice about their major*

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*In Australia 79 per cent of 15-year-old students have a bank account and having a bank account is generally positively associated with financial literacy performance*

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*The future workforce is likely to be increasingly mobile across jobs, employers and geographic boundaries*

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## Financial literacy PISA findings for Australia

**PISA 2015: financial literacy in Australia / Sue Thomson and Lisa De Bortoli.**

Camberwell, Victoria: Australian Council for Educational Research, 2017. xiv, 86 pages.

The Programme for International Student Assessment (PISA) is an international comparative assessment of student achievement directed by the Organisation for Economic Co-operation and Development (OECD). PISA measures how well 15-year-olds, who are nearing the end of their compulsory schooling in most participating educational systems, are prepared to use the knowledge and skills in particular areas to meet real-life opportunities and challenges. In addition to measuring students' skills in the core areas of reading literacy, mathematical literacy and scientific literacy, PISA was the first large-scale international assessment to assess financial literacy in 2012. The second assessment of financial literacy was once again conducted as an optional component in PISA and was conducted in 15 countries and economies in 2015. This report focuses on the findings from the financial literacy assessment in PISA 2015.

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## Protecting Australians through education and skills

**Future-proof: protecting Australians through education and skills / Business Council of Australia (BCA).**

Melbourne, Victoria: BCA, 2017. 132 pages.

This discussion paper sets out the vision the Business Council of Australia (BCA) has of creating a culture of lifelong learning and building a universal education system for Australians across schools, VET and higher education (HE). BCA proposes a 'tertiary system' with five core components: (1) Putting the learner in charge by giving every Australian a capped Lifelong Skills Account (LSA) that can be used to pay for courses at approved VET or HE provider over the person's lifetime; (2) Better market information so learners know what jobs are available, what they might earn, what courses are available, how much it will cost them, and their loan repayment schedule; (3) Maintaining the unique character of each sector - VET as an industry-led sector based around competency-based training and applied learning, and HE in providing advanced qualifications, learning for the sake of learning, academic inquiry, and world-class research; (4) A shared governance model clarifying the roles and responsibilities of each level of government and industry, and a new institution to manage LSAs and market information; and (5) A culture of lifelong learning that encourages people to use qualifications to build a strong foundation, and then dip in and out of short, accredited modules to effectively create their own 'credentials' that allow them to upskill and retrain throughout their lives.

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