

A snapshot of a selection of items added to VOCEDplus

JULY 2017

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A successful partnership necessarily requires school flexibility - in the decisions as to what programmes should be offered and how work placements and timetabling should be organised

Partnerships for vocational programmes in Australian schools

Understanding the nature of school partnerships with business in delivery of vocational programmes in schools in Australia / John Polesel, Malgorzata Klatt, Damian Blake and Karen Starr.

Journal of education and work. Volume 30, number 2, January-June 2017, pages 283-298.

This article seeks to provide a school perspective on the nature and quality of the partnerships which schools form with businesses in order to deliver work placements and workplace learning in Australia. It found that the ability of schools to engage with external partners depended on the ability of school leaders to define and communicate the role of vocational education and training (VET) within the school and its broader community. This dependence on individuals and leadership is vulnerable to changes in key personnel and the informality of some of the processes and relationships can lead to problems in monitoring, evaluating and replicating programmes. This study shows that a balance is required between carefully documented processes and the flexibility required to operate programmes successfully.

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Despite a clear trend to extend working lives, working after the age of 65 remains uncommon

Older workers in the European Union labour market

Retention and re-integration of older workers into the labour market: what works? / Regina Konle-Seidl.

Nuremberg, Germany: Institute for Employment Research, 2017. 25 pages.

Although the labour market situation of older workers has significantly improved over time, opportunities to work at older age still vary considerably across European Union (EU) countries. To trace diverging developments and to assess what works best in retaining employment and bringing older unemployed back to work, developments in five countries are analysed: Germany, France, the Netherlands, Norway and Austria. Re-integration after a job loss and the risk of persisting unemployment remain specific problems of the elderly. Government sponsored programs to support the re-integration of unemployed senior workers show rather mixed results.

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The arrangements for professional development are available more for teachers in VET institutions than for trainers in companies

For Africa to benefit from the Fourth Industrial Revolution more needs to be done to improve entrepreneurship and education

Institutions should embed digital capabilities into recruitment, staff development, appraisal, reward and recognition

Teachers and trainers in work-based learning in Europe

Teachers and trainers in work-based learning/apprenticeships: mapping of models and practices / S. D. Broek, M. Cino Pagliarello, R. de Vreede-Van Noort and P. Vroonhof.

Luxembourg: Publications Office of the European Union, 2017. 155 pages.

Work-based learning (WBL) in VET provides important benefits, by increasing employability and smoother school to work transition. It contributes to reducing skill shortages and gaps, reduces youth unemployment, increases entrepreneurship and innovation and finally has the potential to foster social inclusion. The aim of this study was to investigate three key areas: (1) governance arrangements in place for professionals involved in WBL; (2) professionalisation arrangements for those professionals; and (3) in what way cooperation between schools and companies is arranged, focusing on the quality of the professionals involved. The study identified existing frameworks, policy approaches and cooperation at national and organisational level; qualifications/competence profiles or frameworks/sets of competences; methodologies, cross-institutional networking opportunities and schemes for systematic professional development and good practice examples from across the EU28.

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The Fourth Industrial Revolution in Africa

Entrepreneurship, education and the Fourth Industrial Revolution in Africa / Wim Naudé.

Bonn, Germany: IZA, 2017. 22 pages.

This paper explores the opportunities and threats the Fourth Industrial Revolution (4IR) poses for Africa. Threats include job losses and the re-shoring of manufacturing to advanced economies. Among the opportunities are products-as-services, the sharing (collaborative) economy, and digital services and digital exports. These are markets that are currently underdeveloped in Africa but have substantial potential given Africa's geography, demography and ongoing urbanisation. A number of policy recommendations for 4IR-compatible entrepreneurship and education policies are made.

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Rebooting learning for the digital age in the UK

Rebooting learning for the digital age: what next for technology-enhanced higher education? / Sarah Davies, Joel Mullan and Paul Feldman.

Oxford, England: Higher Education Policy Institute, 2017. 56 pages.

This publication shows where digital technology can support higher education leaders and policymakers to boost student outcomes, increase teaching quality and enhance the student experience. It identifies some of the most promising practices from the UK and around the world, and sets out the key opportunities to make the most of developments in education technology.

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Enrolment in vocational education is low, generating shortages in many trade professions

Getting skills right in France, Italy, Spain, South Africa and the UK

Getting skills right: good practice in adapting to changing skill needs: a perspective on France, Italy, Spain, South Africa and the United Kingdom / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2017. 79 pages.

This report identifies effective strategies to tackle skills imbalances, based on five country-specific policy notes for France, Italy, Spain, South Africa and the United Kingdom. It provides a comparative assessment of practices and policies in the following areas: the collection and use of information on skill needs to foster a better alignment of skills acquisitions with labour market needs; the design of education and training systems and their responsiveness to changing skill needs; the re-training of unemployed individuals; and the improvement of skills use and skills matching in the labour market. The assessment is based on country visits, desk research and data analysis conducted by the OECD secretariat in the five countries reviewed. Examples of good practice from other countries are also discussed.

[Read the publication online](#)

The vocational qualifications market is of central importance to the further education sector and absorbs significant levels of public funding through training provider spending

The vocational qualifications market in England

Assessing the vocational qualifications market in England / Frontier Economics.

Manchester, England: Department for Education, 2017. 121 pages (report) + 35 pages (annex).

This research investigates the strengths and weaknesses of the vocational qualifications market in England. It aims to: define the vocational qualifications market and sub-markets; assess the effectiveness of the market in providing good qualifications; identify potential weaknesses in the market; and assess the benefits and risks associated with potential options for reforming the market. The focus is on publicly funded vocational qualifications in England for learners aged 16 and older. The research uses four key characteristics of qualifications that would demonstrate that the vocational qualifications market is operating effectively. These are known as RRRRI features, characteristics or outcomes, which are defined as: (1) recognisable - a qualification is recognisable if all relevant stakeholders can quickly and easily identify learners' skill levels; (2) rigorous - a qualification is rigorous if all learners holding a particular qualification meet the required standard; (3) responsive - a qualification is responsive if its content remains relevant and responds positively to changing employer and learner demands; and (4) innovative - a qualification is innovative if awarding organisations are able to find new and better ways of meeting current or anticipated demand.

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