
A snapshot of a selection of items added to VOCEDplus

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The success of apprenticeship programmes depends on robust implementation at the local level

Engaging employers in apprenticeship opportunities

Engaging employers in apprenticeship opportunities: making it happen locally / Organisation for Economic Co-operation and Development (OECD) and International Labour Organisation (ILO).

Paris, France: OECD, 2017. 243 pages.

This joint OECD-ILO publication provides guidance on how local and regional governments can foster business-education partnerships in apprenticeship programmes and other types of work-based learning, drawing on case studies across nine countries. There has been increasing interest in apprenticeships which combine on the job training with classroom-based study, providing a smooth transition from school to work. There are benefits to both individuals and employers from participating in apprenticeships, including increased productivity and job quality. Successful implementation is contingent on having a high level of employer engagement at the local level, notably in the design, development and delivery of programmes.

[Read the report online](#)

In the European Union the proportion of workplaces requiring their employees to possess digital skills varies greatly according to the type of job and the type of digital skills

Digital skills in the workplace in the European Union

ICT for work: digital skills in the workplace / Maurizio Curtarelli and Valentina Gualtieri with Maryam Shater Jannati and Vicki Donlevy.

Luxembourg: Publications Office of the European Union, 2017. 196 pages.

The digitisation of the economy is one of the most important drivers behind the profound transformation of the labour market and the way people work, which is thought likely to become even more significant in the years to come. This new paradigm represents a major challenge for employers, workers and public authorities, and the challenges need to be fully understood in order to identify the most appropriate policy options to transform them into opportunities for all. This report presents findings from a study launched by the European Commission, DG CONNECT and carried out by Ecorys and Danish Technological Institute in 2015-2016. The study was designed to examine the transformation of jobs in the digital economy in the European Union. It investigated the penetration of digital technologies into workplaces, the digital skills required by employers and the digital skills currently available in workplaces. In this light, an employers' survey and qualitative interviews on the impact of information and communication technology (ICT) on job quality were carried out.

[Read the publications and examine the data here](#)

No one country has all the answers and all countries struggle to maintain quality at the same time as being responsive to societal and labour market change

Quite a high proportion of formal VET holders perceive the vocational training was not helpful in getting them a job

A spread of programmes and initiatives has been planned under the SkillsFuture movement for all Singaporeans

Qualifications and assessment in apprenticeships

The role of qualifications and end point assessment in apprenticeships: an international comparison / Lorna Unwin.

Watford, England: Semta, 2017. 31 pages.

This paper provides a commentary on the role of qualifications and end point assessment (EPA) in apprenticeships in a range of countries. The context for the paper is the introduction of EPA for apprenticeships in England and the removal of the requirement for all apprenticeships to lead to the attainment of specified vocational qualifications. This marks a significant change to the current continuous assessment approach that has been in use since the introduction of competence-based National Vocational Qualifications (NVQs) in the late 1980s. The paper draws on a range of sources, including research-based and country-specific government literature, to identify the different approaches to apprenticeship assessment and certification and to highlight any lessons that could be useful for the development of new assessment procedures in England.

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Vocational education and training in India

Vocational education and training in India: a labour market perspective / Tushar Agrawal and Ankush Agrawal.

Journal of vocational education and training, volume 69, number 2, June 2017, pages 246-265.

This paper investigates the labour market outcomes of the vocationally trained population in India using the data from a nationally representative survey on employment and unemployment. The authors find that a large section of the population in the age group 15-59 years does not have any kind of formal training. Among the vocational education and training (VET) holders, a large share is accounted for by non-formal trainees. Quite a high proportion of formal trainees in the workforce remain unemployed reflecting underutilisation of human resources.

[Request the article from VOCEDplus](#)

Lifelong learning in Singapore

Lifelong learning through the SkillsFuture movement in Singapore: challenges and prospects / Charlene Tan.

International journal of lifelong education, volume 36, number 3, May-June 2017, pages 278-291.

This article examines the promotion of lifelong learning (LLL) in Singapore through a new national initiative known as the SkillsFuture movement. It is argued that the attainment of LLL is confronted with three key challenges: (1) the sociocultural preference for academic rather than vocational education in Singapore; (2) an absence of a strong local culture that underscores the habits of mind needed for LLL; and (3) the dominant ideology of pragmatism that potentially conflicts with the goal of the SkillsFuture movement for individuals to enjoy learning and pursue their passion. The article recommends a reconceptualisation of the notion of LLL in Singapore by supplementing the skills growth model with the individual development and social learning models. The Singapore example illustrates the difficulties and prospects of advocating LLL due to historical, social and cultural conditions and practices.

[Request the article from VOCEDplus](#)

Lack of competition in a firm's external environment appears to undermine adoption of on-the-job training and other complementary productivity-enhancing activities

Humans have an advantage over machines not only for their creativity and social intelligence but also because they can demonstrate versatility and situational adaptability

On-the-job training

On-the-job training: returns, barriers to provision, and policy implications / Priyam Saraf.

Washington, District of Columbia: World Bank, 2017. 59 pages.

Firms that provide on-the-job training do so when it is critical to their productivity - and when productivity is critical to their survival. This paper begins by confirming a significant and positive return from on-the-job training on wages and productivity, as well as the presence of positive externalities from on-the-job training, while discussing the methodological considerations at play. The paper then reviews and validates the presence of market failures such as information asymmetries within the firm as a result of low-quality management practices that dampen firm demand for on-the-job training. The literature suggests that for most firms, a comprehensive policy approach that resolves external constraints to becoming more productive is likely to have a positive impact on the provision of on-the-job training and adoption of complementary policies. In essence, the paper highlights the importance of demand-side constraints for firms, rather than supply-side constraints, for the provision of on-the-job training.

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Key competencies for the digital age in Switzerland

What key competencies are needed in the digital age?: the impact of automation on employees, companies and education / Luc Zobrist and Dennis Brandes.

[Zurich, Switzerland]: Deloitte AG, 2017. 56 pages.

The impact of automation and digitalisation on the world of work is likely to increase further in the years to come. This study discusses the associated effects on the Swiss labour force and highlights what competencies will be particularly sought after in the future. The study also looks into how the education system and companies should respond to these changes. Key findings include: (1) automation generates employment growth - in future years automation is likely to continue to create more jobs than it destroys and transformation in occupational roles and the shifting of jobs both within and between sectors will accelerate; (2) an increase in the number of jobs where cognitive abilities and customer service have become more important, reflecting a shift towards a more service-oriented economy - advanced levels of training and complex problem-solving skills have therefore become more important for employees; (3) creativity, social intelligence and information and communication technology (ICT) expertise are the competencies of the future; and (4) there are prospects for lower skilled individuals because they can demonstrate versatility and situational adaptability unlike machines.

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