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A snapshot of a selection of items added to VOCEDplus

JULY 2019

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

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*Regulatory requirements  
have emerged as a major  
driver for training*

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### **Employer training in Australia**

**Employer training in Australia: current practices and concerns /  
Erica Smith, Victor Callan, Jacqueline Tuck and Andrew Smith.**

International journal of training and development, volume 23, number 2,  
June 2019, pages 169-183.

This paper presents and analyses results from a research project on current trends in employer training in Australia. While the formal vocational education and training (VET) system is well-researched, the everyday training that happens in workplaces is relatively under-researched in Australia. Using some of the results of an employer survey undertaken in 2015, the paper describes and analyses employer-based training across a range of industry areas. The survey included groups of questions on a range of matters, including the reasons why employers train, and how these relate to employers' perceptions of their operating environment, and the structures they have in place to manage and organise training. Detailed data are provided about three specific forms of training: in-house training and learning; the use that employers make of external providers of training; and employers' use of nationally recognised training - training from the VET system. Finally, the paper reports what managers said about the barriers to providing more training. The paper analyses the findings in relation to the literature and also identified changes over time in training practices in Australian companies. Implications for training policy and practice, as well as for future research, are identified.

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*New jobs in the future must  
be made accessible to  
everybody*

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### **The future for women in the digital age in the UK**

**The future is ours: women, automation and equality in the digital age /  
Carys Roberts, Henry Parkes, Rachel Statham and Lesley Rankin.**

London, England: Centre for Economic Justice at Institute for Public  
Policy Research, 2019. 52 pages.

This paper argues that automation will produce significant productivity gains that will reshape specific sectors and occupations. Automation could create a 'paradox of plenty': society would be far richer in aggregate, but, for many individuals and communities, technological change could reinforce inequalities of power and reward. These changes may well affect men and women differently, because men and women tend to have different jobs in the UK labour market. This paper argues that automation presents an opportunity to narrow gender inequalities and sets out four propositions for change based on this premise.

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*Degree apprenticeships are a growing success story*

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## **The future of degree apprenticeships in the UK**

### **The future of degree apprenticeships / Universities UK.**

London, England: Universities UK, 2019. 69 pages.

Universities, working with employers, are successfully contributing to the government's strategic aim of increasing the number of degree apprenticeships. The apprenticeship levy is a UK-wide policy and apprenticeships are developing in different ways in Scotland, Wales and Northern Ireland. There are new graduate apprenticeships in Scotland and higher and degree apprenticeships in Wales. This report focuses on the development of degree apprenticeships in England. The number of people starting degree apprenticeships is rapidly increasing, the range of apprenticeships on offer is broadening and the first degree apprentices have recently graduated. But progress developing degree apprenticeships in England is being held back by poor levels of awareness among school pupils, parents and employers. The report makes four main recommendations including that government should lead a campaign to promote the benefits of degree apprenticeships to employers and the public.

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*National qualifications frameworks need to evolve constantly to be relevant and of value*

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## **National qualifications framework developments in Europe**

### **Overview of national qualifications framework developments in Europe 2019 / European Centre for the Development of Vocational Training (Cedefop).**

Thessaloniki, Greece: Cedefop, 2019. 10 pages.

This publication is Cedefop's concise guide to national qualifications framework developments in 39 European countries in 2019.

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*Community colleges have considerable scope for improving rates of early momentum metric attainment and thereby promoting student success*

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## **Early momentum metrics for US community colleges**

### **Early momentum metrics: leading indicators for community college improvement / Clive R. Belfield, Davis Jenkins and John Fink.**

New York, New York: Community College Research Center, 2019. 11 pages.

As community colleges across the country implement large-scale reforms to improve student success, they need timely and actionable metrics to determine if the changes they are making in a given year or term will likely improve student outcomes in the long run. In this brief, the authors examine how well nine measures of students' progress in their first year predict student completion in subsequent years, and thus how suitable these early momentum metrics are as leading indicators of the effectiveness of institutional reforms. Based on analysis of student data from all community colleges in three states, the authors find that early momentum metrics do predict longer term success for students. They also find that a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year. College outcomes would be substantially higher if more students met early momentum metrics. These findings indicate the need for comprehensive reforms to community college organisation and practice to help more students gain early momentum on their way to earning a credential.

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*Adult community education can assist the future, and contribute to the kind of holistic approach to post-18 education that we surely need, yet which seems so very elusive*

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## Adult community education in the UK

### Adult community education: supporting place and people: characteristics of success / Susan Pember.

Tetbury, England: Further Education Trust for Leadership (FETL), 2019. 53 pages.

This report highlights the impactful practice of successful adult community education (ACE) services in raising standards and sustaining high performance in their local neighbourhoods. The purpose of the review was to consider how, in these worrying times for further education, ACE services have continued to provide a good local offer while simultaneously improving quality. The review found that there were four areas that set local authority services apart from other providers: (1) having a consistent government policy approach for community learning; (2) the enhanced scrutiny role of local authorities and related governance boards; (3) the actions and behaviour of leaders and managers, and the example they set; and (4) the small size of many of the services, which allows them to be agile, which, in turn, supports the local structure and ensures individual student needs are met. This report sets out the findings of the review around four themes that influence service vision and delivery, offers a set of recommendations to build on the good practice found, suggests components for a leaders' continuous professional development program and provides a list of 'Top tips' for ensuring a successful ACE service.

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*In most states, career and technical education courses are organised into sixteen 'career clusters', which were developed in 1996*

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## Career and technical education alignment in US local labor markets

### How aligned is career and technical education to local labor markets? / Cameron Sublett and David Griffith.

Washington, District of Columbia: Thomas Fordham Institute, 2019. 95 pages.

This report examines whether students in high school career and technical education (CTE) programs are more likely to take courses in high-demand and/or high-wage industries, both nationally and locally, by linking CTE course-taking data from the High School Longitudinal Survey to employment data from the Bureau of Labor Statistics. The study finds that many fields that support a significant number of US jobs see little CTE course-taking in high school, suggesting the potential for greater alignment in these areas. Students are also more likely to take courses in fields that support more local jobs, but less likely to do so when those jobs are high-paying. Finally, although national CTE course-taking patterns differ significantly by race and gender, all student groups exhibit similar responses to local labor market demand.

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