

**RESEARCH
MESSAGES**



INFORMING + INFLUENCING
THE AUSTRALIAN VET SECTOR

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Introduction

Research messages 2020 highlights the diverse range of research activities undertaken over the past year by the National Centre for Vocational Education Research (NCVER).

This 2020 edition provides:

- key findings from our program of research
- details of conferences, presentations, webinars, podcasts and other NCVER research communications
- information resources collated by NCVER that help explain the VET system and its related policies
- a summary of NCVER discussion papers and submissions to government reviews.

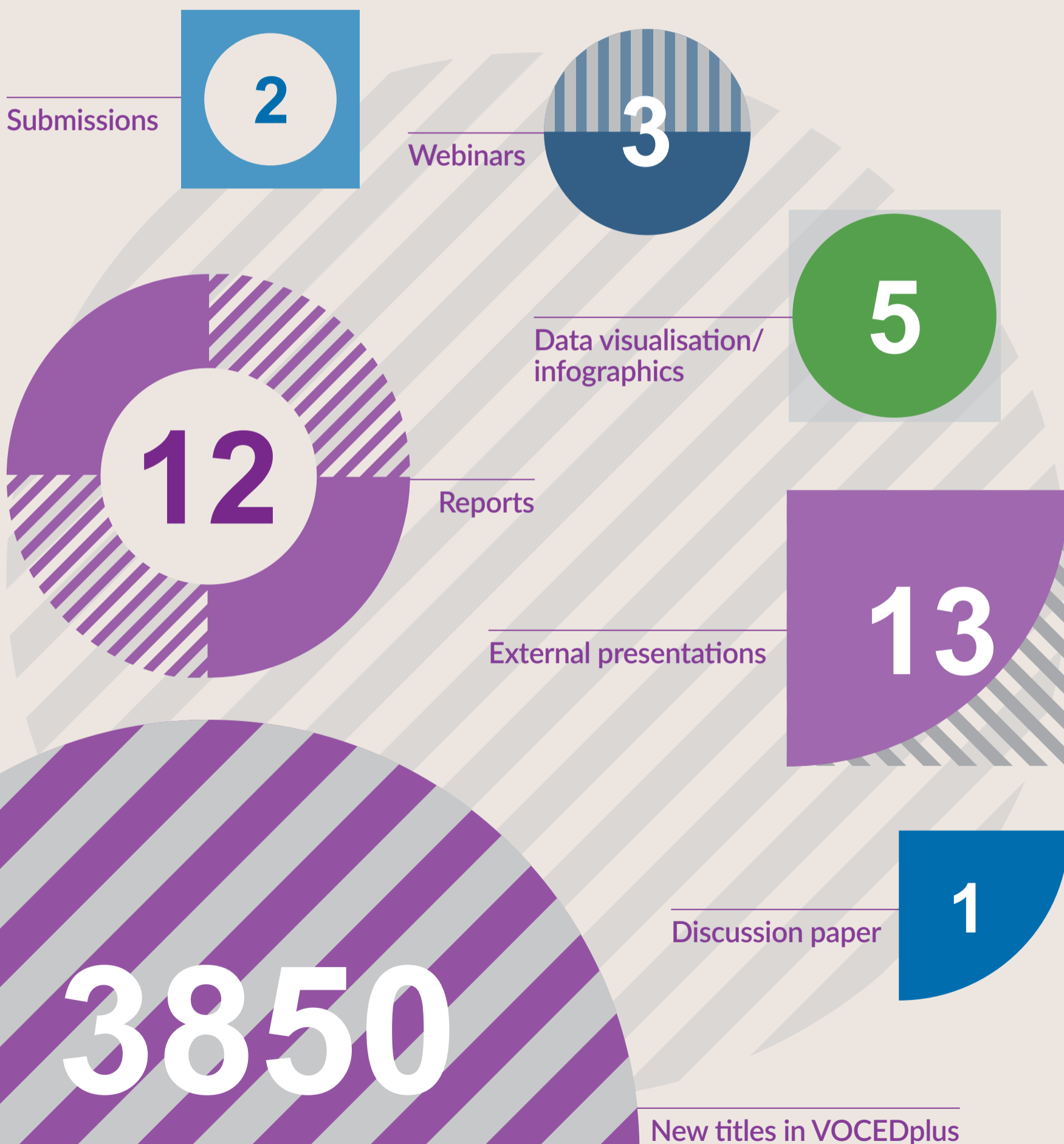
NCVER is the independent national body responsible for collecting, managing, analysing and communicating research and statistics on the vocational education and training (VET) sector.

NCVER's vision is to inform and influence VET policy and practice for government, training and industry organisations to support the development of a skilled and capable Australian workforce and a strong economy. NCVER's strategic in-house research program contributes to this mission by delivering world-class research, harnessing the power of integrated data and analytics to provide insights that will be timely,



relevant, and trusted by our stakeholders. Our research is guided by Australian, State and Territory governments and other key stakeholders to inform policy development and decision making for the delivery of quality VET.

Research Activity 2020



Workplaces are changing rapidly and there is a need for agile skill development. Research needs to be similarly responsive to meet the evolving needs of stakeholders, innovating and adapting to provide the key insights that are needed to support the VET sector, and to gauge the effectiveness of programs and interventions designed to develop and sustain the workforce.

In 2020, research was shaped to some extent by VET reforms following the Joyce Review and issues emerging from the pandemic, many of which will be reflected in forthcoming publications such as:

- *The increasing role of online delivery during COVID-19*
- *The impact of COVID-19 on industry innovation and need for skills*
- *VET's role in COVID-19 youth unemployment recovery.*

NCVER continued to communicate our new research across a wide range of delivery platforms during 2020 despite the pandemic. Researchers from NCVER facilitated presentations, webinars and podcasts for Australian and international audiences, including on apprenticeship structures, online learning, social return on investment in VET, digital learning technologies and other topics.

In 2020, our podcasts and webinars were particularly well received as was the 29th National Vocation Education and Training Research Conference 'No Frills', which was held entirely online for the first time. The theme of the 2020 conference was *Workforce ready: challenges and opportunities for VET*.



Social graphic for 2020 'No Frills' showing keynote speakers; Hon Michaelia Cash, Adam Boyton, Tracey Horton AO and Dr Kate Raynes-Goldie.



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Key research areas

The 2020 national VET research agenda was overseen by the Australian and State and Territory governments and informed NCVER’s research focus and the types of investigations that are priorities for the nation. Research published during 2020 encompassed a range of themes and topics categorised under three broad areas.



Structures and systems for skilling and learning

Examining the impact of policy, institutional, funding and market frameworks on the provision of education and training.

The VET system in Australia and the skills and jobs landscape continue to evolve, making it crucial that the systems and structures are well placed for learning and training.

Key themes and topics under this area:



governance



partnerships



training markets



apprenticeships and traineeships



models for skill development and funding



international systems of skilling and learning comparisons with Australia, and



compliance and regulation



accredited and non-accredited training.



measuring outcomes












Teaching and learning

Understanding the needs of learners to ensure meaningful engagement with the education system and examining what works to ensure quality of outcomes across teaching and learning models, assessment and reporting.

Individuals may access the VET system at different points in their lives for a variety of different reasons. It is therefore important that the teaching, learning and assessment practices within the VET sector are meeting their needs.

Key themes and topics under this area:

-  student aspirations and choice
-  outcomes
-  pathways and transitions
-  VET workforce
-  pedagogy
-  assessment
-  workplace learning.





The impact of vocational education and training

Ensuring individuals and employers get the highest return on investment in education and training.

Understanding the return on investment (ROI) in education and training helps individuals, enterprises and governments to determine changes in the employability of workers following training or to provide a measure of productivity improvements within firms.

Key themes and topics under this area:



economic and social outcomes



future of employment



learner diversity and trends



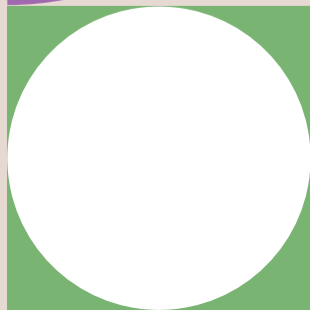
social cohesion

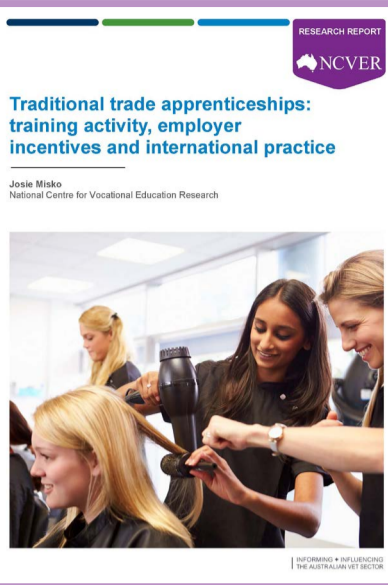


foundation skills.



Structures and systems for skilling and learning





Traditional trade apprenticeships: training activity, employer incentives and international practice

Josie Misko

This report is part one of a three-part study on training practices relating to traditional trade apprenticeships. It explores data on trends in training activity and completions, provides details on the application of incentives, and highlights international apprenticeship models and practice, as identified in relevant literature.

Despite its broad scope, this report is unable, on its own, to offer comprehensive policy guidance on sustaining relevant and useful apprenticeships, although it does provide some contextual advice pointing to the role of fluctuations in economic conditions in affecting uptake and the extent to which incentives at federal and state levels can be used to encourage uptake or completion when the economy is experiencing a downturn.

An analysis of the data on traditional apprentices shows that the demand for traditional trade apprentices has been relatively stable over the last 15 years, with changes in demand generally aligned to the prevailing economic conditions. This stability is also partly attributable to government policy settings at the federal and state and territory levels, which have supported the traditional trades through the consistent prioritisation and application of incentives and training subsidies.

Our examination of government incentives for employers of apprentices in the traditional trades indicates that despite the numerous changes to the overall apprenticeship incentives scheme they have remained relatively stable. This is primarily because the traditional trades are aligned to the skill shortages identified in the National Skills Needs List. However, the value of the base incentives for the traditional trades has, in real terms, declined since 2012.

Our research identified some important lessons that Australia could glean from the dual systems of apprenticeship operating in Germany, Switzerland, Luxembourg, Denmark and Austria. These lessons include the need for: better synchronisation of knowledge acquisition and skills development in off-the-job and on-the-job training venues; higher levels of prescription and expectations about the nature and level of the qualifications required of teachers and trainers; regular monitoring of the market for apprenticeship training positions; and industry involvement in practical assessments.

Related publications - See QR links on page 13

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Traditional trade apprenticeships: learnings from the field

Josie Misko and Bridget Wibrow

This report, the second component of a three-part study on traditional trade apprenticeships collates qualitative material from in-depth interviews and focus groups with employers, trainers, apprentices and relevant government officials describing what is effective, what is not, and what needs improvement in apprenticeship training.

Our research finds that the current combination of off and on-the-job training is, on the whole, working effectively and should continue to play a key role in apprenticeship training for the traditional trades. Both forms of training are required if apprentices are to develop the technical skills, underpinning knowledge, attributes and behaviours required for their trades. Nevertheless, our research identified a number of challenges in ensuring that this combination continues to operate well. Study participants offered recommendations for improvement, of which many suggestions were similar or the same, while other issues were less common, although all aimed at ensuring that the system works effectively and efficiently for all involved.

Key messages

- There was strong support among employers, training providers, apprentices and apprenticeship regulators for maintaining the current elements of apprenticeship training for the traditional trades, these include a formal training contract and the combination of on- and off-the-job training. Where suggestions for improvement were made, they were more concerned with making slight adjustments to the current approaches rather than fundamental shifts.
- Apprentices sometimes felt challenged by the expectations of the workplace, managing their release for off-the-job training at appropriate times, understanding the complex theory components of their courses, and sustaining interpersonal interactions with superiors and co-workers.
- The appropriate scheduling of off-the-job training (especially block training), in consultation with employers, has the potential to ensure that employers can both fulfil their training contract obligations to release apprentices for training and keep apprentices engaged in productive work during busy periods. In terms of outdoor trades, the ability of the training provider to be flexible when scheduling off-the-job training at times when the weather is unsuitable is considered critical.
- In view of the increasing specialisations in some industries, it was recognised that it is becoming more difficult to align the learning the apprentice is undertaking off the job with tasks being done on the job. Where apprentices

are exposed to substantial specialisation in the workplace, there is a view among some employers that training providers should focus on the skills not regularly practised in the workplace to allow the apprentice to spend more time learning the skills of the broader trade.

- Stakeholders felt that modernising training package content could assist with the removal of the units of competency that deal with the equipment, tools and technology no longer in use in the workplace.
- Collaborations between training providers and employers with access to modern technology were also considered to be useful in keeping apprentices up-to-date with current developments.
- Although an issue affecting only a few employers, national companies commented that, due to the differing training contract requirements applying in each jurisdiction, it was difficult to move their apprentices around the country.
- Training providers indicated that compliance with VET regulatory frameworks and standards at national and state and territory levels continues to place high administrative burdens on trainers and their managers, largely because they saw this compliance as additional to their core teaching and training responsibilities.
- Engaging the apprentice in concentrated periods of up-front training, followed by periods of workplace training, is an option suggested by some, although whether this should occur as part of the apprenticeship itself or prior to the apprenticeship commencing was not specified. Either way, there are likely to be implications for competency-based wage progression.

Related publications - See QR links on page 13

Traditional trade apprenticeships: experiences and outcomes

Josie Misko, Zhaoyi Gu and Michelle Circelli

This report is the final component of a three-part study on traditional trade apprenticeships. It investigates the experiences and outcomes of apprentices who did and did not complete their traditional trade apprenticeship.

The apprenticeship model of work-based training is often held up as an effective mechanism for enabling individuals to learn specific skills and subsequently transition to employment in a skilled occupation. Over time, technological, regulatory and social changes have affected the training of apprentices. It is in this context that NCVER investigates the demand for traditional trade apprentices and determine whether the training they receive meets current needs.



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This study draws primarily on findings from the 2019 *Apprentice and Trainee Experience and Destinations Survey* to examine the experiences of the traditional trade apprentices themselves. Qualitative data from focus groups of traditional trade apprentices are used to highlight the experience of, and give voice to, the traditional trade apprentice.

Key messages

- Traditional trade apprentices report high levels of satisfaction with the off-the-job training they receive, irrespective of whether they complete their apprenticeship.
- Those who do not complete a traditional trade apprenticeship predominantly cite employment-related reasons for leaving their apprenticeship, highlighting how critical the role of the employer is in supporting apprentice completion.
- Completing a traditional trade apprenticeship results in good employment outcomes. In 2019, over 90% of traditional trade apprentices who completed their apprenticeships were employed, compared with about 75% of non-completers. Completers also fared better than non-completers in staying employed with the same employer as their apprenticeship and having a higher median annual income.

Related publications



Higher apprenticeships in Australia: what are we talking about?

Published April 2019



Completion rates for group training organisations and direct employers: how do they compare?

Published October 2019



**Rationalising VET qualifications:
selected international approaches**

Bridget Wibrow and Joanne Waugh
National Centre for Vocational Education Research



INTRODUCTION

In many vocational education and training (VET) systems internationally, rationalising the number of qualifications is a current or recent priority, but what is the best way to achieve this? This research summary explores approaches taken overseas, such as occupational clustering, and looks at how these might be applied in the Australian context. More detailed information on the various countries examined can be found in the support document, *International models to rationalise VET qualifications, including occupational clusters: case studies*.

HIGHLIGHTS

- Two main methods have emerged internationally to significantly reduce the number of qualifications: reviewing existing vocational qualifications to remove those not in use or are duplicates, or reorganising qualifications into clusters, routes or vocational pathways.
- Internationally, many qualification structures have been changed, such that they comprise: learning related to general capabilities, such as language, literacy and numeracy; technical skills appropriate to several related occupations; and further specialisation through optional units.
- Ongoing qualification review processes ensure that qualifications remain relevant and they respond better to changing needs in the workforce.
- Units of competency will become increasingly important in a VET system with a reduced number of qualifications. Internationally, modules (or their equivalent) are used to provide skills specific to an occupation and to allow a quick response to emerging skills or regional needs.

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Rationalising VET qualifications: selected international approaches

Bridget Wibrow and Joanne Waugh

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Related publications



Are skill sets booming? An analysis of training package skill sets

Published November 2019



Identifying work skills: international approaches

Published December 2017



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Understanding the Australian vocational education and training workforce

Genevieve Knight, Ian White and Pip Granfield

A comprehensive picture of the overall VET market combined with an updated profile of the VET workforce is essential to informing policy development and workforce planning to ensure the sector has the capacity to meet the skill development needs of industry in a rapidly changing economy.

Currently, there is no consistent, regular collection of data on the VET workforce. The last study was released by the Productivity Commission in 2011 but the estimates had poor reliability for providers beyond TAFE. Since then, the National VET Provider Collection has expanded to cover total VET activity (TVA), giving us a better understanding of privately funded VET than was available in 2011.

This report presents estimates of the size and nature of the Australian VET workforce as at February 2019. Using data collected between March and May 2019 through the 2019 National VET Workforce Survey, the report provides an estimate of the number of individuals working in registered training organisations (RTOs), with a particular focus on the qualifications held by trainers and assessors. Information is also presented for volunteers, who play an important role in some RTOs.

Trainers and assessors who delivered nationally recognised VET under third party partnering arrangements in providers that were not RTOs, which is undertaken in some schools and businesses, were not included in the survey. This means that the survey estimates are likely to be an under-estimate of the total national trainer and assessor workforce.

Key messages

Key findings (based on headcount) show that in February 2019:

- 246 167 people were employed in the VET workforce
- 71 379 people in the overall VET workforce were employed as trainers and assessors, including those delivering training under the supervision of a trainer
- Of people employed as trainers and assessors:
 - 52.6% were employed full-time and 47.4% part-time
 - 53.5% were employed on a permanent basis, 13.9% on a contract or in temporary positions, and 32.6% on a casual or sessional basis.

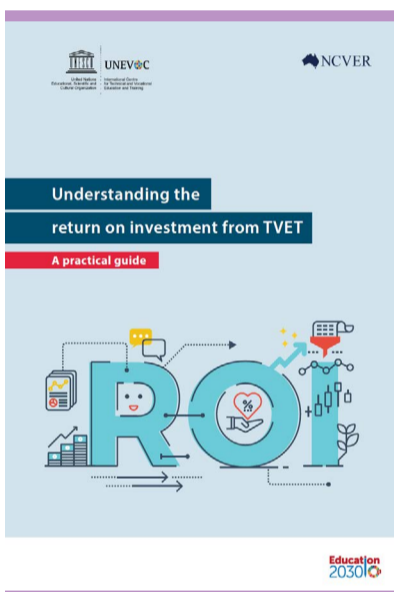
- 93.3% had a Certificate IV in Training and Assessment or higher-level qualification
- 89.4% had a Certificate III or above as their highest qualification related to their industry or field of training delivery
- 19.7% of RTOs had volunteers, and 6.1% of RTOs had volunteer trainers and assessors.

Related publications



The dynamics of qualifications: implications for VET

Published November 2019



Understanding the return on investment from TVET: a practical guide

By Jane Schueler and Phil Loveder

Strengthening technical and vocational education and training (TVET) is an important strategy to contributing to equitable, inclusive and sustainable economies and societies. Indeed, one of the Sustainable Development Goals of the United Nations focuses on ensuring 'inclusive and equitable quality education and promote lifelong learning opportunities for all' (SDG 4). However, in a world of competing demands, realizing this goal puts pressure on funding and financing TVET systems. More than ever before, there are calls for providing more evidence of the return on investment (ROI) from TVET.

This Guide presents an analytic framework that summarizes some of the main elements and issues that need to be considered in measuring ROI. This includes establishing the scope, context and purpose for measuring ROI, adopting guiding principles, identifying costs, benefits and factors that impact on ROI, and approaches to data collection and analysis. The Guide introduces a framework that looks at the ROI equation from a range of perspectives – including economic and social dimensions – and for different stakeholders, including individuals, businesses and societies. The Guide presents relevant ROI indicators and measures drawn from the existing international research. Finally, it provides guidelines to planning and collecting ROI data, along with a set of practical pro forma resources and case studies to assist the reader.

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This publication is the final deliverable of a multi-year research collaboration between the NCVER and the UNESCO-UNEVOC International Centre for Technical and Vocational Education in Bonn, Germany to understand the ROI from VET from different user perspectives, including students, governments, industries and societies.

Related publications



A framework to better measure the return on investment from TVET

Published August 2017



Teaching and learning





Work-based education in VET

Kristen Osborne, Maree Ackehurst, Leesha Chan and Rose-Anne Polvere
National Centre for Vocational Education Research



INTRODUCTION

The inclusion of work as a distinct component of an education program is a key element of a successful vocational education and training (VET) system. This summary explores available literature with the aim of identifying the benefits and challenges associated with work-based education experiences. It also presents a range of best practices for the provision of work-based education.

The benefits of work-based education for students include smoother transitions into ongoing employment and the development of broad occupational skills. Employers benefit from productivity gains through 'work-ready' recruits, having current employees upskilled in the workplace, and the more effective transfer of skills learned in the classroom to work tasks.

The challenges of work-based education for employers relate to costs and resourcing. For training providers, on the other hand, resourcing and coordination of placements are areas identified as problematic. Students are constrained by motivation and access to work-based education opportunities.

HIGHLIGHTS

- Work-based education can lead to better employment outcomes for students and provide employers with workers who have skill sets relevant to the employer's industry and workplace gained through structured training.
- The extra resources required to successfully host a student mean that cost is often a barrier to work-based education faced by employers. Targeted financial incentives can assist in addressing this, enabling a wider range of businesses to access students for participation in work-based education programs.
- Communication and coordination are key to quality work-based education in VET. The roles and expectations for all involved should be made clear before training begins, and regular communication between training providers, employers and students is key to successful work-based programs.

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Work-based education in VET

Kristen Osborne, Maree Ackehurst, Leesha Chan and Rose-Anne Polvere

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Related publications



Initial and continuing VET in Australia: clarifying definitions and applications

Published May 2020

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Exploring the recognition of prior learning in Australian VET

Kristen Osborne and Cameron Serich

Recognition of prior learning (RPL) is the process of assessing someone's relevant prior learning and existing skills to grant formal recognition.

In the Australian VET system, RPL is an important mechanism for people with pre-existing skills to gain formal recognition without having to undergo the traditional training process. In theory the RPL process saves time and money for individuals and business, but in practice it can be costly and lengthy, with training providers often finding it difficult to organise and manage.

This report explores, from a variety of perspectives, the volume and nature of RPL currently granted in the Australian VET system. Of particular interest are the areas where most RPL is taking place, including the qualifications being completed with high rates of RPL. The report also includes an analysis of the factors that most affect the likelihood of RPL being granted to a student.

Key messages

- There is limited granting of RPL in the Australian VET system and this has declined between 2015 and 2018.
- In 2018, less than 5% of all successful subject results were granted through RPL and less than 3% of all students successfully completed any subjects through RPL.
- A small number of niche qualifications are being predominantly issued solely through RPL, including over 90% of completions in the Diploma of Government Security, Advanced Diploma of Government (Workplace inspection/Investigations/Fraud control) and Diploma of Public Safety (Emergency Management).
- There appears to be no single student or program characteristic that strongly predicts an individual being granted RPL. In the granting of RPL, many different factors come into play, including those at the student level (such as employment status) and those at the program level (such as field of study or the level of the program).

Related publications



Adult trade apprentices: exploring the significance of recognition of prior learning and skill sets for earlier completion

Published September 2015



Initial and continuing VET in Australia: clarifying definitions and applications

Michelle Circelli and John Stanwick

This project set out with the aim of investigating whether the Australian VET system could be divided into two categories: initial VET and continuing VET (IVET and CVET). The rationale for undertaking this investigation was to deepen our understanding of VET, which could in turn inform a more sophisticated level of input into the development and implementation of VET policy.

To investigate these issues, we examined definitions of IVET and CVET in international contexts; we also sought views from a range of people and groups representing a variety of organisation types on issues relating to a proposed categorisation of IVET and CVET. It became apparent that a more nuanced classification approach is required, one that accounts for both the learner – as they move through their life and work journey – and the types of learning they undertake at the various points along this journey.

Based on the discussions and insights from representatives, we present a definitional matrix of learners and learning that goes some way to encapsulating the complexities of the Australian VET system.

In terms of its usefulness in the future of the Australian VET system, the matrix presents data analysis and research opportunities with the potential to inform the development of VET policy and also provide input into the current reforms to the system. These include:

- more clearly defining students and courses within the data collections according to the categories in the matrix
- using the information on defining students and courses in the point above in relation to:
 - tailoring content and delivery; for example, a qualification being undertaken by career starters with no-post school qualifications may include a greater focus on content knowledge and employability skills. This also has implications for the skills and experience required of teachers, as well as the site of learning and institutional arrangements
 - funding decisions; for example, if a course for a career starter, as noted above, requires more intense learning, more contact hours, more infrastructure etc., then it may be funded at a higher rate.

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Related publications



VET student outcomes 2020

Published January 2021



VET for secondary school students: post-school employment and further training destinations

Josie Misko, Emerick Chew and Patrick Korbel

This research looks at secondary school students who undertook a VET for Secondary School Students program (hereinafter referred to as VfSSS) in 2011 and investigates whether they are in work and/or further studies five years later (2016), and the extent to which their VfSSS studies are linked to these employment and study destinations. The study uses an integrated dataset, in which data from the 2011 National VET in Schools Collection are linked to data from the 2016 Census of Population and Housing. It follows on from a similar exercise in 2017, whereby 2006 data from the National VET in Schools Collection were linked to the 2011 census. In doing so it enables us to update our earlier research questions with more recent information.

Having both these datasets available has meant that researchers have had access to a large number of observations on the destinations of VfSSS students from various demographic, cultural and educational backgrounds, including their employment and further training destinations and experiences.

Researchers also undertook an exploratory analysis of data from the Longitudinal Surveys of Australian Youth (LSAY 2009 commencing cohort) to enable comparisons between VfSSS and non-VfSSS students, in relation to their employment and educational situations between four and five years after undertaking their secondary school studies.

When analysing the LSAY data, it became apparent that caution needs to be exercised when looking at the outcomes of VfSSS and treating them as a homogenous group. A significant proportion (45.2%) of the VfSSS students in the LSAY sample also achieved an ATAR and a preliminary analysis indicated some significant differences between the outcomes of VfSSS students who achieved an Australian Tertiary Admission Rank (ATAR) and those that did not achieve an ATAR. Understanding the respective motivations and the type of training programs undertaken for these groups of students and comparing their outcomes are planned for a future study.

Key messages

- Evidence from the 2011 and 2006 cohorts indicates that students who undertook a school-based apprenticeship or traineeship as part of their VfSSS program were among the most likely to be employed in a full-time and permanent job five years later. They were also more likely to be employed in an occupation relevant to their VfSSS course than students who did not undertake an apprenticeship or traineeship.

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- In terms of the overall match between the intended occupation of VfSSS and the actual job, the strongest links were in trade-related study areas, although strong links were also observed across other occupational groups.
- A comparison between the 2011 and the 2006 cohorts found that at all qualification levels there was an increase in the proportion of students who were engaged in, or had completed, post-school study five years later, with a substantially greater share of Indigenous students, and students who spoke a language other than English in the home, continuing with further study.
- A comparison of the destinations of VfSSS students with those of non-VfSSS students, four to five years after finishing school, reveals that VfSSS students were more likely to report VET certificates and diplomas as their highest level of qualification completed. They were less likely to have completed year 12, and a bachelor's degree or higher. They were also more likely to be in full-time and permanent or ongoing employment, noting that a considerable proportion of non-VfSSS students were still studying, mostly at university.
- Choosing the right VET course and pathway can make a substantial difference to secondary school students looking for a direct transition from school into an apprenticeship or full-time ongoing employment.

Related publications



VET in Schools students: characteristics and post-school employment and training experiences

Published September 2017



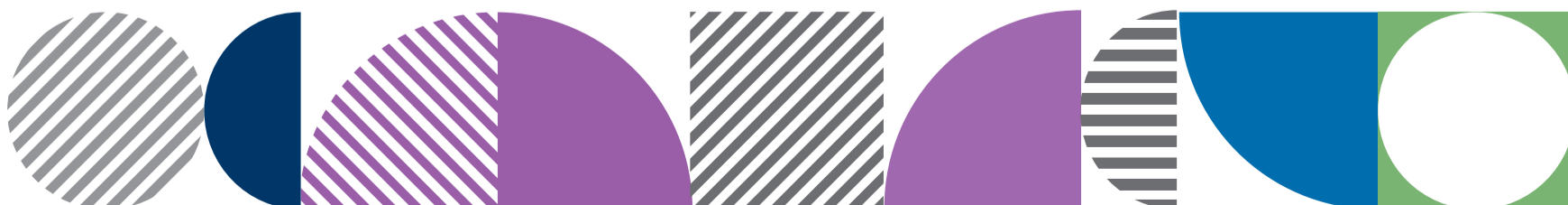
School-to-work pathways

Published July 2019



From school to VET: choices, experiences and outcomes

Published March 2018



The impact of vocational education and training





INCORPORATING DIGITAL SKILLS INTO VET DELIVERY

Given its ties to industry, vocational education and training (VET) has a crucial role in ensuring the workforce possesses the skills for responding to Industry 4.0, with advanced technologies now entering workplaces and transforming how businesses operate.

The aim of this good practice guide is to offer advice to providers and policy makers on the incorporation of digital skills into VET delivery.

A forum convened by NCVET in late 2019, VET's response to Industry 4.0 and the digital economy what works, has helped to shape this guide.

Participants at the forum included representatives from skills service organisations, members of the Education Industry Reference Committee, industry, provider and practitioner-related bodies, policy makers and relevant researchers.

A companion good practice guide has been developed, with a focus on the implications for VET educators of the increasing need to include digital skills in VET delivery.

KEY MESSAGES

- By adding digital skills to the suite of foundation skills, their prominence would be increased and their growing importance as fundamental to many occupations recognised.
- Units of competency, or short courses, that address specific digital skills could prepare the current workforce to adapt to and manage changing roles at work.
- Partnering with employers to develop digital skills training will ensure its relevance and transferability to industry.
- Encouraging lifelong learning, revising funding models, streamlining training package updates and providing greater flexibility in course design are needed to respond to Industry 4.0.



INFORMING • INFLUENCING
THE AUSTRALIAN VET SECTOR

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Incorporating digital skills into VET delivery: good practice guide

Bridget Wibrow

Given its ties to industry, VET has a crucial role in ensuring the workforce possesses the skills for responding to Industry 4.0, with advanced technologies now entering workplaces and transforming how businesses operate.

The VET sector has a role to play in skilling the future workforce, as well as in updating the skills of the current workforce. The integration of digital skills into VET delivery therefore needs to address the requirements of both these groups.

Digital skills not only refer to the more technical or expert skills such as those typically required for software development or complex coding, but also to those skills required to use digital technologies effectively for communicating and acquiring information and operating within a digital work environment.

The aim of the good practice guide is to offer advice to providers and policy makers on the incorporation of digital skills into VET delivery.

A forum convened by NCVET in late 2019, *VET's response to Industry 4.0 and the digital economy: what works*, helped to shape this guide. Participants at the forum included representatives from skills service organisations, members of the Education Industry Reference Committee, industry, provider and practitioner-related bodies, policy makers, and relevant researchers.

Key messages

- By adding digital skills to the suite of foundation skills, their prominence would be increased and their growing importance as fundamental to many occupations recognised.
- Units of competency, or short courses, that address specific digital skills could prepare the current workforce to adapt to and manage changing roles at work.
- Partnering with employers to develop digital skills training will ensure its relevance and transferability to industry.
- Encouraging lifelong learning, revising funding models, streamlining training package updates and providing greater flexibility in course design are needed to respond to Industry 4.0.

Related publications - See page 26-27 for links



TEACHING DIGITAL SKILLS: IMPLICATIONS FOR VET EDUCATORS

The rise of Industry 4.0 and the digital economy has highlighted the need for the general workforce to hold digital skills. But what are the implications for vocational education and training (VET) educators in ensuring the workforce is appropriately skilled?

This good practice guide focuses on the implications for VET educators of the increasing need to include digital skills in VET delivery. A forum convened by NCVET in late 2019, VET's response to Industry 4.0 and the digital economy: what works, has helped to shape this guide. Participants at the forum included representatives from skills service organisations, members of the Education Industry Reference Committee, industry, provider and practitioner-related bodies, policy makers, and relevant researchers. A companion good practice guide has been developed for VET providers and policy makers focusing on the incorporation of digital skills into VET delivery.

KEY MESSAGES

- It is critical that VET educators have the capacity to: use technology effectively in their teaching practice; use technology that is relevant to their industry; and help learners to develop their own digital skills.
- Professional development activities for building the digital capability of VET educators can take many forms, including self-assessment tools, competency frameworks and short courses.
- Key to the successful uptake of digital skills capability development by VET educators is a whole-of-organisation approach to the adoption and utilisation of digital skills.

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THE AUSTRALIAN VET SECTOR

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Teaching digital skills: implications for VET educators

Michelle Circelli

The rise of Industry 4.0 and the digital economy has highlighted the need for the general workforce to hold digital skills. But what are the implications for VET educators in ensuring the workforce is appropriately skilled?

The rapid changes in technology, both in workplaces and everyday life, together with the ubiquity of digital devices and applications, mean that it is imperative for VET educators to develop their own digital skills and keep them current. This is important, as future VET students may very likely have greater levels of digital skills than the VET educators themselves.

This good practice guide focuses on the implications for VET educators of the increasing need to include digital skills in VET delivery.

This good practice guide, a companion to the *Incorporating digital skills into VET delivery: good practice guide*, focuses on the implications for VET educators of the increasing need to include digital skills in VET delivery. A forum convened by NCVET in late 2019, *VET's response to Industry 4.0 and the digital economy: what works*, helped shape this guide.

Key messages

- It is critical that VET educators have the capacity to: use technology effectively in their teaching practice; use technology that is relevant to their industry; and help learners to develop their own digital skills.
- Professional development activities for building the digital capability of VET educators can take many forms, including self-assessment tools, competency frameworks and short courses.
- Key to the successful uptake of digital skills capability development by VET educators is a whole-of-organisation approach to the adoption and utilisation of digital skills.

Related publications



Teaching digital skills: implications for VET educators - good practice guide

Published June 2020



Online delivery of VET qualifications: current use and outcomes

Published October 2019



Skilling the Australian workforce for the digital economy

Published May 2019



The Fourth Industrial Revolution: the implications of technological disruption for Australian VET

Published August 2018



PODCAST - VET's response to Industry 4.0 and the digital economy: what works - Vocational Voices, S4 Ep4

Published May 2020



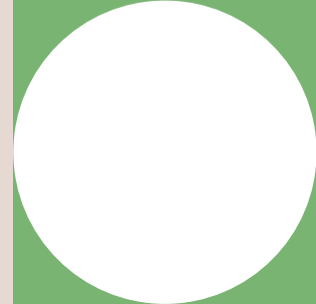
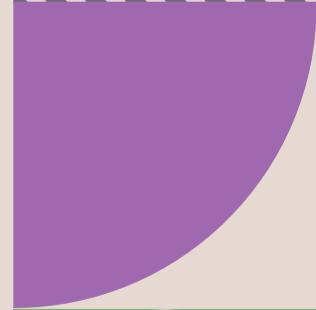
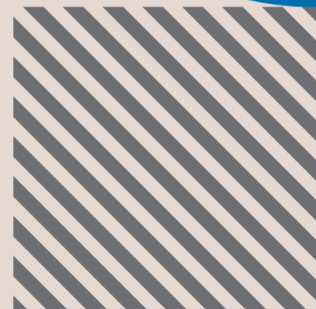
Current research



◀ CLICK OR SCAN TO VIEW CURRENT RESEARCH BEING CONDUCTED BY NCVET.



Promotions, resources and events





Webinars

NCVER hosted webinars on a broad range of topics relevant to the tertiary education and training sector. The following webinars were presented during 2020, recordings of which are available on the NCVER Portal at ncver.edu.au/news-and-events/events/webinar-series.



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Rationalising VET qualifications: lessons from overseas

7 October 2020

Presenters: Bridget Wibrow & Joanne Waugh, NCVER, and Darryn Snell, RMIT University

Rationalising the number of VET qualifications in the Australian VET system is a current priority of the Australian Government as there are too many underutilised qualifications that could potentially be reduced. This is not an issue unique to Australia though, with many other countries looking to rationalise their qualifications to make them more responsive to changing skill needs and working life.

One potential method to reduce qualifications is through grouping qualifications in order to train individuals for a number of jobs rather than one occupation and create greater transferability of skills in the labour market.

This webinar provided an overview of the different approaches used by other countries to reduce their number of VET qualifications. It also discussed the lessons that can be learnt for the Australian VET system.

It was based on research from the NCVER report '*Rationalising VET qualifications: selected international approaches*' which was released in September 2020.

Getting to know the Australian VET workforce

6 May 2020

Presenter: Dr. Genevieve Knight, NCVER

In this uncertain and rapidly changing economy, Australia's VET workforce is crucial to ensuring the skill development needs of our workers and industry, now and into the future.

A recent NCVER survey has now delivered the most comprehensive picture of Australia's VET workforce for the first time since a Productivity Commission report produced in 2011.



Joanne Waugh and Bridget Wibrow presenting *Rationalising VET qualifications: selected international approaches*.

In this webinar, NCVER researcher Genevieve Knight discussed the interesting, complex, and sometimes surprising profile of Australia's VET workforce. The webinar included a brief presentation followed by a Q&A session.

Due to the large number of questions received a Q&A session was also recorded.

A VOCEDplus primer: focus on adult literacy and numeracy

25 March 2020

Presenter: Rose-Anne Polvere, NCVER

This 45-minute webinar focuses on the aspects of VOCEDplus that support those working in the field of adult literacy/numeracy/foundation skills.

VOCEDplus is NCVER's free international research database for tertiary education, with extensive coverage of Australian material and a wide range of international information. VOCEDplus also features a variety of 'value-add' products that package information to enable our users to target and access relevant material quickly.

This webinar covers the most relevant of these products for our Australian Council for Adult Literacy (ACAL) audience and demonstrates how to get the best from a VOCEDplus search.



NCVER presentations

Presenter: Phil Loveder
Event: International Seminar on Developing and Monitoring VET Performance Measures
Host: Federal Institute for Vocational Education and Training (Germany)
Topic: Australia's approach to measuring VET sector performance and the effectiveness of modern apprenticeships

Presenter: Tabatha Griffin
Event: TAFE NSW Digital Forum
Host: TAFE NSW
Topic: Online delivery of VET qualifications

Presenter: Phil Loveder
Event: National VET Policy and Compliance Summit 2020
Host: Insources Group
Topic: Employers and the VET system: what can the 2019 Survey of Employers' Use and Views of the VET System tell us?

Presenter: Phil Loveder
Event: Virtual conference on the extent of Artificial Intelligence (AI) in Vocational Education and Training: Benefits and Consequences
Host: JET Education Services (South Africa)
Topic: Australia's use of Artificial Intelligence (AI) in VET: A case study

Presenter: Joy de Leo
Event: TVET World e-Conference 2020
Host: International Vocational Education and Training Association (IVETA)
Topic: Fostering a value driven TVET culture in a rapidly changing context

Presenter: Phil Loveder and Michelle Circelli
Event: Direct stakeholder presentation
Host: Council for Aid to Education (CAE)(US)
Topic: The role of NCVER in research and statistics

Presenter: Kristen Osborne
Event: Training Our Future Conference 2020
Host: Hydon Consulting and Early Childhood Hub
Topic: NCVER- information for educators

Presenters: Phil Loveder and Brian Harvey
Event: AATIS Apprenticeship Skills Seminar (OctoberVET)
Host: Australian Apprenticeships and Traineeships Information Services (AATIS)
Topic: An introduction to VET and Australian apprenticeships data

Presenter: Michelle Circelli
Event: Forum on VET for Women and Girls
Host: Women in Adult and Vocational Education (WAVE)
Topic: Participation in VET for women and people with disabilities

Presenter: Simon Walker and Joy de Leo
Event: Combined automotive IRCs meeting
Host: PwC's Skills for Australia
Topic: Alternatives to current apprenticeship models and structures

Presenter: Cameron Forrest
Event: 7th Biennial ACSPRI Social Science Methodology Conference
Host: Australian Consortium for Social & Political Research Inc
Topic: Soft skills in young Australians: development and preliminary validation of a brief self-report measure

Presenter: Joy de Leo
Event: ACDEVEG 2020 Conference
Host: Australian Council of Deans of Education Vocational Education Group
Topic: A profile of the Australian VET workforce

Presenter: Emerick Chew
Event: Data Insights Forum at DESE
Host: Department of Education, Skills and Employment
Topic: School to work pathways: a sequence analysis approach



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Submissions

NCVER's submissions to parliamentary inquiries and public consultations are available at ncver.edu.au/news-and-events/submissions/submissions-2020.

Literature review and supplementary analysis

Submitted to Panel for Australian Education Council Review of Senior Secondary Pathways into Work, Further Education and Training (Shergold Report) on 20 March 2020

Skills for Victoria's Growing Economy: Issues paper

Submitted to the Skills for Victoria Independent Review on 5 June 2020





'No Frills' 2020



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'No Frills' is a well-known annual national conference where researchers, practitioners, providers and industry representatives come together and share knowledge, ideas, insights and solutions surrounding Australia's VET sector. The conference also provides valuable professional development opportunities through a program of hands-on pre-conference workshops incorporating activities on data and research analytics, and research practice.

The 29th National Vocational Education and Training Research Conference 'No Frills' was originally planned to be held in Perth, however due to the COVID-19 pandemic, it was hosted online for the first time on 7-10 July 2020.



Live Q&A session hosted by Steve Davis (Bottom middle) with David Redway (Top left) and Erica Smith (Top right).

The conference theme was *Workforce ready: challenges and opportunities for VET*. In a world where workplaces are rapidly evolving alongside technology and market demand, the conference program explored what it means to be 'workforce ready' and VET's role in preparing students for work.

The 'No Frills' 2020 discussion paper *Workforce ready: challenges and opportunities for VET* (See page 36) considers the balance between ensuring that people have the skills required to work now and equipping them with the knowledge and/or skills that will enable them to adapt to the changes they will inevitably see in their working lives.

NCVER's first online conference attracted record numbers, with delegates attending from every Australian state and territory, along with eight international delegates and two international presenters.

31 presentations on the following topics, as well as four focus sessions and two live Q&A sessions.



Keynote speakers



Award winning designer, researcher and futurist **Dr Kate Raynes-Goldie** took the audience on an adventure to unlock the interconnected art of curiosity and playfulness, and explored why play is so critical for innovation, creativity and being future ready. This session definitely had the audience intrigued, with one delegate tweeting “#NoFrills2020 Great session with Dr Kate. It has me thinking”.



Senator the Hon Michaelia Cash, Federal Minister for Employment, Skills, Small and Family Business opened the conference and emphasised the critical importance of VET to meet the changing skills needs of Australia’s modern economy.



◀ WATCH VIDEO



Adam Boyton, Interim National Skills Commissioner, discussed the role the National Skills Commission (NSC) will play in helping to simplify and strengthen the VET system. He also addressed the impact COVID-19 has had on the labour market and the work the NSC had underway to fulfil their remit.



◀ WATCH VIDEO



As Chair of the Australian Industry and Skills Committee (AISC), **Emeritus Professor Tracey Horton AO** works collaboratively with industry to advise the government on the implementation of national VET policies, and on the approval of nationally recognised training packages.

Tracey provided an overview of the AISC and its priorities. This included establishing the AISC Emergency Response Sub-Committee to collaborate with industry to fast-track training and skills needs during COVID-19 and into the economic recovery phase.



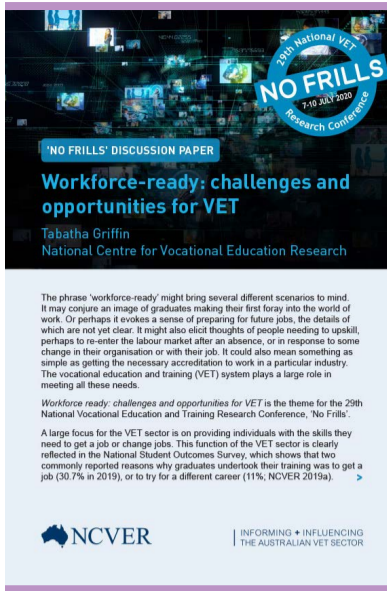
Steve Davis, Principal, Creative Director, Talked About Marketing, interviewed a collection of presenters during two live Q&A sessions at ‘No Frills’.

Topics covered in the lively discussion include new directions in skills planning, digital technology and the role it plays in aged and community care, insights from the Longitudinal Surveys of Australian Youth (LSAY), and the role of parental influence in taking on apprenticeships.



◀ **View the conference presentations**

Presentations from the 29th National Vocational Education and Training Research Conference ‘No Frills’ are available on VOCEDplus, NCVET’s international tertiary education research database.



'No Frills' discussion paper Workforce-ready: challenges and opportunities for VET

Tabatha Griffin, NCVER

The phrase 'workforce-ready' might bring several different scenarios to mind. It may conjure an image of graduates making their first foray into the world of work. Or perhaps it evokes a sense of preparing for future jobs, the details of which are not yet clear. It might also elicit thoughts of people needing to upskill, perhaps to re-enter the labour market after an absence, or in response to some change in their organisation or with their job. It could also mean something as simple as getting the necessary accreditation to work in a particular industry. The vocational education and training (VET) system plays a large role in meeting all these needs.

This discussion paper considers the balance between ensuring that people have the skills they need to work now and equipping them with the knowledge and/or skills that will enable them to adapt to the changes they will inevitably see in their working lives.

This paper argues that with the increasing use of work-based learning in both higher education and VET, a strengthening focus on developing employability skills, and calls for stronger linkages between education and industry/business, it could be argued that there are growing commonalities that form the foundation of a more interconnected system, one with the capacity to help ensure that individuals are workplace-ready, now and for the future.

With the increasing use of work-based learning in both higher education and VET, a strengthening focus on developing employability skills, and calls for stronger linkages between education and industry/business, it could be argued that there are growing commonalities that form the foundation of a more interconnected system, one with the capacity to help ensure that individuals are workplace-ready, now and for the future.

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NCVER is delighted to announce the 30th National Vocational Education and Training Research Conference 'No Frills' will be held online on 7-9 July 2021. The 2021 conference program will focus on the theme *Past informing the future*.



Podcasts - Vocational Voices



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‘Vocational Voices’, is the official podcast of the NCVER. Join host and broadcast journalist Steve Davis, and Managing Director NCVER Simon Walker and listen to leading experts discuss current trends in VET.

Listen, follow and subscribe via your favourite podcast apps.



Season 5

S5 Ep 5 - Best of 2020: highlights from seasons 4 & 5

Guest speakers: Dr Tabatha Griffin, Suzi Kuti, Bridget Wibrow, Michelle Circelli, Ian Curry, Dr Peter Hurley, Professor John Buchanan, David Morgan, Jenny Lambert, Robin Shreeve, Craig Robertson, David Redway, Professor Erica Smith

‘Best of 2020’ is a roundup of interesting snippets and research findings from across the eight podcast episodes we released during the year. Full of short and sharp insights from each of our guest speakers, we cover off some of the best bits of Seasons 4 and 5.



◀ [PODCAST TRANSCRIPT](#)

S5 Ep 4 - Rationalising VET qualifications: support for a clustered model

Guest speakers: Professor John Buchanan, Business School, University of Sydney, and David Morgan, CEO, Artibus Innovation

Are there too many underutilised qualifications in the Australian VET system? Are some qualifications past their expiration date?

One method of reducing qualifications involves grouping them into vocational clusters so individuals can train for several jobs at once. This approach also creates greater transferability of skills in the labour market.

Do we have the appetite for such transformative change? Is there a role for good quality training that may sit outside the formal national training system?

Discussion also looks at the notion of ‘clustering’ qualifications into vocational streams for a range of occupations and how it could be achieved.



◀ PODCAST TRANSCRIPT

S5 Ep 3 - Investing in our workforce: cadetships vs apprenticeships

Guest speakers: Dr Peter Hurley, Education Policy Fellow at Mitchell Institute; and Ian Curry, National Coordinator - Skills, Training and Apprenticeships and Australian Manufacturing Workers' Union (AMWU)

Young people are finding it harder and harder to get a foothold into those highly-skilled, better paying jobs that will set them up for the future.

How can we increase the number of jobs available, and provide better pathways into jobs and industries that have been increasingly out of reach?

This episode discusses:

- The concepts of cadetships, higher apprenticeships, and work-ready skills
- What are the merits of a national cadet program for those jobs more often associated with diploma or bachelor degree qualifications? Will it lead to better employment outcomes for young people?
- Do employers expect too much of new recruits in terms of skill sets?
- Do we focus too much on training for the skills employers want, rather than creating more broadly-skilled people?



◀ PODCAST TRANSCRIPT

S5 Ep 2 - Traditional trade apprenticeships: still a trusted brand?

Guest speaker: Ian Curry, National Coordinator - Skills, Training and Apprenticeships and Australian Manufacturing Workers' Union (AMWU)

Do we value tertiary and vocational education equally? Have apprenticeships lost their sense of purpose?

With recent budget announcements and the need to build a skilled workforce to meet the challenges of a rapidly changing economy, apprenticeships are in the spotlight.

Discussion focuses on regulation, flexibility, completion rates, the complexity around the status of VET, and about the future of traditional trades and how the perception of apprenticeships has changed over the years.



◀ [PODCAST TRANSCRIPT](#)

S5 Ep 1 - Workforce ready: challenges and opportunities for VET

Guest speakers: Professor John Buchanan, The University of Sydney; Ms Anne Livingstone and Dr George Margelis, Australian Aged Care Industry Information Technology Council; Mr David Redway, Australian Government Department of Education, Skills and Employment; and Professor Erica Smith, Federation University

This episode presents interviews from a collection of presenters from two panel discussions at the 29th National VET Research Conference 'No Frills', held on 7-10 July 2020.

Topics covered in the lively discussion include new directions in skills planning, digital technology and the role it plays in aged and community care, insights from the Longitudinal Surveys of Australian Youth (LSAY), and the role of parental influence in taking on an apprenticeship.



◀ [PODCAST TRANSCRIPT](#)



Michelle Circelli and Steve Davis

Season 4

S4 Ep 4 - VET's response to Industry 4.0 and the digital economy: what works

Guest speakers: Suzi Kuti, Head of Organisation Development and Learning at Metro Trains Sydney, Michelle Circelli and Bridget Wibrow, NCVER

Digital skills are now essential for almost all occupations and workers in Australia. So how do we best incorporate them into VET courses? And how do we make sure our VET educators have the digital skills they need?

The speakers talk about what teaching digital skills means for VET educators. They also discuss the integration of digital skills into VET delivery and why digital skills should become a key component of foundation skills.

This discussion refers to two good practice guides, *Incorporating digital skills into VET delivery* (See page 25) and *Teaching digital skills: implications for VET educators* (See page 26) published by NCVER on 10 June 2020.



◀ [PODCAST TRANSCRIPT](#)

S4 Ep 3 - The future role of public providers

Guest speaker: Robin Shreeve, Adjunct Professor at Federation University and President AVETRA and Craig Robertson, Chief Executive Officer TAFE Directors Australia

Thirty years ago, the Australian VET system was on tenterhooks as two major reports were released into the management and costs of training for enterprises against a backdrop of award restructuring that was being championed at the time by the government. How do the projections and goals in these reports compare to the reality facing TAFE today?

How has TAFE embraced fee-for-service and are there myths and assumptions surrounding the size of the fee-for-service market and its efficacy or otherwise?

This episode looks at the next evolutionary stage in fee-for-service in the VET sector.



◀ [PODCAST TRANSCRIPT](#)



Steve Davis and Simon Walker

S4 Ep 2 - Skill sets: their role now and into the future

Guest speaker: Jenny Lambert, Director Employment, Education and Training at the Australian Chamber of Commerce and Industry

Are skill sets likely to take on extra significance as Australia responds to the shifting workforce demands and challenges, particularly in the health sector during the COVID-19 pandemic? Looking ahead, can skill sets or micro-credentials play a role in getting vital competencies into the workplace so the economy can rebuild? The discussion starts by defining what skill sets and micro-credentials actually are and the role they currently play in the VET system.



◀ [PODCAST TRANSCRIPT](#)

S4 Ep 1 - Online VET: a good course of action?

Guest speaker: Dr Tabatha Griffin, NCVET

Online learning can be just as effective as face-to-face instruction if it's done well. But what makes for good quality and good practice?

While subject withdrawal rates are higher and course completion rates lower for VET courses delivered entirely online, new research has shown that the outcomes for those students who do complete online courses are similar to those of other delivery modes.

This episode explores how online VET courses are being delivered, the outcomes for those who complete them, and why students may withdraw or not complete.



◀ [PODCAST TRANSCRIPT](#)

Seasons 1-3

Seasons 1-3 is a full back catalogue of 19 episodes recorded prior to 2020. Visit the NCVET Portal for more information.



VOCEDplus



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In 2020, 3 850 new titles were added to VOCEDplus, NCVER's free international research database for tertiary education relating to workforce needs, skills development, and social inclusion. Taking the total number of items in VOCEDplus at the end of 2020 to 87 202.

Over 415 200 users from 221 countries visited VOCEDplus 523 037 times, viewing 902 989 pages and conducting 39 269 unique searches.

2020 Activity





VET Knowledge Bank



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VET Knowledge Bank

The VET Knowledge Bank contains a suite of products capturing Australia's diverse, complex and ever-changing vocational education and training (VET) system.

It aims to provide a collected memory of VET reference information.

The VET Knowledge Bank is a living, growing resource that NCVET continues to develop and update on an ongoing basis.



Getting to know VET

Get a broad overview of different aspects of the VET system in Australia.



Policy initiatives

View a timeline of VET policies, programs and initiatives covering the last 23 years.



Governance and funding

Access information about who governs and regulates VET in Australia.



Glossary of VET

Understand the terms and acronyms used in Australian VET.



History of VET

Trace the story of VET in Australia through timelines and key publications.



Landmark documents

Explore the evolution of VET in Australia through landmark documents and historical overviews.



Organisations and resources

Discover key Australian research organisations and useful VET resources.



Further reading

Read the main information sources consulted in developing the VET Knowledge Bank.

The VET Knowledge Bank is a living, growing resource that aims to be a memory bank of VET reference information for Australia. Through a suite of complementary products, it captures Australia's diverse, complex and ever-changing VET landscape. It contributes to an understanding of Australia's VET system and provides access to historical and current VET information such as milestones in the history of VET; information about government departments, ministers and committees responsible for skills and training, and state and territory training authorities; and highlights from federal, state and territory budgets that relate to VET.



In 2020, NCVER continued to develop and update the VET Knowledge Bank.

The interactive Timeline of Australian VET policy initiatives 1998-2019 presents Commonwealth and state and territory VET programs and other initiatives that may have influenced enrolments and completions of VET courses, apprenticeships, and traineeships. It also includes economic events that may have impacted the education and training system and/or influenced its policy landscape.

- The timeline was updated to include 2019 initiatives.
- Due to the large number of initiatives announced in 2020 in response to the COVID-19 pandemic, a work in progress page was also added to the VET Knowledge Bank to provide a single listing of all new national, state and territory programs and policy initiatives. These will also be incorporated in the timeline.



◀ [TIMELINE OF AUSTRALIAN VET POLICY INITIATIVES](#)

NCVER's Glossary of VET is one of the most used resources on the VOCEDplus website. Terms and acronyms can be browsed online or the glossary can be downloaded as a PDF or Word document. Building on the work undertaken in 2019 to streamline the glossary, a major review of the glossary was completed in 2020.

- New terms and acronyms were added and definitions reviewed and updated.
- Release of a new downloadable edition of the glossary.



◀ [GLOSSARY OF VET](#)

The Landmark documents section of the VET Knowledge Bank has a timeline of Australian VET 'landmark' documents that have influenced the development of the Australian VET system and a series of thematic essays that explain the influence of these documents. In 2020, three new essays were released:

- Research in the VET sector: an historical perspective by Berwyn Clayton and Hugh Guthrie
- Landmarks in the development of the VET workforce: an overview by Roger Harris
- Training and assessment in key landmark documents: an overview by Stephen Hodge



◀ [LANDMARK DOCUMENTS](#)



VET Practitioner Resource



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Launched in 2019, the VET Practitioner Resource aims to support VET practitioners in their teaching and assessment practice and in undertaking research. This resource continues to provide a single access point to a range of resources, drawing on the content of the VOCEDplus database, NCVET products and external links.

- Teaching digital skills
 - A new section of 'teaching digital skills' resources was added in the Teaching, training and assessment section
 - A new page was added to curate ideas for digital learning, tools and strategies posted by attendees at NCVET's 'Incorporating digital skills into VET' No Frills
- Ongoing incorporation of new resources and amendments to existing ones, including those submitted by both resource producers and practitioners in the sector
- A 'What's new' feature was added to the VPR landing page and all individual pages in the resource, to make it easier for users to see new content.



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Special collections



The Special collections provide quick access to specific groups of items within the VOCEDplus database, both current and archival collections, such as publications of the former Australian National Training Authority (ANTA), publications from programs such as the Adult Literacy National Project (ALNP) and the Workplace English Language and Literacy Programme (WELL), key research and policy documents (Australian and international) and key conferences.

A review of the structure and content of the Special collections was undertaken in 2020.

- The collections are now presented under the following thematic groups: Key research and policy by region; Program based collections; Organisation based collections; VET/HE pathways; Thesis collection; and Key conferences.
- Two new collections created:
 - Flexible Learning Advisory Group (FLAG) archive
 - Association of Southeast Asian Nations (ASEAN) collection



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Focus on...

‘Focus on’ is a value added resource produced by NCVET’s VOCEDplus team to highlight topical issues in tertiary education and summarise recent Australian and international research on these topics.

The impact of COVID-19 on education and training was one of two topics explored in 2020. It provided an insight into research, focusing on Australia, North America, Europe and the United Kingdom.

The other release presented current research about industry involvement in VET in the UK, Europe and New Zealand.



Research Messages



◀ CLICK OR SCAN TO VIEW
PREVIOUS EDITIONS

The views and opinions expressed in this document are those of the authors/project teams and do not necessarily reflect the views of the Australian Government or state and territory governments.

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This document should be attributed as National Centre for Vocational Education Research 2021, *Research messages 2020*, NCVER, Adelaide.

IMAGES NCVER

ISSN 1838-8531 web edition

TD/TNC 143.04



Published by NCVER, ABN 87 007 967 311

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