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## NCVER Research Forum

### Young People and VET: Options, Impact and Implications

#### Selected reading list: NCVER publications

##### ***Pathways to apprenticeships***

Tom Dumbrell (2003)

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A descriptive analysis of recent pathways to apprenticeships is presented in this report. It finds pre-apprenticeship programs can play an effective role providing short-term vocational training to young people as a means of improving their chances of gaining an apprenticeship. The report is based on analysis of National Centre for Vocational Education Research (NCVER) data and interviews with students, trainers, training experts, and representatives of industry.

Availability

Web: <http://www.ncver.edu.au/publications/1340.html>

Print: \$25.30

##### ***Pathways from rural schools: Does school VET make a difference?***

Susan Johns, Sue Kilpatrick, Barton Loechel, Libby Prescott (2004)

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This report investigates the medium-term outcomes of vocational education and training (VET) programs delivered by rural schools. It discovers school-based VET programs successfully retain students who may have left school, and assist students' transition from school to work. Work placements are particularly valuable to assist the transition from school to local jobs and apprenticeships, thereby increasing youth retention in the community. These findings suggest school-based VET programs in rural areas have the potential to develop skills and pathways for the future workforce of rural Australia.

Availability

Web: <http://www.ncver.edu.au/publications/1437.html>

Print: \$22.00

##### ***Effective measures for school-to-work transition in the vocational education system***

Tae-Hwa Jung, Josie Misko, Kisung Lee, Susan Dawe, Sun Yee Hong, Kwan-Choon Lee (2004)

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The importance of close connections between VET systems and industry is highlighted in this report. The report finds that any system of entry-level training, which aims to help students make a successful transition from school to work, must have support mechanisms and frameworks in place to enable accurate assessment of industry and labour market needs.

From Australia's perspective, the Korean experience provides useful insights to improving school retention rates, and establishing formal pathways for VET students who are not undertaking apprenticeships and traineeships. From the Korean perspective, useful lessons include developing inter-sectoral linkages between industry and education, applying flexible

teaching and training methods, implementing a national qualifications framework, and introducing apprenticeship-type arrangements.

Availability

Web: <http://www.ncver.edu.au/publications/1483.html>

Print: \$34.65

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**'Vocational learning in schools as an equity strategy in Equity in vocational education and training: Research readings' K Bowman (ed)**  
Brian Knight (2004)

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This chapter looks at how well the development of vocational learning in schools has worked as a means of keeping young people engaged in education who otherwise might have left school early. Although VET works well for many early school leavers as a means of offsetting, or at least lessening, the potentially negative effects of interrupted schooling, this pathway perhaps should be promoted mainly to those young people who leave school early for economic reasons.

Availability

Web: <http://www.ncver.edu.au/publications/1389.html>

Print: \$59.95

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***Australian Vocational Education & Training: VET in Schools: 2003 summary***  
Nhi Nguyen (2004)

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This publication provides information about senior secondary school students undertaking VET during 2003, either through VET in Schools programs or school-based New Apprenticeships. An overview of student characteristics are identified, including participation rates for VET in Schools program students, qualifications and the type of training undertaken. Figures presented in this publication are derived from two sources: the NCVET National VET Provider Collection; and the Ministerial Council on Employment, Training and Youth Affairs Transition from School Taskforce.

Availability

Web: <http://www.ncver.edu.au/publications/1528.html>

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***Course completion and instructional experience in TAFE***  
John Polesel, Merryn Davies, Richard Teese (2004)

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This report investigates students' learning experience at a Technical and further education (TAFE) institute and determines the factors that influence students to continue or discontinue their studies. Students who reported satisfaction with their learning experience highlighted relationships with teaching staff and respect for their expertise and organisation as significant factors in their experience. While students who were dissatisfied with their experience were in the minority, they were considerably more likely to leave their course before completion. Indicators of unsatisfactory experiences included poor relationships with instructors, a sense of 'struggling' with course content and difficulties accessing administrative or support services. The study recommends ongoing diagnostic assessment within courses, and closer screening of students at enrolment to determine their learning needs and strategies to meet these needs.

Availability

Web: <http://www.ncver.edu.au/publications/1443.html>

Print: \$34.65

***VET in Schools: A post-compulsory education experience***

John Polesel, Sue Helme, Merryn Davies, Richard Teese, Tanya Nicholas, Margaret Vickers (2004)

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This study investigates the views of TAFE teachers, school teachers and school students on VET in Schools programs. It discovered most schools agree that offering VET programs as part of the higher school certificate is a useful means of improving students' learning and success at school. VET in Schools programs are also generally believed to provide students with opportunities and pathways which may not have otherwise been available. The range of factors affecting the ability of schools to offer good VET programs are described, as is TAFE's role in assisting early school leavers.

Availability

Web: <http://www.ncver.edu.au/publications/1445.html>

Print: \$27.50

***Extended learning opportunities: A study of cooperation between TAFE institutes, schools and universities in Queensland***

Chris Robinson, Josie Misko (2003)

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Queensland is leading Australia in offering VET options to students through the VET in Schools program, and has the highest rate of school students enrolled in (TAFE) institutes. However, the success of such initiatives is dependent on the ability to transfer qualifications gained (part or full) across educational sectors. The report suggests adopting a state-wide approach to generating better articulation and credit transfer arrangements, combined with financial assistance for schools, TAFE institutes and universities to develop innovative inter-sectoral arrangements.

Availability

Web: <http://www.ncver.edu.au/publications/1419.html>

***Learning and training in school-based New Apprenticeships***

Erica Smith, Lou Wilson (2002)

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What motivates school students to undertake school-based New Apprenticeships and how satisfied are they with the outcomes? The students themselves answer these questions in this report on the findings of a survey of school-based apprentices and trainees in three Australian states. Questions cover the students' appreciation of the quality of learning and training they received, the effectiveness of work experience, how it influenced their career decisions, the effects on their studies at school and the students' views on workplace learning in a variety of industries.

Availability

Web: <http://www.ncver.edu.au/publications/908.html>

Print: \$27.50

***Entering industry: A case study of links between a school vocational program and the building and construction industry***

Anthea Taylor (2004)

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This report provides insights into the school-to-work transition of 72 young people from a low-income region, who undertook an industry-specific school VET program. The training program was a one-year building and construction industry initiative, which involved schools, industry and TAFE. The majority of students reported confidence, enthusiasm, and satisfaction with their transition to work and early career experiences. Further, they recognised the value of persevering with their training despite challenges, and this was reflected in the high retention

rate in apprenticeships for this group.

Availability

Web: <http://www.ncver.edu.au/publications/1450.html>

Print: \$34.65

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**'Early school leavers and VET', *Equity in vocational education and training: Research readings*, K Bowman (ed)**

Richard Teese (2004)

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One in four young people in Australia leaves school without completing his or her senior secondary certificate. This has been a fairly stable pattern throughout the 1990s, although at the start of the decade recession kept somewhat more young people at school. This chapter looks at the context in which early school leaving occurs in Australia, the causes, the consequences, and the ways in which its impact is reduced through (VET).

Availability

Web: <http://www.ncver.edu.au/publications/1389.html>

Print: \$59.95

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***Stepping stones: TAFE and ACE program development for early school leavers***

Johanna Wyn, Helen Stokes, Debra Tyler (2004)

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The adult and community (ACE) sector and TAFE institutes provide programs for young people, which re-connect them to education. This report suggests these programs and settings are considered effective pathways for some young people who have left school early. The researchers found students are attracted to the programs by key features, including the quality of relationships between students and staff, flexible mode of delivery, choice of study areas, and opportunities for personal autonomy.

Availability

Web: <http://www.ncver.edu.au/publications/1384.html>

Print: \$25.30

## **NCVER forthcoming reports**

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<http://www.ncver.edu.au/newsevents/news.html>

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***Does participation in school VET programs result in successful outcomes for students in the short-term?***

Alison Anelzark, Koon Ong, Sue Thomson (forthcoming)

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The purpose of this study was to assess whether participation in school VET programs results in successful outcomes for students in the short-term. The impact of school VET programs was measured by comparing successful student outcomes from those that have, and have not participated in school VET programs, as well as those with differing exposure to VET both within and outside the school curriculum. These outcomes were measured in terms of: school retention rates, post-school improved engagement with learning and improved employment outcomes, post-school unemployment relative to youth unemployment rates, and post-school self-esteem.

The scope was young people who were in Year 9 in 1998, surveyed for the Longitudinal Survey of Australian Youth (LSAY) (Y98 cohort) supplemented by students covered by the NCVET National VET Provider Collection to add depth to the analysis of VET activity. Where relevant, comparisons were made to the reported activity of the LSAY Y95 cohort.

### ***Lessons and challenges: Vocational education in schools research overview***

Kate Barnett and Associates, Dr Robin Ryan (forthcoming)

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This report reviews the literature in Australia that relates to school students and VET. This review of literature identifies key trends, challenges faced, lessons learnt and expected future direction.

The scope of the review is broad and encompasses all the ways in which school students engage with vocational education and training. It is not limited to VET in Schools programs.

### **Informing post-school pathways through co-opting school students' paid work experiences**

Stephen Billet (forthcoming)

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The aim of this project is to co-opt high school students' authentic experiences in their paid part-time work, school-based New Apprenticeships and voluntary work-based experiences to assist them and their peers understand more about work and working life, and inform decision-making about pathways towards and through working life. Through classroom-based activities, it aims to utilise these paid authentic work experiences, which are widely available in every senior high school student cohort, to develop an informed and critical appreciation of work and working life.

### ***From school to work: The role of traineeships***

Mike Dockery (forthcoming)

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This study will examine the role of traineeships in the transition from school to work. Specifically it will examine:

- The factors that influence school leavers' decisions in whether or not to participate in a traineeship (this will include intentions as well as participation)
- The benefits that accrue to the person who completes the traineeship compared with those who leave school with no further education or who do a short course.

### ***Learning pathways for young people***

Roger Harris, Bob Sumner, Linda Rainey, Jillian Albrecht (forthcoming)

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The project will focus on the choices and learning pathways available to, and used by, young people. Specifically it will analyse initiatives that have been implemented in recent years to 'broaden choices for young people' and 'facilitate clear and easy pathways'. It will also investigate patterns in learner movement through a quantitative analysis of data in sector-based collections to illuminate how these initiatives have operated in practice. Finally, it will examine the more qualitative issues of moving within and between various pathways through interviews with a sample of learners.

### ***Down the Track Student Outcomes Survey of 15–24 year olds***

NCVER (forthcoming)

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*Down the track* is a survey of 1500 15–24 year old students who completed training in 2001. The survey is a follow-up of those who took part in the 2002 Student Outcomes Survey. The aim is to look at the longer-term outcomes of training. Summary results are available with the results of the Student Outcomes Survey. A more detailed report on outcomes for 15–24 year olds will be available in 2005.

More information on the Student Outcomes Survey can be found at:

<http://www.ncver.edu.au/statistics/surveys/sos04/index.htm>

### ***VET options and young people***

NCVER (forthcoming)

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VET programs for young people have significantly expanded over the past decade. This publication provides an overview of all of the different VET options and the emerging benefits and outcomes of those options that fall within the nationally recognised VET framework. Current implementation issues are also summarised.

### ***Choosing VET: Evaluation of career development services***

Michele Simons, Linda Rainey, Berwyn Clayton (forthcoming)

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The purpose of this study is to evaluate the effectiveness of the range of careers development services available to and utilised by young people, up to 24 years, at the transition point of post-compulsory schooling and in the early years of their careers, with a particular focus on outcomes relating to VET. It will evaluate the effectiveness of these services in relation to a career development model; from the viewpoint of these young people and key influencers, especially parents; and from a comparison of data relating to careers advice and destinations, where this is available.

### ***How workplace experiences while at school affect school leavers' pathways***

Erica Smith, Annette Green, Brian Hemmings (forthcoming)

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The research will examine school students' post-school pathways and the extent to which they are influenced by the engagement with workplaces that they experienced while at school. The outcome will be a report mapping the young people's post-school employment and study pathways and describing and analysing the links between their pathways and the workplace engagement that they had whilst still at school. To the researchers' knowledge it will be the first major follow-up study of school-based apprentices and trainees, and will be the first follow-up study that systematically compares the effects of engagement in VET in Schools, work experience and paid part-time work.

### ***Schools, VET and partnerships: Capacity building in rural and regional areas***

Helen Stokes, Kathleen Stacey, Dr Murray Lake (forthcoming)

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The research will focus on the real life application of social capital concepts in school-VET partnerships that demonstrate success in building social and economic capital in rural communities and regions. Its purpose is to provide an outline and analysis of the models and processes chosen (or developed) and implemented by these rural and regional communities, highlighting factors that shape decision-making in finding an appropriate 'fit' between models, processes and local contexts. Relevant factors that distinguish between communities that socially and economically prosper have been identified in recent research. The proposed research takes this work in another direction by exploring how communities with successful school-VET partnerships act to utilise and/or address these factors.

## Other useful website addresses

<http://www.dsf.org.au>

<http://www.edfac.unimelb.edu.au/EPM/CPELL/>

<http://www.mceetya.edu.au>

<http://www.dest.gov.au>

<http://www.year12whatnext.gov.au>

<http://www.acer.edu.au>

<http://www.anta.gov.au>

To purchase the print version of the publications listed above  
phone: **1800 009 966**

To access the NCVER website go to: **<http://www.ncver.edu.au>**

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